

Table of Contents

Section 1: Overview	3
Section 1a: School Committee and Senior Leadership	4
Section 1b: FY27 Budget Calendar	5
Section 1c: Organization Chart (FY27)	6
Section 1d: Mission, Vision, Core Values	8
Section 1e: School Committee FY27-31 Budget Guidelines	9
Section 1f: Superintendent's FY27 Budget Executive Summary	11
Section 2: District	22
Section 2a: Office of the Superintendent and School Committee	23
Section 2b: Office of Administration and Finance	24
Section 2c: Office of Student Services	30
Section 2d: Office of Teaching and Learning	36
Section 3: Schools	40
Section 3a: Brookline Early Education Program (BEEP)	41
Section 3b: Edith C. Baker School	45
Section 3c: Michael Driscoll School	49
Section 3d: Roland Hayes School	54
Section 3e: Amos A. Lawrence School	59
Section 3f: William H. Lincoln School	64
Section 3g: John Pierce School	68
Section 3h: Florida Ruffin Ridley School	73
Section 3i: John D. Runkle School	77
Section 3j: Brookline High School	81
Section 4: Other Funds	87
Section 4a: FY27-32 Capital Improvement Plan	88
Section 4b: Special Revenue Funds	92
Appendices	102
Appendix A: Account Descriptions	103
Appendix B: School Committee and Senior Leadership Bios	105

Section 1: Overview

Section 1a: School Committee and Senior Leadership¹

SCHOOL COMMITTEE

Valerie Frias – Chair

Sarah Moghtader – Vice Chair

Suzanne Federspiel

Jesse Hefter, Ph.D.

Andy Liu, Ph.D.

Mariah Nobrega

Danna Perry

Carolyn Thall

Robert Weintraub, Ed.D.

SENIOR LEADERSHIP

Bella Wong – Superintendent of Schools

Susan Givens, Ed.D. – Deputy Superintendent, Administration and Finance

Karen Shmukler, Ed.D., LMFT – Interim Deputy Superintendent, Student Services

Robin Benoit, Ph.D. – Deputy Superintendent, Teaching and Learning

SCHOOL PRINCIPALS

Margaret Eberhardt – Brookline Early Education Program (BEEP)

Saeed Ola – Baker School

David Youkilis – Driscoll School

Asa Sevelius, Ed.D. – Hayes School

Vanesa Bilello – Lawrence School

Brian Denitzio – Lincoln School

Candice Whitmore – Pierce School

Sara Yuen – Ruffin Ridley School

Donna Finnegan – Runkle School

Anthony Meyer – Brookline High School

¹ Bios of school committee and senior leadership are in Appendix D.

Section 1b: FY27 Budget Calendar

Note: the four dates in bold are voted on by the committee; past dates are actual and dates in the future are proposed and subject to modification.

School Committee Sets FY27 Budget Priorities	September/October 2025
Principals Review SIPs w/Curric. Subcommittees	October 20 & 23, 2025
Budget Guide and Forms to Administrators	October 27, 2025
FY27 Enrollment Projections	October 27, 2025
Operating Expense Budget Request Due Date	November 14, 2025
Principals meet with Senior Leaders to Review Requests	November 17 - 30, 2025
Develop Staffing Plan Administrative Budget Review	Nov 24 - Dec 12, 2025
FY27 Town Budget Forecast	December 9, 2025
Preliminary PSB Budget Presented	December 18, 2025
Senior Leadership Team/Principals Deliberation	December - January
House 1 Proposed Budget Released	January 28, 2026
Principals and Senior Leaders Budget Narratives Due	January 30, 2026
Proposed Budget Presented to the School Committee	February 5, 2026
School Committee Budget Deliberation	Feb 11 - March 20, 2026
Public Hearing on Budget	February 12, 2026
Initial Budget submitted to the Town	February 15, 2026
Budget Deliberation by School Committee and Possible Vote	March 19, 2026
Town meeting to vote on School Budget	May-June, 2026
FY27 Begins	July 1, 2026

Section 1c: Organization Chart (FY27)

