

The Public Schools of Brookline
Superintendent's FY2015 Budget Message

EXECUTIVE SUMMARY

The mission of the Public Schools of Brookline is “*To ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and to succeed in a diverse and evolving global society.*” Each year, it is the Superintendent's job to advance that mission with a budget that puts in place people, programs, and buildings; that supports energized teaching and engaged learning; that pushes innovation in all aspects of the school experience. These are the elements that allow Brookline to continue to earn its reputation, and to remain true to our five vital core values: High Achievement for All; Excellence in Teaching; Collaboration; Respect for Human Differences; and Educational Equity.

Budgets are the mechanism by which leaders communicate priorities and implement the mission, vision and goals of the organization. Without a commitment of financial resources, however, the goals of a school system cannot be realized. For the past many years, and in particular the past twelve months, meeting our goals has run up against another price of success, and that is growth. Our elementary population has grown by 35% since FY2005. Against that growth, revenues have declined in real dollars due to the great recession and due to the fixed nature of Proposition 2½. Through careful stewardship of areas like Food Services, strategic investments in better programs to bring down costs and improve services in Special Education, difficult cuts in music and libraries, the undesirable use of one-time funds, strong partnerships in the community, and a willingness to defer action in a number of areas such as Central Office functions and educational technology, we have continued to inch forward toward our vision despite the reductions and despite the growth.

The FY2015 budget, by contrast, allows us to tread water for a year. Given the growth in our population, even that is only possible because of the continued strength of the Town/School Partnership and the robust process of budget investigation and review currently underway. We are grateful for that partnership, but this is a bridge budget only in the sense that it keeps us from falling into the water. On the other side of the bridge, I hope, will be revenues that allow us to continue advancing toward our goals.

Specifically, this budget is faithful to our vision and priorities. Key investments include:

- Increasing teachers and teaching supports to meet growth while capping class size and prioritizing the inclusion of all learners in Brookline classrooms.
- Maintaining neighborhood schools with diverse, engaged communities.
- Building an equitable technology infrastructure, so that as we increase our use of technology, all our students and all our teachers will be able to benefit from the possibilities.

But this budget does not take us where we need to go. We will remain behind in providing sufficient nursing, guidance, and other key supports to students and teachers. We will spend another year falling behind other districts in our use of technology. We

will not match the growth in our middle school populations with programs that we know dramatically improve the experience of grades 6, 7, and 8. We will be unable to offer all our schools some programs that have brought measurable benefits to date in a few, such as the Literacy Collaborative and the collaboration with the Landmark School. That kind of progress, legitimately demanded by the community, will require the resources that only an override can provide.

BUDGET MESSAGE

The Strategic Plan of The Public Schools of Brookline provides a road map for our work, with goals and strategies tied to our mission:

“To ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and to succeed in a diverse and evolving global society.”

In addition, we measure the value and success of our work against five Core Values:

- *High Achievement for All*. This drives investments in smaller class sizes, investment in quality early education, a commitment to inclusion classrooms, a comprehensive High School curriculum, innovative system-wide initiatives, Program Review, differentiation of instruction for all levels, and investments in contemporary educational technology.
- *Excellence in Teaching*. This drives investment in professional development, faculty mentoring programs, the materials fee program and staff day care to attract and retain the best educators, meaningful Educator Evaluation, and professional collaboration time.
- *Collaboration*. This drives vital partnerships such as Extended Day, Parents as Partners, the Brookline Education Foundation and 21st Century Fund, Brookline Community Foundation, Brookline Mental Health, Wheelock and Lesley Intern Programs, the Brookline Music School, and the China Exchange.
- *Respect for Human Differences*. This drives development of programs (e.g. School Within-A-School, Opportunity for Change), celebrations of diversity and cultural proficiency programs, Understanding Disabilities, investments in Social Emotional Learning, Olweus Bullying Prevention, and Responsive Classroom, Advisory at the High School, and English Language Learner programs.
- *Educational Equity*. This drives our investments in system-wide Special Education Programs, the African American/Latino Scholars program, the Calculus Project, the Literacy Collaborative, Mentoring in Middle School, Steps to Success, and BRYT. It also drives system-level analysis of progress, ensuring system-wide equity in new programming and resources, and a diverse hiring profile.

As is now widely known, unprecedented enrollment growth has resulted in an increase of approximately 1300 students in our elementary schools since 2005 (a 35% increase). The manifold impacts of that growth have seriously tested our ability to continue the range of investments described above. Two community-wide processes have documented in detail the challenges and potential solutions to the operating and capital challenges of enrollment growth. The B-SPACE process, which concluded in September

2013, resulted in a frank conversation about public school facilities, the reasons for maintaining preK-8 and 9-12 grade configurations, and the steps we are willing to take to ensure the continued excellence of our schools.

The Override Study Committee (OSC), empaneled by the Board of Selectmen in August 2013, was charged to “determine whether substantially more revenue capacity than what is currently anticipated will be necessary to maintain desired levels of services and fund future liabilities of the Town and PSB . . .” Their work has triggered a community-wide conversation about the priorities of our school system, including challenges to and analyses of METCO, Materials Fee, our class size assumptions, the rental of facilities, and our early education programs. We value the work of the citizen members of these two Committees, who have volunteered to grapple with exceptionally difficult issues in the face of extraordinary cost pressures associated with this enrollment growth. We look forward to continued conversations with the Override Study Committee regarding the priorities and beliefs of this school system and the resources required to sustain the level of excellence that this community demands.

What has become clear is that substantial, sustainable increases in revenues will not be possible for the FY2015 budget cycle. Given this, there is reason to be concerned about our ability to sustain our priorities and programs. With respect to the FY2015 budget, the Town Administrator has recommended steps that, when combined with strategies employed within our process, would allow us to address key needs in the classroom, in classroom support, in special education, and in technology during the coming year, while continuing to work toward long-term solutions to the financial implications of our growing student population.

OVERALL BUDGET PICTURE FOR FY2015

Budgets are the mechanism by which leaders communicate priorities and implement the mission, vision and goals of the organization. Without a commitment of financial resources, the stated goals and objectives of a school system cannot be realized. As stated in materials published by the U.S. Marine Corps (and adopted by numerous other organizations), “Vision without Resources is Hallucination.”

The FY2015 budget development process has had to be responsive to:

- Enrollment Growth. We continue to experience significant growth in the K-8 cohort, including (using October 1, 2013 enrollments) the present kindergarten class (630 students), grade one (676 students), grade two (618 students), grade three (539 students), grade four (656 students), grade five (562 students), grade six (519 students), grade seven (536), and grade eight (492). In addition, our projections for the next four years, including the incoming kindergarten class (estimated to be 630 students), assume a continuation of this pattern of accelerated growth. Finally, we will experience the first substantive increase of students associated with this enrollment growth at Brookline High School in FY2015.
- FY2015 House 1 Proposal. Governor Patrick's budget proposal provides a significant increase for Brookline's Chapter 70 funding based upon the calculation embedded in the Chapter 70 formula re-set by the legislature in FY2007. Specifically, the

Governor's recommended increase of \$99.5m to statewide Chapter 70 funding allows for a \$790k increase to Brookline. This proposal would continue to raise Brookline toward the Foundation Target Aid of 17.5%, moving our system to 16.2% for FY2015. Moreover, the Governor's recommendation is based on a set of revenue assumptions that would appear to be sustainable by the Legislature. As a result the Town-School Partnership formula is based on this estimate of a \$790k increase in Chapter 70 growth in FY2015. In addition, other Gross Local Aid only adds to this total by \$28K for total growth to Brookline of \$818K.

- Circuit Breaker. The Governor's budget level funds "Circuit Breaker" reimbursement for FY2015. We set our FY2014 budget on an anticipated funding level of \$1.9m, but received an additional \$200k based on the FY2013 claim. As a result of actions taken by the system to reduce out-of-district placements and their resulting costs, it is reasonable to expect our upcoming claim to be smaller than our FY2014 funding level. Therefore, we will set our FY2015 Circuit Breaker Budget at the original \$1.9m FY2014 budget target.
- Local Town Receipts. The Town is projecting an \$800k increase in local receipts for FY2015, as well as an increase in property tax revenue (2.5% on the base plus new growth) in the coming year. Local receipt increases are primarily due to growth in local option taxes and motor vehicle excise taxes. Details of these receipts are available as part of the Town's Budget Message.
- Parking Meter Revenue Increase. The Town will propose a \$0.25 per hour increase to the parking meter fee to take effect on July 1, 2014. This action, if approved through the regulatory process and Town Meeting will allow (with some other meter adjustments in certain locations) for an increase of \$1.0m in new revenue for FY2015. The Town Administrator has pledged to advocate for this full increase of revenue to be committed to the school department through the Town/School partnership, above the normal formula, to address the cost pressures of enrollment growth. We are extremely grateful for the Town Administrator's endorsement of this proposed increase to school funding.
- Health Insurance. FY2015 will represent the fifth year of Brookline's participation in the Group Insurance Commission (GIC), the Health Insurance system for state and municipal government employees. This agreement has resulted in savings for individual employees, as well as to our general operating budget. While the current projection is for a 5% increase to health insurance rates in FY2015, the estimate will be adjusted when the GIC certifies their rates for the coming year in March. At this point, the school department share of projected health insurance increases is set at \$778k for the coming year.

In addition, our budgets during the past few years of accelerated enrollment growth have been based on three (3) key overall principles:

- Classroom teachers and class size are important. We have focused our scarce dollars on keeping teachers in the classroom with students. In addition, we have been dedicated to maintaining reasonable class sizes (of up to 22 students in grades K-3 and up to 25 students in grades 4-8), although our average class across the elementary schools is 1.5 students larger than when the enrollment surge began.
- Professional learning and program evaluation are critical elements of a successful organization. A second focus has been on teaching and learning, program review,

professional learning around system objectives, and data analysis as the building blocks of continuous improvement.

- Serving Brookline students in Brookline is best for families and our schools. We have prioritized improving special education (e.g., building programs, improved team facilitation, and building administrative capacity), along with regular education services (e.g., literacy instruction, child study teams, and classroom support from paraprofessionals in grades K and 1) in order to better serve our students and their families in Brookline in a cost effective manner.

While these beliefs have served our students and families well during the past few years, they do not fully capture the priorities of this school system and community. As presented to the Override Study Committee in October 2013, we believe that our budget priorities, both capital and operating, should (while responding to the conditions outlined above) focus more fully and transparently on the following views and policy choices:

- The PK-8 model best facilitates the academic program and community that Brookline families are looking for in their school system. The PK-8 model facilitates strong connections between school and families, in addition to allowing for the creation of strong, long-term relationships between teachers and students. We are committed to this model, as well as to eventually bringing our PK classes back to our eight (8) elementary schools as additional classroom space is created during upcoming renovation/addition projects.
- Neighborhood schools are important. Ensuring that our schools are easily accessible to families is a critical component of our success. Brookline parents choose a neighborhood because it has a neighborhood school. Our community chose to create a system where most parents have their children walk to school, rather than spend time in a car or on a bus. We are committed to maintaining our community-based elementary school structure.
- Teachers matter. Supporting our educators and their families is an important aspect of ensuring an outstanding experience for our students. We believe that providing opportunities for quality professional learning, support for the families of our teachers, and competitive salary, benefits and working conditions are critical elements in guaranteeing that outstanding educators stay in Brookline. Moreover, hiring and retaining outstanding school and program leaders to evaluate and coach teachers is also significant to the success of our system.
- Equity does not mean equal . . . some of our students require more of our teachers and services than others in order to meet rigorous standards. Our emphasis on differentiation within the classroom and using quality assessment to drive instruction provide two tangible examples of our work to meet the needs of all learners, which can only be accomplished in smaller classes. Furthermore, programs like the Calculus Project and Steps to Success direct important resources to particular populations to ensure that all students and families have access to quality instruction, support, and information.
- Quality early education programming is an integral part of a public school system. While we have been forced to move many of our early education classes to rental locations because of our K-8 enrollment growth, we are dedicated to enhancing an already outstanding program. Improvement includes adding classes to meet student

and family needs when appropriate, enhancing partnerships with other providers, and ensuring the rental of quality spaces.

- Technology is an important component of a quality teaching and learning environment. Equitable access to the contemporary tools of teaching and learning for all teachers and students is no longer something that is “nice to have.” Appropriate tools are the basics of a quality classroom and are necessary to prepare students to be college and career ready.
- The METCO Program is an integral part of the fabric of Brookline and its schools. METCO brings an important element of diversity to our schools and community. It is clear that these Boston students benefit from a Brookline education and that our students also derive numerous advantages from this voluntary desegregation as well. Brookline has been a member of METCO for over 40 years.
- An agile central administration is necessary to serve a growing school population. While we accept the demands for information and service that are inherent in a vibrant, involved community like Brookline, it is clear that changes and additions will need to be made to the central administration in order to ensure that we can meet these requirements, while providing appropriate levels of service and support to our school- and program-based administrators and teachers.