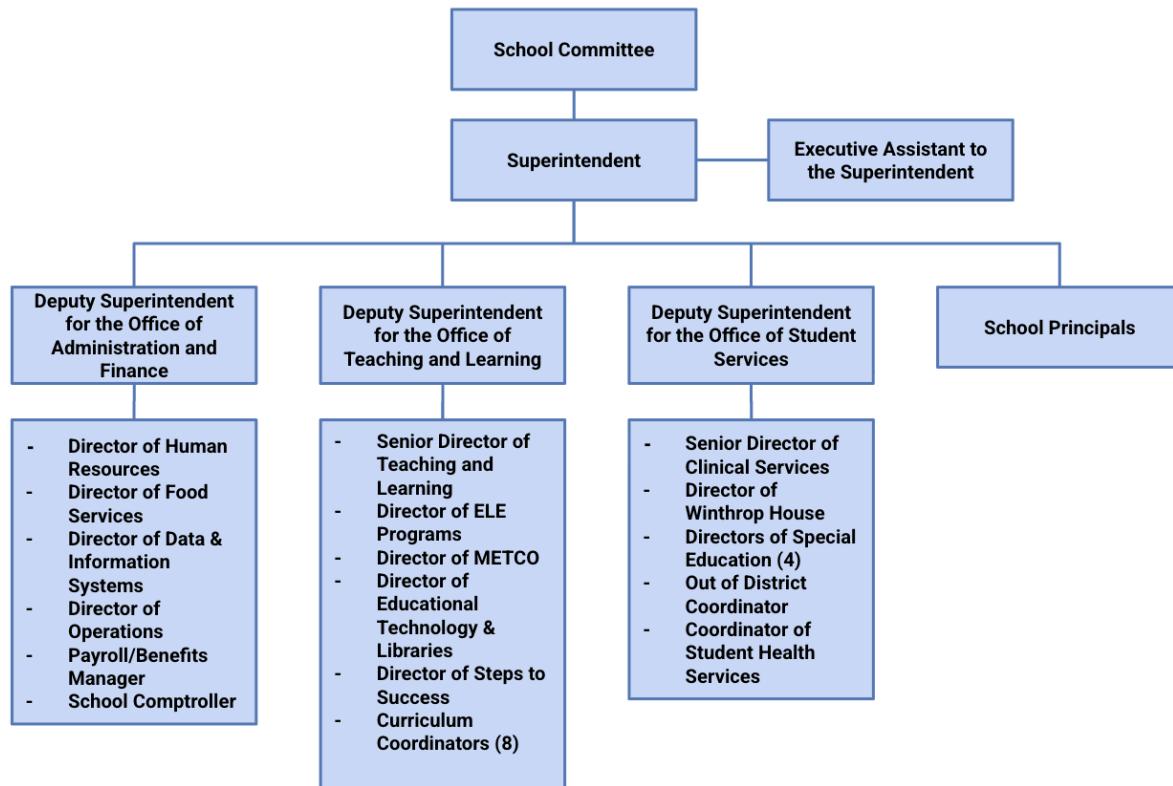


Figure 1c-1. FY27 Proposed PSB Organizational Chart

A significant goal (5) in the strategic plan calls for designing and implementing an organizational structure and related information systems that will enable PSB to achieve its vision for the future. In service to this, Senior Leadership is tasked with monitoring all aspects of the organization's structure as well as reviewing the roles and responsibilities for all administrative and non-aligned positions to ensure we have the right structure to support this goal. Last spring, due to significant financial constraints the Office of Educational Equity, three district directors (a Senior Director of Teaching and Learning, a Senior Director of Clinical Services and Non-Discrimination Initiatives, the Director of Data and Information Systems), and the Communication Specialist were eliminated as cost saving measures during the budget development process. Those positions were shown in last year's org chart but are no longer represented in the current org chart shown here.