In October 2013 we put forward a view of classroom teachers and support staffing that, we believe, would be necessary to “catch up” in areas that have been neglected during the years since our enrollment surge began, as well as what will be needed to meet the projected growth yet to come. We followed with a recommended view of technology in the system, focused on providing access to devices, teaching and learning tools, administrative tools, and a Bring Your Own Device (BYOD) program for students. These two (2) important plans were shared with the School Committee and the Override Study Committee and provide the basis of how the priorities stated above can be implemented and enhanced over the coming years. We know that compromises and choices will need to be made and that these ideas will require a substantial financial commitment on the part of Brookline taxpayers. We look forward to the opportunity to continue these discussions over the coming months.

This FY2015 budget proposal represents an opportunity to provide critical resources to support student services, to continue to enhance our special education services in Brookline, to reaffirm our commitment to the belief that class size matters, and to reiterate our pledge to provide an equitable technology plan throughout our schools within the framework of the larger, ongoing conversation about the resources and choices that will be necessary to make our vision, mission, core values and goals a reality.

I have actively consulted with my leadership team, including Senior Staff, Principals, and Coordinators, in formulating the FY2015 plan. In addition, the FY2015 Budget Guidelines and Priorities document, adopted by the School Committee on Tuesday, December 19, 2013, provided excellent guidance in this work. The following spending plan represents my best judgment of the greatest good in line with our obligations to both the current citizens and the taxpayers of the next generation.

REVENUE

Revenue Growth

- Town-School Partnership. The Partnership, which considers state and local revenue sources, as well as shared expenditures including health insurance and utilities, allocates an increase of \$3.97m to the public schools in the FY2015 plan. This projection assumes a significant increase (\$790k) from Chapter 70, level funded Unrestricted General Government Aid (UGGA), a \$1.0m infusion of new funds from parking fees, an increase to overall local receipts, and a shared funding formula within the Town/School Partnership to reflect increased costs for both special education services and school enrollment growth.
- Circuit Breaker. The Governor's budget funding of "Circuit Breaker" reimbursement for FY2015 is level funded at the FY2014 level. Brookline's funding level for FY2015 is expected to be \$1.9m. While this is consistent with our original (and current) FY2014 budget, our actual revenue for FY2014 will be \$2.1m. As a result, budgeting at \$1.9m for FY2015 does not represent a budget change. The additional amount from Circuit Breaker derived in FY2014 will go to fund balance reserve to assist our "additional funding" sources for FY2015.
- Building Rental. The school department has historically permitted programs that provide direct services to our student population to use our buildings without the charge of a building use fee. Examples include Extended Day Programs, Brookline Recreation Department, Brookline School Staff Children's Center, and Brookline Music School. We expect that implementing new building use fees, as well as centralizing the collection of these fees, will yield \$120k in new revenue for FY2015.
- Materials Fee. This program, which allows non-resident town and school employees to enroll their children in our school system for \$2.5k per year, represents an important policy decision in attracting and retaining quality teachers and administrators. Given the increasing number of families applying for the program, we are proposing that the FY2015 revenue line be increased by \$46k. This projection is based on an assumption of an additional eighteen (18) student enrollees for the coming year.
- Full Tuition Students. The school department enrolls a small number of international students annually at Brookline High School as full tuition paying students when they hold a proper VISA and live without their parents in Brookline for a semester or a year. In FY2014 we enrolled 7 students. While we do not yet know the enrollment count for next year, we will recommend an increase in the annual tuition charge from \$14k to \$16.5k, and adjust the revenue line associated with this charge upward by \$6k.

Utilization of Reserves

- General Reserves. While we originally budgeted \$650K of reserves for use in the FY2014 Budget, our year-to-date spending indicates that we will not need to expend in excess of \$350k in FY2014. As a result our reserve position available for the FY2015 appropriation will be approximately \$1.3m as of June 30, 2014. This proposal seeks to utilize \$1.0m of these reserves in support of ongoing operational expenditures, representing an increase of \$650k over FY2014 actual expenditures.
- Reserves Dedicated to Student Technology. For FY2014 we proposed that an additional \$50k of reserves, above that proposed in the following section, be dedicated

to providing the level of technology resources required as a Brookline High School student, particularly for those who can least afford it. While our long-range plan supports a Bring Your Own Device (BYOD) model, the current academic expectations of BHS students require regular use of suitable Internet accessible devices. Not all families are able to provide this level of technology and, therefore, PSB funds will eliminate this obstacle to achievement by providing the needed devices. This initiative was not implemented in FY2014 and, therefore, these funds are still available to be targeted to this purpose in FY2015.

Revenue Challenges

- METCO. Governor Patrick has proposed level funding for METCO in his spending plan, although our personnel expenses (steps and lanes, as well as negotiated salary increases) and student transportation costs continue to increase. We have carried \$30k in our grant reserves to address any issues that may arise from these cost increases. Although we are not planning for any change to the budget for the program, it is possible that we will experience program reductions for FY2015.
- Federal and State Grants. We are awaiting decisions at the Federal level regarding reauthorization of the Title grants, which could result in a reduction in current levels of support for these programs. This reserve is set at \$40k.
- Food Services. We implemented the final phase in having our food services revolving account pay for health insurance costs of their employees in FY2014. Specifically, the program will meet its full health insurance obligation again in FY2015. In parallel, we will continue to review the financial condition of this enterprise as food prices continue to rise. The current meal price was set in FY2010 and with significant upward cost movement to produce and other food products we will review the appropriateness of a \$.25 per meal increase in FY2015. The School Committee should expect a recommendation on this issue before the end of the school year.

Overall Revenue Picture

Based on the figures provided above, the total new revenue available to us in formulating the FY2015 spending plan is \$4.79m.

SPENDING PRIORITIES AND REDUCTIONS

Classroom Teachers and Supports

The proposed increases to classroom teachers and supports, throughout our K-12 system, are largely driven by enrollment changes. Specifically, these proposals assume an incoming kindergarten class of 630 students and are designed to support students at the elementary, middle and high school levels. While budget allocations and prioritization of spending have enabled us to maintain favorable class sizes during our enrollment surge, we have not been able to bring the same level of urgency to classroom supports, including guidance, nurses, and administration. The plan included in the FY2015 spending proposal is consistent with our overall plan for these areas, with a focus on several areas of high priority for addressing the most significant needs in our system.

- Elementary Classroom (K-5) Teachers. We are projecting a need for 3.0 FTE teachers, which represents a cost of \$180k, at the elementary level. Specifically, these positions will be created at Devotion, Lawrence and Pierce schools.
- Middle Level Classroom (Grades 6-8) Teachers. An increase of 4.0 FTE teachers represents the larger cohorts of students now moving into the middle grades in our elementary schools. The positions will be assigned to Baker (1.2 FTE), Driscoll (1.0 FTE), Heath (1.0 FTE), and Lincoln (0.8 FTE) schools at a cost of \$240k.
- Elementary and Middle Level Specialists. Given the projected enrollment growth and classroom needs, this spending plan also projects an increase of 2.3 FTE for specialists who provide enrichment opportunities for students in physical education, performing arts, visual arts, world language and health. The cost of these new positions is \$138k.
- Brookline High School Teachers. The first elementary student cohort in our accelerated growth pattern will reach Brookline High School in FY2015. This slight increase in students forewarns of the significant increases that we will see at BHS during the coming years. We are projecting the need for 5.2 FTE at a cost of \$312k, which will be used primarily to support the increased number of course sections required to serve these students. While sectioning is determined in April, we believe that additions will be seen in both academic and elective sections.
- Nurses. The increase of nursing staff in our elementary schools in order to meet the needs of our diverse student population is a key priority. This proposal assumes the addition of 1.2 FTE, to be assigned at Devotion (.50 FTE) and Pierce (.50 FTE) schools and to our Early Education programs (.20 FTE). The cost of this staffing is \$78k.
- Guidance and Psychologists. Another significant area of our current support needs is the clinical support of our students. This is accomplished through guidance and psychologist staffing based on current staffing expertise, current ratios and student needs. We are recommending an increase of 3.0 FTE across our elementary schools at a total cost of \$195k. These professionals will be assigned at Driscoll (.60 FTE), Runkle (.40 FTE), Baker (.20 FTE), Devotion (.60 FTE), Heath (.60 FTE), Lawrence (.20 FTE), Lincoln (.20 FTE) and Pierce (.20 FTE).
- Literacy. The Literacy Collaborative is primarily a professional development initiative. Teacher capacity is built through the Literacy Coach model. In addition to classroom instruction, school-based Literacy Teams help educators become skilled at using assessment data and translating that information into targeted literacy instruction. Next year we will advance the four (4) schools currently in the Literacy Collaborative: Pierce (Year 4, grades k-2), Runkle (Year 4, grades k-2), Lawrence (Year 3, grades 3-5) and Lincoln (Year 3, grades k-2). In addition, we will advance a middle level (grades 6-8) system-wide Literacy Coach (currently teaching at Heath) and begin the expansion of the Runkle Literacy Coach through grade 5. Finally, the proposal will support adding two schools (Devotion and Heath) to the Literacy Collaborative work. The budget request for this item includes Literacy Coach training (2 coaches at \$22.5k each) and a .60 FTE (\$36k) for our middle level coach. Therefore, the total budget proposal for this important initiative is \$81k.
- Old Lincoln School Principal. The School Committee recently voted to support my recommendation to hire a Principal for Old Lincoln School, which will serve as an elementary school beginning in 2015-2016. While the specific configuration has yet to be established, this Principal will spend the 2014-2015 school year preparing for

the opening by working with the building department, architect and contractors, developing transition plans for staff and students, organizing transportation, and meeting with families, students and community members. The cost of this position for FY2015 is \$115k.

- Vice Principal. It is critical that we begin to address the increasing administrative needs of our elementary schools, which have been driven by enrollment growth, educator evaluation, and other state and local initiatives. This proposal increases staffing by 1.0 FTE at a cost of \$100k and provides a .50 FTE administrator at both the Baker and Pierce schools.
- Supplies. While the increase in enrollment has certainly driven a need to add to supply budgets, we have also experienced a substantial increase in the cost of these classroom materials. In addition, as we continue to improve our curriculum across the disciplines, there is a need for new and different materials and supplies to support instruction. Therefore, we are proposing a \$111.5k increase to this budget for FY2015.
- Middle Level Performing Arts. This increase of .40 FTE addresses a staffing equity issue by ensuring that all elementary schools offer music twice per week to all middle level students. At present, students at Pierce and Devotion only have this class once per week. The cost of this proposal is .40 FTE (.20 FTE at each school) at \$24k.
- Mathematics Specialists. This increase of .20 FTE addresses a staffing equity issue by adding a .20 FTE position at Driscoll School. The cost of this proposal is \$13k.

Special Education

- Language Based Learning Disabilities (LLD) Instructional Model. During FY2014 we implemented a significant enhancement to our language based instructional model at Brookline High School. This model was designed to:
 - ✓ Provide specially designed instruction in a multi-modal language-based approach;
 - ✓ Provide individualized language-based and reading instruction on a daily basis (4 times per week to meet the high school schedule);
 - ✓ Weave language processing and linguistics into the fabric of the school day through instruction, coaching and appropriate materials; and
 - ✓ Provide a routinized structure and system of support for enhanced organizational and executive functioning to support students' academic success.Our first year of implementation has been tremendously successful, both at helping students remain at Brookline High School and in serving the needs of our students. This proposal, which would add a teacher (1.0 FTE at \$65k) and a paraprofessional (.84 FTE @ \$21k), is designed to advance the program to 10th grade for incoming and existing students.
- Inclusion. We are proposing the addition of 3.0 FTE at a cost of \$195k to address content instruction for students in our Comprehensive Learning Centers (CLCs) at the elementary level. Specifically, these specialists will work with general educators, particularly at the middle level, to ensure that students are able to access rich content-area instruction in general education classrooms. The specialists will be assigned to the Runkle, Pierce and Lincoln schools.
- Speech and Language. We propose the addition of .90 FTE to our current staffing to meet overall case loads and permit the Assistant Superintendent for Student Services

to better deploy current staffing to meet student needs. The budget for this item is \$59k.

- Board Certified Behavior Analyst (BCBA). This proposal includes the addition of a 1.0 FTE BCBA to support the behavior needs in our elementary schools and to provide home based services for some students who are currently being served through a private contract. The total cost of this staffing is \$75k.
- Learning Center. This budget assumes the addition of a Learning Center teacher at Lincoln School at a cost of \$65k. The proposal addresses case load issues with these classrooms at this elementary school.
- Paraprofessionals. We are requesting the addition of one paraprofessional for the Language Based Learning Center at Driscoll School and one trained behavior support paraprofessional at the system-wide level who can be deployed to any school to address students in short-term crisis situations. This represents an addition of 1.69 FTE at a cost of \$42k.

Technology

The FY2015 spending plan and Capital Improvement Plan (CIP) include funding designed to:

- begin closing the technology access gap for Brookline educators and students;
- reestablish a four (4) year replacement cycle on all devices in the system;
- establish technology curriculum and assessment tools;
- appropriately budget for student digital content;
- establish ongoing support for administrative tools designed to increase efficiencies; and
- strengthen our network infrastructure.

While this technology plan addresses simple infrastructure and equity issues, our larger vision is focused on making our students college and career ready. Specifically, we must implement a more robust plan over the next few years designed to ensure that our students meet multiple objectives including, but not limited to the following:

- Use Technology and Digital Media
 - ✓ Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use.
 - ✓ Students tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline.
 - ✓ Students are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.
- Other Perspectives and Cultures
 - ✓ Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.
 - ✓ Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively.