The functionality of the district offices was significantly impacted by the reductions reflected in the FY26 Budget. A reorganization of remaining positions and roles to ensure critical functions would be met after these reductions were made was not done prior to the start of the new fiscal year due to staff turnover. Therefore, one of the first and most critical tasks of the new senior leadership team was to conduct a review of the remaining structure in order to address the impact of these reductions and make recommendations for functional reorganization and possible restoration. Represented in the FY27 proposed budget are the proposals developed by the senior leadership team for a reorganization to address functional deficiencies with an interest in maintaining budget neutrality. The reorganization calls for additional reductions to staff (HR and Director of Finance), reorganization/redistribution of

responsibilities among remaining district staff and restoration of the Director of Data and Information Systems.

The Director of Data and Information Systems is responsible for the integrity of PSB data, systems, reporting and related analysis across all facets of the district. The senior leadership team agrees unanimously that this position is critical to PSB's ability to provide accurate and timely information and analysis, use data to inform decisions, improve student outcomes, and raise accountability operationally and programmatically across the organization. Other district level functions related to the FY26 Budget reductions will remain undersupported.

Section 1d: Mission, Vision, Core Values²

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.

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.

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.

² Excerpted from PSB Strategic Plan (2023-27).

Section 1e: School Committee FY27-31 Budget Guidelines

The School Committee is responsible for approving and overseeing the District's annual budget. In accordance with our responsibilities, we present our suggested guidelines to (1) inform and facilitate construction of the budget for the upcoming and future fiscal years, (2) allow us to review all spending proposals with a cooperative vision, (3) guide us as we make difficult, important choices, and (4) enable us to maintain a relentless focus on our priorities. These guidelines explicitly link priorities to the Strategic Plan. Our goal must remain to focus on our priorities and to support long-term budget sustainability.

The **primary guideline for FY27** continues to be that activities described in the Strategic Plan³ (as refined in the Superintendent's presentation of September 18, 2025⁴) will have clearly identifiable funding in the budget and will be described as part of the work of the relevant unit(s) in their budget narrative, to be measured against the benchmarks set in the Strategic Plan.

Conversely and to the extent possible, activities that are clearly not aligned with the Strategic Plan will be identified and a strategy (multi-year and/or starting in later years as needed) for exiting, aligning, or deprioritizing these activities will be described.

Above and beyond this alignment with the Strategic Plan, specific guidelines include:

1. TEACHING AND LEARNING

- a. **Continue for FY27:** Ensure class sizes at the high school remain closer to recent historical trends. Maintain K-8 class sizes within guidelines.
- b. **Continue for FY27:** Maintain an intensive focus on literacy and Multi-Tiered Systems of Supports (MTSS) roll-out. Ensure that reading, writing, and math skills are the sustained focus across all educational activities.
- c. **By FY27:** Identify the resources included in the budget that support the educational equity goals outlined in the strategic plan.

2. COMMUNITY AND CONNECTIONS - No guidelines for this section

3. CLIMATE AND CULTURE - No guidelines for this section

4. MANAGEMENT AND CAPACITY-BUILDING

- a. **Continue for FY27:** Leverage K-12 enrollment forecasts to identify where positions can be held. Return to prior practice of holding reserve funds for a limited number of staff. This can be done over multiple years to lessen the impact of any one year.
- b. **Continue for FY27:** Align the SIP process as part of the budget cycle. Ensure that the PSB budget reflects each school's priorities and goals as described in their SIP, such as improving student outcomes, enhancing teacher development, or maintaining extracurricular programs. All spending should support the broader mission of the school, be tracked against goals, and regularly measured/reported.
- c. **For FY27, contingent upon override funding:** Because of the importance of the strategic plan in driving all decisions, dashboards are to be developed that will allow stakeholders to track the plan's progress.

5. GOVERNANCE - No guidelines for this section

³ <https://www.psbma.org/district/strategic-plan>

⁴ https://resources.finalsitem.net/images/v1765560190/bq9ittv49xdsllxbkqx/superintendentreport_91825.pdf

6. PREPARATION FOR POSSIBLE OVERRIDE IN FY27

- a. Evaluate current operations and programs for possible efficiencies and revenue generation.
- b. Create budgets for different override planning scenarios that will identify:
 - i. Financial/operational efficiencies.
 - ii. Revenue generation.
 - iii. Ongoing K-8 Literacy Implementation and District-Wide MTSS Development.
 - iv. FY26 reductions to restore.
 - v. Program modifications to assure educational equity for all students, including, but not limited to, socio-emotional and academic learning.
- c. Outline consequences of a failed override:
 - i. Budget gaps for FY27-29
 - ii. Possible areas of reduction to close those gaps