- ✓ Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

The details of the FY2015 technology budget proposal, which totals \$575k in operating and \$400k in the CIP, are as follows:

- Address Equity of Technology Inventory. Our current computer inventory trails state and local community ratios. Additionally, this school system does not presently provide equitable access to mobile devices for teacher use with classes across the school system. Currently this K-8 mobile access ratio for instruction differs widely with a range of 5.18 devices per student across our schools. This proposal reduces the elementary school ratio to 4.03 (from 6.14) and reduces the range to 1.60. Specifically, the proposed expenditure of \$200k provides 400 new devices at the elementary level and 200 devices at Brookline High School in FY2015.
- Student and Staff Computer Lifecycle. This proposed expenditure of \$244k shortens the lifecycle on all existing computers from greater than five (5) years to four (4) years and adds to the current budget of \$356k. Having appropriate funding in place for devices over four (4) years provides sustainability and access to up-to-date devices, along with the ability to change purchasing decisions as the technology advances.
- Teaching and Learning Tools. This proposal establishes support in tools to improve teaching and learning of technology skills and appropriate use of technology. Specifically, the tools of highest priority are research and information literacy curriculum, student technology assessment tools, and a staff technology assessment tool. The total expenditure is \$11k, representing an increase to the \$32k in the FY2014 budget. However, this spending plan will not allow us to grow our BHS Learning Management System or extend this tool to the middle grades. In addition, we are delaying the integration of our library system with video distribution/archiving. Finally, we are delaying the integration of a portfolio management system that allows for the collection of evidence of student learning through the school year and from grade to grade.
- Student Digital Content. We are committed to providing access to the general curriculum for students with different learning needs by purchasing e-books and audiobooks, as well as programs and applications to support individual student learning needs across the continuum of achievement, and building our online content access with subscriptions to services. This proposed budget of \$32k establishes support for a portfolio of online subscriptions, along with the collection development of e-books and audiobooks to meet the needs of diverse learners.
- Administrative Tools. Our goal is to establish ongoing support in tools to improve administrative efficiencies and advance the use of data for teaching and learning. This increased expenditure of \$38k will provide technology support for the Educator Evaluation program, which was funded as a pilot program within the FY2014 CIP, an IT management tool, and funds to support the needed help desk supplies, given an increase in inventory. However, the plan will not allow for the purchasing of additional administrative tools that are needed, including: analytics dashboard software, management tools for inventory, online professional development, curriculum resources, and an online portal.

- Professional Learning. This proposal will help to create time and flexibility for educators by offering both synchronous and asynchronous learning opportunities. During the summer, we will provide multiple face-to-face seminars (3-5 days) and workshops (1-3 days) on how to maximize the tools of technology to better personalize student learning. For educators seeking the most flexible learning opportunities, we will fund online courses approved by the Office of Teaching and Learning that advance teachers' skills and knowledge of integrating technology in the classroom. Working off the success of the Brookline Education Foundation Idea Lab, we will solicit educators' professional development ideas for summer learning and provide approved proposals with the tools (applications and hardware) necessary for their learning. For each of these learning experiences, educators create a plan for next steps in their learning and strategies for sharing their learning with other educators during the school year. This final step is an essential component of advancing the professional learning community culture within the PSB Professional Learning Framework.
- Network Infrastructure. Our goal is to work closely with the Chief Information Officer (CIO) to establish an operating budget for the ongoing maintenance of the network infrastructure of the schools. Specifically, switches, WAPS, servers, and Wism make-up the network infrastructure that, in combination with bandwidth delivery, provides a robust and reliable network that needs to grow as the number of network users increase, as well as to address curriculum and assessment demands. In addition to the \$75k budgeted here, which will be carried in the CIO's Operating Budget, another \$81k in infrastructure costs are included in the Capital Improvement Plan (CIP) budget to ensure an adequate investment in infrastructure.

As noted earlier, the CIP also includes \$400k in funding for school-related technology expenditures in FY2015. Following is a description and accounting for the \$400k included in the Capital Plan:

- Mobile Carts. We currently have 40 carts available at the K-8 level and 12 carts at Brookline High School. This proposal of \$63k will increase our available inventory by 37 carts, allowing for more student access to technology throughout the system.
- Mounted Projection (K-8 and Brookline HS). We currently have 86 classrooms with mounted projection that meet standards at the elementary level, including 44 at Runkle, 7 at Heath (both provisioned as part of the building project) and 15 at Driscoll and 20 at Devotion (provided by the PTO). In addition, there are three classrooms at Brookline High School with mounted projection. In order to begin to remedy this inappropriate and inequitable current status, we propose to add mounted projection in 46 Brookline classrooms in FY2015 at a cost of \$256k.
- Network Infrastructure. This proposed funding of \$81k will result in a total of \$156k being added to the Chief Information Officer's budget in order to ensure appropriate spending on the network backbone. This network will need to grow as curriculum and assessment advances and the number of network users increase.

Efficiencies and System Improvements

- Building Rental. Our current decentralized approach to renting space in school buildings is inefficient and lacking in appropriate oversight. We propose to hire a 1.0 FTE clerk to integrate all elements of this function, including scheduling, assignment of custodians and payment of fees. The cost of this position (\$50k) will be offset by an increase in building rental collections.
- Fee Processing. This modification to the manner in which we collect athletic fees and early education tuition will result in a more standardized approach to scholarships and program eligibility. We also anticipate that this plan will result in more transparent service to parents and students. The cost of the position is at least partially offset by an increase in fee collections. This position is being proposed as a one (1) FTE addition in combination with the building rental functions described above.
- Student Registration and Residency. Student registration for elementary schools is conducted at each of our schools. This ineffective process leads to substantive differences in the experience for students and parents, uneven data in our student management system, and inconsistent analysis of required residency documentation. We propose to create one (1) system-wide Registrar position, with appropriate clerical support, to standardize these functions, while allowing for more careful residency enforcement. The net cost of this proposal is \$38k.
- Parent Center. This proposal is part of our larger vision of providing parents with a one-stop shopping experience for registration, accessing important information regarding our schools and community, and accessing supports (parent courses and training). We anticipate using current staffing, as well as the fee-processing role described earlier in this proposal, to establish this important resource for our families. We will provide a more specific proposal, including how existing resources will be brought to bear in service of our families through this effort, in March.
- Today's Students, Tomorrow's Teachers (TSTT). Brookline was one of the first systems in Massachusetts to initiate this program, which is designed to incent students of color to look at teaching professions and, more importantly, to consider returning to a position in education in their home community. We presently support two (2) cohorts, representing a total of twelve (12) students, in this important effort. This proposed expenditure of \$15k would add a third cohort of students in FY2015.
- High School Security. We currently employ two (2) paraprofessionals as security personnel at Brookline High School. Given the size and complexity of our buildings, as well as the open campus model, we are requesting an additional \$50k for our security program at BHS. We intend to examine the current program, staffing model and propose an improved structure using these dollars, along with the current staffing budget. I expect to review our proposal with the School Committee in March.
- High School Student Technology Access. As described earlier in this proposal, this initiative is designed to guarantee access to levels of technology resources required of a BHS student at a proposed cost of \$50k. Specifics of the proposal will be provided in March.

Budget Reductions

- Classroom Consolidation. This spending plan assumes that we will identify one (1) elementary section for merging in a grade level at a school. This will be accomplished through careful analysis of current and projected enrollments throughout the spring,

particularly in sections that are marginal and, therefore, potential candidates for unification. This consolidation results in a savings of \$60k.

- Central Administration. As we have discussed with the School Committee on many occasions during the past three (3) years, the central administration staffing required to implement system-wide and state initiatives, to meet the needs of an increasing student population, and to provide a wide variety of services for our engaged community is not being met. While we have taken some incremental steps to address staffing in critical areas, it is now clear that the FY2015 budget can only be reconciled with the elimination of some of these roles. These reductions are necessary, but will also mean that we will not be able to meet some key performance goals related to communication, professional development, and accountability. Specifically, I am proposing the elimination of our Teacher-Leader for Professional Development (\$56k), Special Education Data Analyst (\$60k) and Director of Community Engagement (\$70k) positions. In an effort to address the long-term needs of our schools and community, we are currently engaged in a compensation and administrative structure study with Human Resource Services (HRS) regarding these issues and expect to have recommendations regarding our structure in May.
- Paraprofessionals. The creation of the Inclusion Teacher role at Pierce School means that two (2) paraprofessional positions can be eliminated for FY2015, resulting in savings of \$42k.

Other Expenditure Issues

- Outside Placements. We have been able to meet our budget goals for FY2014 by returning students successfully to in-district programs, thereby keeping these private placement costs below FY2013 levels. The FY2015 spending plan assumes continued savings from a significant number of students who will “age out” of outside placements in the coming months. This factor allows us to level-fund our outside placement budget, while assuming a \$250k contingency within the current spending figure.
- Employee Salary Increases.
 - Collective Bargaining. We enter FY2015 without a collective bargaining agreement in place for any of our employees including our Brookline Educators Union (BEU) groups. In order to structure a budget for FY2015 that can begin to address many of the service and support issues where we have fallen behind I am recommending that we budget for Collective Bargaining agreements in FY2015 based upon a 1% COLA and an additional 1% to fund the cost of items included in the prior agreements (the “tail”) which appear as new costs in FY2015. Therefore, our collective bargaining obligations with all employees for FY2015, given our recommended assumptions, equal \$1.47m.
 - Steps and Lane Advancement. The substantial number of teacher retirements in the system since 2003 has resulted in a professional staff that is, on average, younger and has less teaching experience. In addition to negotiated salary increases, these newer teachers are more likely to experience additional increases associated with steps (years of experience) and lanes (graduate degrees and credits). As a result, the annual salary costs borne by the district are now significantly more than the published negotiated adjustments. Specifically, this means that we will need to budget \$1.15m for step increases and lane increases in FY2015.

Therefore, the total cost of collective bargaining for FY2014 is estimated at approximately \$2.62m, which will be partially offset by \$500k in savings from anticipated retirements and other staff turnover.

- Grant Contingency. As discussed earlier in this spending plan, potential reductions in valuable grant funds (including Title I, Title IIA and METCO) necessitate that we make a provision for revenue reduction or, at best, level funding. As a result, we will hold a reserve of \$70k for a contingency for these issues.
- Payroll Office Consolidation. The Town and Schools have implemented a new payroll system and expanded MUNIS as a Human Resource Information System (HRIS) in FY2014. The School Department added a mid-year FTE to the Human Resources Office to assume duties previously performed in the Payroll Office. For FY2015 the Town/School Partnership formula shifts the savings of the FY2015 full implementation requiring the full annual cost of this position of \$30k to be absorbed in the School Department budget.
- Contingencies for Special Education and General Education. The spending plan includes \$250k for unanticipated special education obligations during the FY2015 budget year, as well as \$200k in general education contingencies (carried over from FY2014). We further recommend that the \$300k remaining in our reserves be designated to deal with unanticipated special education and general education costs during the coming budget year.

Other Factors

- Paraprofessionals and Interns. I am very pleased that this budget proposal maintains our commitment to providing paraprofessional and/or intern support to each of our kindergarten and grade one teachers. We believe that our students and teachers have benefited greatly from this strategy, while the system has seen a more focused allocation of paraprofessionals at later grades as a result of employing this strategy with our youngest students.
- Early Education Tuition. This spending plan includes a 6% increase in tuition rates for all of our early education classes that will allow us to cover the increasing costs of these important programs. Furthermore, my hope is that, in the very near future, we can provide the School Committee with recommendations for ensuring that every student can benefit from a PSB early education experience without having to worry about not being able to pay for the program.
- "4+1" at Brookline High School. We currently utilize 14.6 FTE of academic teaching personnel in this High School program at a cost of over \$1m per year. The program is comprised of two (2) major components:
 - Brookline High School Tutorial Program. Tutorial allows teachers in certain academic departments to substitute small group support for their fifth class teaching assignment, while providing approximately 220 students with academic assistance.
 - World Language. This component provides two (2) language teachers with first level courses, which are designed for students who have not had a previous world language experience.

We will be working closely with the Headmaster to determine the sustainability of the "4+1" model in serving a growing high school population.