Section 1f: Superintendent's FY27 Budget Executive Summary

To the Public Schools of Brookline (PSB) and Brookline community,

It is my privilege to present the FY27 PSB budget to you, my first since joining the district last July. I am one of three new members of the PSB senior leadership team, joined by Robin Benoit, the new Deputy Superintendent of Office of Teaching and Learning who was appointed in July and Karen Shmukler, Interim Deputy Superintendent of Office for Student Services, who rejoined senior leadership in late spring, having previously served in the role a decade prior. The team is anchored by Susan Givens, the Deputy Superintendent of Administration and Finance, who is in her third year in the district. Collectively, we are a highly experienced team with many decades of experience in school administration.

We appreciate that the financial questions and budgetary challenges last spring raised many questions for the community about the fiscal and operational management of the district. As individuals and as a team we have each personally engaged in hundreds of conversations with staff and community members since July to learn of and come to a deep understanding of a wide range of concerns. The team has come together quickly to address the shortcomings caused by drastic reductions to resources and staffing. We are committed to ensuring a well-managed district that prioritizes best outcomes for student learning and success.

The proposed FY27 PSB Budget, which includes a preview of FY28 and FY29, reflects the collective effort of the district leadership team and our school based leaders to analyze the way we organize ourselves to support a myriad of programs and optimize delivery of service for the benefit of our students within fiscal constraints. The proposed budget reflects a process of identifying more efficient ways to operate, restoration of some critical functions and resources to sustain necessary improvement of professional practices and curricular development. PSB is also scrutinizing additional sources of revenue that can be identified - for example, for the first time ever, we are proposing to open certain niche special education programs to tuition-paying students residing outside of Brookline, thus ensuring well-balanced student cohorts and recurring revenue. Please note that the recommended budget represents what we believe is a strong beginning to what will be a continued process of review of efficiencies and reorganization in the year to come.

The FY27 PSB Budget reflects a level service budget that includes items for restoration, funding to sustain critical maintenance and development of core curriculum, and modest improvements to expand resources for the benefit of all students. To the extent possible some of these items are budget neutral. The FY27 Budget includes a reduction of 26.9 positions and addition of 7.2 positions for a net reduction of 19.7 FTEs. The reductions were carefully identified to reflect changing enrollment needs and spread broadly across all schools, all grade levels and district offices to avoid detriment to service. The personal impact of the reductions will be mitigated in many, but not all, cases by impending retirements and vacancies that will remain unfilled.

More specifically, two important restorations that were cut in FY26 include funding for professional development and the Director of Data and Information Systems. The budget maintains support for key improvements to our teaching and curriculum, including the ongoing multi-year implementation of a new literacy curriculum for grades K-5 (and soon, 6-8), development of a key tool to identify the skills and competencies of a PSB student, the "K-12 Vision of a Learner", and renews the license for our successful K-8 math curriculum. It supports the launch of a K-12 science and technology curriculum review, additional Career and Technical Education courses, and participation in the official state "Seal of Biliteracy" program. These proposals demonstrate PSB's prioritization of resources for student learning.

In sum, the FY27 proposed funding request is \$150,898,826, representing a 5.68% increase over the FY26 Town appropriation for the PSB. In FY26, an additional \$1,943,064(1.36%) of recurring costs was funded using one-time revenue. These expenses are included in the FY27 proposed budget and represent 24% (\$1,943,064/\$8,106,235) of the requested budgetary increase of 5.68%. The remaining variance of \$6,163,235 (\$8,106,235, less \$1,943,064) constitutes a 4.3% increase in overall cost. If PSB did not have a rolling structural deficit (\$1,943,064) and the Town revenue allocation was consistent with prior year averages, an override for the schools would not be necessary. Fully funding the proposed FY27 budget as requested will resolve the structural gap and stabilize funding impacts going forward.