- Landmark Partnership. Landmark School is a private entity located in Beverly specializing in educating students with language-based learning disabilities and differences. The Landmark School Outreach Partnership is a collaboration between the Public Schools of Brookline and Landmark to identify and implement common effective language-based instructional strategies that best support students with learning differences within the classroom. Brookline has several schools involved in this program in which a team of general education and special education teachers develops and expands their repertoire of instructional strategies by using Landmark's systematic, skills-based content materials and models for adapting instruction to meet learner needs. We have no plans at this time to expand the program beyond the schools presently involved (Lawrence, Baker and Driscoll), although Pierce has expressed interest in this joining this initiative for FY2015.
- Early Education. Our FY2015 plans include the creation of a new class, to be located at Beacon/Trust, that is designed to accommodate the youngest children in our system who “age out” of the Early Intervention Program during the course of the school year. At present, we do not have enough early education seats for these students who turn 3 after November 1st; therefore, we resort to placing them in PK programs, which are not age-appropriate for them. This class will offer these students a seamless transition to our early education classrooms at our three major locations (Lynch, Beacon/Trust and Putterham) and will allow us to keep pace with the growing need for three year old placements throughout the school year. The costs associated with this program will be budgeted within the early education revolving account and our special education budget.
- Director of Research and Accountability. We are very excited that this position, formerly known as the Director of Data, was reinstated in FY2014. As readers of our past budgets are aware, the position was cut in FY2012 when our previous Director left the system. This has proven to be a very short-sighted reduction, given the impact on our educational program and ability to provide timely and high-quality data to decision-makers and the public. We know that this position allows us to provide analyses, evaluation and technical review of data including, but not limited to, local and state assessments; to oversee the development of systems for gathering, storing and integrating data; to establish and manage a comprehensive program to assess district, school and student success; and to ensure reliable functionality of data systems in order to support the credibility and accessibility of data. The annual cost of reviving this position is \$90k. We have absorbed \$45k of this cost in FY2014 with the mid-year restoration of the position, leaving an FY2015 growth of the remaining \$45k.
- Brookline Education Foundation (BEF) Support. In addition to their generous teacher and collaborative grants, the BEF supports system grants each year. Because of their efforts, we have been able to roll out Responsive Classroom and Developmental Designs across the elementary schools. We have been able to be aggressive with our K-8 Literacy initiative, thanks to the BEF's support for training. Finally, the BEF has partnered with the system and the 21st Century Fund to support the Content Reading Initiative at Brookline High School.
- 21st Century Fund. The Fund continues to generously support a number of important initiatives within the high school, including the Content Reading Initiative, the Global Leadership Academy, Drawing for Understanding in Field Science, and Human Math

Experience. We sincerely appreciate the efforts of Fund members in supporting innovation at Brookline High School.

- Ongoing Initiatives. Although no increases are proposed for a number of important initiatives, it is important to point out that funding levels are maintained for many ongoing efforts, including: (a) social competency and bullying prevention; (b) curriculum revision in K-8 science and social studies; (c) Steps to Success; (d) Enrichment and Challenge Support (e) African American and Latino Scholars Program; and (f) Calculus Project.
- Classroom and Program Relocations. The space challenges for FY2015 and beyond are daunting, given the projected continued growth in our enrollment. These student enrollment increases have necessitated continuing changes to program/classroom spaces within school buildings, have forced us to give serious consideration to the feasibility of modular classrooms and will result in the relocation of additional pre-K classrooms to leased sites, outside of the K-8 buildings, once again in FY2015. Moreover, our continued use of Brookline High School as a site for “non-secondary” classes and programs is of concern because BHS enrollment will begin to grow in FY2015. Specifically, given that our large student cohorts will begin to impact space availability at the high school over the next few years, we are committed to implementing a plan to accommodate the needs of the high school and the needs of programs currently located within the high school (e.g., early education, adult and community education) as soon as possible. For FY2015 we will be relocating two (2) programs from Driscoll School to Temple Emeth (Putterham) and two classes from Brookline High School to Beacon/Trust. While these leased spaces provide high quality educational space for our programs, they come at a significant cost that we will need to accommodate in our long-term spending plans.

POSSIBLE ADDITIONS

I believe the FY2015 budget proposal described above represents a realistic scenario for the fiscal year. However, there is some possibility that Brookline may receive additional revenues that would permit us to enhance this budget plan. For example, our assumption of a 5% increase to health insurance premiums is likely to be revised in a manner that would allocate additional dollars for Brookline. Although final recommendations will be formulated when and if these funds become available, and in accordance with any restrictions imposed by the eventual funding program, our priorities for additional improvements and restorations would include the following program and staffing issues (in no particular order).

- Central Administration. Given the reduction of three (3) positions in this spending plan, as well as the anticipated recommendations from our consultant study, I would look to recommend the use of up to \$150k in implementing key recommendations of the study. I expect to review these recommendations with the School Committee in June.
- Repair and Maintenance. Should appropriate levels of funding become available, we could look to enhance the existing budget of \$1.24m for repair and maintenance of our facilities by up to \$100k.
- Team Facilitator. Given the caseload issues at Devotion School, we could look to add a .50 FTE position for FY2015. The cost of this position would be \$33k.

- Employment and Community Resource Specialist. This position, which has been requested as part of the Brookline High School budget plan, would assist students in regular and special education in securing employment and volunteer positions in the community, as well as working with students on resume, interview skills and work skills. The request represents a 1.0 FTE at a cost of \$50k.
- Landmark Partnership. As noted earlier, Pierce School has requested to participate in the Landmark Partnership. We would like to include the school should adequate funding be available at a cost of up to \$50k.
- Reduce Reliance on One-Time Funds. If possible, we would look to reduce our reliance on reserves by up to \$200k.

CAPITAL PLAN FOR SCHOOLS AND ITS BUDGET IMPLICATIONS

Although not in the operating budget, the capital plan for school expansion has significant consequences for the operating budget, especially in the outfitting of classrooms, hiring of a new Principal, and other areas. Here again, the collaboration between Town and School officials and staff that was established by the Town/School Partnership Agreement has contributed to strong planning for the capital side of the enrollment growth. Recent accomplishments owing to the strength of this relationship include:

- The \$29.1m Runkle School addition and renovation, completed in October 2012. The renovation transformed the Runkle school facility from an overcrowded, inaccessible structure into one designed to meet the educational needs of its staff and students, to advance the use of technology, and to provide appropriate common spaces (cafeteria, library, multi-purpose room and gymnasium) for its growing population.
- The Heath School addition and renovation project, costing \$8.5m, opened in September 2012. Heath now enjoys additional classroom space, an enlarged library, enhanced cafeteria seating, and a multi-purpose room.
- The successful override campaign of May 2008, permitting an extension of instructional time in all our schools, along with the design and implementation of an elementary world language program offered in kindergarten through grade six at each of our PK-8 schools.

Given our system enrollment concerns, we will need to continue our examination of other building programs and space options during the coming years. To this end:

- We have successfully worked with the Town and the Massachusetts School Building Authority (MSBA) to award a contract to HMFH Architects to proceed with the Feasibility Study and Schematic Design of a proposed renovation/addition to the Devotion School. This action will begin a multi-year planning and design phase for this important project, which is designed to create a five (5) section per grade level school for 1010 students.
- The FY2015 Capital Improvement Plan (CIP) includes an additional \$1.75m for the creation of classrooms within existing buildings and the continued initiative to lease/rent space outside our current facilities. However, given that we will not meet our goal of installing modular classrooms at the Lawrence School for FY2015, we will need to review alternative rental or building options to accommodate our students.