The other budgetary challenge for FY27 affects not just the Schools but all Town Departments. Due to a confluence of factors, including high insurance premium increases for Town and School employees, the Town Administration has indicated the funding allocation to all town departments will be much less than in prior years. PSB has received an average increased allocation of about \$6,000,000 from the town for each of the last several years. While the FY27 town allocation for the school department has yet to be finalized, based on the public presentations to date we are therefore anticipating a funding gap to support the recommended budget due to the change in the town allocation and the existing structural deficit.

Since November PSB through an intensive review of efficiencies, reductions, and reorganization has reduced its initial projection for FY27 from \$155,644,237, an increase of \$12,851,646 (9%) over FY26 to the current projection of \$150,898,826, an increase of \$8,106,235 (5.68%). Identifying new funding resources such as the override being considered by the Select Board is essential to avoid the necessity of drastic reductions to core services offered by the PSB that will threaten not only the excellence of its schools but greatly diminish its capacity to support students to attain their full potential and status as premier institution of learning.

Respectfully,

Bella Wong

Alignment to the School Committee Guidelines and Strategic Plan

The PSB strategic plan (Appendix B), identifies five goals for organization and instructional improvements. These goals and the school committee guidelines (Section 1e) will guide work District-wide over the next several years. The information shared in this executive summary section will highlight the work we are doing and the implications it has for our funding request this year.

Our proposed budget is aligned with the School Committee's five-year guidelines in the following ways.

Teaching and Learning:

1. **Continue for FY27:** Ensure class sizes at the high school remain closer to recent historical trends. Leverage K-12 enrollment forecasts to identify where positions can be shifted. Maintain K-8 class sizes within guidelines.

This budget was developed using forecasted enrollments for FY27, historical trends for class size at the high school and K-8 class size guidelines of 22 students K-2, and 25 students 3-8. Staffing, enrollment and class size data is provided for each school within the school section of this budget document.

2. **Continue for FY27:** Maintain an intensive focus on literacy and Multi-Tiered Systems of Supports (MTSS) roll-out. Ensure that reading, writing, and math skills are the sustained focus across all educational activities.

Literacy implementation in grades K–5 was supported through a combination of the district's operating budget and IDEA grant funding in response to the 2023 Department of Elementary and Secondary Education (DESE) disproportionate share finding. Full implementation of the Fishtank ELA curriculum in grades K–5 occurs during the 2025–2026 school year.

In FY26, the district focused on supporting full implementation of Fishtank ELA in grades K–5 and partial implementation in grades 6–8. This work, funded through the operating budget, and PRISM III and IDEA grant funding, included professional learning, planning, and the purchase of supplemental materials to support Tier II (targeted general education) instruction. During this period, the district also continued its partnership with the New Teacher Center to support consistent MTSS practices across classrooms.

For FY27, the district will continue to support the literacy implementation in grades K–8, including ongoing collaboration and professional learning opportunities for educators, renew our web-based mathematics resources in grades K–5 and 6–8, and continue to strengthen and refine our MTSS structures and data informed instructional practices to ensure consistent access to high-quality instruction and support across schools.

3. **By FY27:** Identify the resources included in the budget that support the educational equity goals outlined in the strategic plan.

Equity in education focuses on aligning resources and supports to student needs to ensure fair access to high-quality learning opportunities and outcomes. In practice, the district invests in programs and services designed to meet a wide range of student needs and interests. Programs such as Steps to Success, English Language Education (ELE), Project Discovery, Star Academy, and Fostering Excellence in Mathematics (FEx), along with Advanced Placement courses and Career and Technical Education (CTE) offerings, reflect this approach.

Equity is further advanced through the implementation of high-quality curriculum and instruction and the provision of equitable learning opportunities across schools. The FY27 budget includes funding to support literacy curriculum implementation in grades K–8, ongoing curriculum refinement and development across multiple disciplines, continued strengthening of the multi-tiered system of supports (MTSS), the addition of the Seal of Biliteracy, expanded CTE opportunities, co-curricular programming, and tutorial support. Together, these investments are embedded within the PSB learning experience to support all students.