- The FY2014 CIP included \$3.5m to upgrade and repair the Old Lincoln School (OLS) to ensure the future availability of that space. A contract has been awarded to Arrowstreet Architects to conduct an Architectural and Engineering Design to implement modifications necessary to occupy the building as short-term transition space beginning in September 2015. Our short-term elementary space recommendation will be publicly reviewed and studied during the Spring 2014.
- As a follow-up to the space study at Brookline High School (BHS) conducted by HMFH Architects last spring, the School Committee has authorized the Headmaster and Superintendent to engage a consultant to assist us in the development of a "Plan and Educational Program for an Expansion of High School Capacity" to allow us to consider the long-term impact of our current elementary enrollment growth on BHS.
- As part of their overall elementary space plan, the School Committee has voted for Driscoll School to be renovated and expanded to accommodate four (4) sections per grade level with target occupancy in September 2018. This will achieve the first full renovation of Driscoll School since it was built in 1911 and address its common space shortages. The plan will require close attention to the operational implications of adding approximately 25-30% new capacity to the building. An aggressive timeline will need to be followed to achieve this occupancy date, including pursuing a potential partnership with the MSBA.

This commitment to school projects and the operating budget in a time of unprecedented enrollment increases is extraordinary. We sincerely appreciate the level of support provided by the entire Town and accept, as part of this generous backing, our obligation to account for our programs and communicate thoroughly the successes and the challenges for our system.

CONCLUSION

The FY2015 spending proposal for The Public Schools of Brookline represents our effort to continue a strong educational agenda during a period of unprecedented enrollment growth, examine our priorities and beliefs through the override study process, and at a time when we are contending with the costs of serving our students and families at a level that Brookline demands of its public school system.

This plan is focused on our Vision, Mission, and Core Values, along with the long-established priorities and policy drivers of this system:

- Classroom teachers and class size are important.
- Professional learning and program evaluation are critical elements of a successful organization.
- Serving Brookline students in Brookline is best for families and our schools.
- The PK-8 model best facilitates the academic program and community that Brookline families are looking for in their school system.
- Neighborhood schools are important.
- Teachers matter.
- Equity does not mean equal . . . some of our students require more of our teachers and services than others in order to meet rigorous standards.
- Quality early education programming is an integral part of a public school system.

- Technology is an important component of a quality teaching and learning environment.
- The METCO Program is an integral part of the fabric of Brookline and its schools.
- An agile central administration is necessary to serve a growing school population.

Most importantly, this FY2015 proposal is designed to allow us to address key needs in the classroom, in classroom support, in special education, and in technology during the coming year, while continuing to work toward long-term solutions to the financial implications of our growing student population.

We will present the comprehensive FY2015 Budget Proposal on Thursday, March 13, 2014. A significant component of that presentation will be a reconciliation of the "Classroom and Classroom Supports" and "Technology" plans discussed with the School Committee and Override Study Committee in October 2013 and December 2013, respectively. It is our goal to provide important context as to how addressing the priorities requested in this spending plan will impact those proposals, as well as to identify an implementation strategy for these needed resources.

We look forward to the opportunity to provide elected officials, appointed representatives, and the community with further explanation of these important proposals over the coming months.

FY2015 BUDGET PROPOSAL SUMMARY

Revenue

• Increase in Town Appropriation (Town-School Partnership)			\$2.97m
• Parking Fees			\$1.0m
• School Facilities Fees			\$120k
• Materials Fee and Full Tuition Increase			\$52k
• Use of Reserves			\$650k

Total Revenue Increases **\$4.79m**

Expenditures

Classroom Teachers and Supports:

• Elementary Classroom Teachers (K-5)	3.0 FTE	\$60k	\$180k
• Middle Level Classroom Teachers (6-8)	4.0 FTE	\$60k	\$240k
• Elementary/Middle Specialists	2.3 FTE	\$60k	\$138k
• Brookline High School Teachers	5.2 FTE	\$60k	\$312k
• Nurse	1.2 FTE	\$65k	\$ 78k
• Psychologist/Guidance	3.0 FTE	\$65k	\$195k
• Math Specialist	.20 FTE	\$65k	\$ 13k
• Literacy Specialists	.60 FTE	\$60k	\$ 36k
• Literacy Collaborative			\$ 45k
• Vice Principal	1.0 FTE	\$100k	\$100k
• Supplies			\$111.5k
• Middle Level Performing Arts	.40 FTE	\$60k	\$ 24k
• Principal (OLS)	1.0 FTE	\$115k	\$115k

Subtotal (Classroom Teachers and Supports) *\$1.59m*

Special Education

• Language Based Program @ BHS (Phase 2)	1.0 FTE	\$65k	\$ 65k
• Language Based Program (Paraprofessional)	.84 FTE	\$21k	\$ 21k
• Speech and Language	.90 FTE	\$65k	\$ 59k
• Inclusion Teacher	3.0 FTE	\$65k	\$195k
• Learning Center (Special Education)	1.0 FTE	\$65k	\$ 65k
• Paraprofessionals	1.69 FTE	\$21k	\$ 42k
• BCBA 1.0 FTE		\$75k	\$ 75k

Subtotal (Special Education) *\$522k*

Technology:

• Address Equity of Technology Inventory			\$200k
• Student and Staff Computer Lifecycle			\$244k
• Teaching and Learning Tools			\$ 11k
• Student Digital Content			\$ 32k
• Administrative Tools			\$ 38k
• Professional Learning			\$ 50k
• Network Infrastructure			\$ 75k

Subtotal (Technology) w/\$75k transferred to CIO budget *\$575k*

Efficiencies and/or System Improvements:

- Scheduling of Buildings (Rental) and Fee Collection (Bursar) \$ 50k
- Registrar/Residency \$ 38k
- Parent Center
- Today's Students, Tomorrow's Teachers \$ 15k
- High School Security \$ 50k

Subtotal (Efficiencies and/or System Improvements) \$ 153k

Other Expenditure Changes:

- Special Education Private Placements (Level Funded)
- Step and Lane Increases \$1.15m
- Savings Associated With Retirements (\$500k)
- Grants and Other Contingencies \$145k
- Collective Bargaining (1% plus "tail") \$1.47m

Subtotal (Other Expenditure Changes) \$2.265m

Total Expenditures (33.84 FTE) \$5.10m

Reductions:

- Elementary Consolidations (1.00 FTE) (\$ 60k)
- Director of Community Engagement (1.00 FTE) (\$ 70k)
- Teacher Leader - Professional Development (0.60 FTE) (\$ 56k)
- Special Education Budget Analyst (1.00 FTE) (\$ 60k)
- Paraprofessional Positions (1.69 FTE) (\$ 42k)
- Adjust Contingency Account (\$ 19k)

Total Reductions (5.29 FTE) (\$307k)

Net Expenditures (28.55 FTE) \$4.79M