MTSS is currently in an early development phase in PSB. As we continue our investment to expand MTSS training and develop higher expertise for all staff in these practices it is our hope student outcomes will improve for all students through targeted general education intervention support that will ultimately lessen the need for services through special education.

Management and Capacity-Building

1. **Continue in FY27:** Leverage K-12 enrollment forecasts to identify where positions can be held. Return to prior practice of holding reserve funds for a limited number of staff. This can be done over multiple years to lessen the impact of any one year.

The proposed budget includes 7 FTE unassigned sections in the OAF budget to address any unanticipated shifts in enrollment at the school level or other student needs that may develop during the year.

2. **Continue for FY27:** align SIP process as part of budget cycle. Ensure that the PSB budget reflects each school's priorities and goals as described in their SIP, such as improving student outcomes, enhancing teacher development, or expanding extracurricular programs. All spending should support the broader mission of the school, be tracked against goals, and regularly measured/reported.

School Improvement Plans were reviewed by the School Committee in September and informed the development of the FY27 budget. School Improvement Plan goals are included in the school specific sections of the budget along with a brief narrative from the principal highlighting their funding request.

3. **For FY27, contingent upon override funding:** Because of the importance of the strategic plan in driving all decisions, dashboards are to be developed that will allow stakeholders to track the Plan's progress.

The Offices of Teaching and Learning as well as the Office of Student Services have been working with Open Architects to develop a dashboard to track progress toward achieving goals outlined in the strategic plan. Final edits are currently underway and the dashboard is scheduled to go live in FY26.

Preparation for Possible Override in FY27:

1. Evaluate current operations and programs for possible efficiencies and revenue generation.
2. Create budgets for different override planning scenarios that will identify:
 - a. Financial/operational efficiencies.
 - b. Revenue generation.
 - c. Ongoing K-8 Literacy Implementation and District-Wide MTSS Development.
 - d. FY26 reductions to restore.
 - e. Program modifications to assure educational equity for all students, including, but not limited to, socio-emotional and academic learning.

Financial/operational efficiencies:

- OAF Restructuring
- Early Retirement Incentive
- K-5 Section Enrollment Adjustment
- Guidance Enrollment Based Adjustment
- Special Education Caseload Adjustment

- Administrative Support Adjustment
- Computer Leases Right-Sizing
- General Supplies Right-Sizing
- Print Materials Right-Sizing

Revenue Generation

- Non-resident special education tuition (\$200,000 projected for revenue in FY28)
- BEEP Tuition (in first of three-year adjustment, increase of \$284,125 in FY27)
- Facility rental costs (to be analyzed in FY27)
- Material Fees (increase of \$20,128 in FY27)

Restoration:

- Director of Data and Information Systems
- OTL Copier leases (unintentionally omitted)
- Professional/Curriculum Development
- Computer Leases (deferred for FY26)
- Transportation (structural deficit)
- Stipends (structural deficit)

Program Modifications (Enhancements/Growth):

- K-8 Math Curriculum Renewal (\$265,000)
- Google Workspace (\$54,000)
- Science Curriculum Review (Cost Neutral)
- Vision of a Learner (Cost Neutral)
- Seal of Biliteracy (Cost Neutral)
- Career & Technical Education - Engineering (Cost Neutral)
- Chemical Hygiene Safety Plan Development (Cost Neutral)
- BHS Curriculum Articulation Work (Cost Neutral)
- World Language Curriculum Work (Cost Neutral)
- ELA Curriculum Development (Cost Neutral)
- SS Curriculum Training (Cost Neutral)

Other Adjustments:

- Anticipated loss of Title II, III, and IV (\$277,126) in federal grants
- Furniture, Fixtures and Equipment (\$75K historically carried in Capital Improvements, moved to operating budget)
- Tuition, Transportation, Health Services contracted services, etc.

3. Outline consequences of a failed override:

- a. Budget gaps for FY27-29
- b. Possible areas of reduction to close those gaps

To be provided in an upcoming meeting (tentatively February 12th).

Enrollment History & Projection

The FY27 budget was developed based on a projected enrollment of 6,989 students (Figure 1f-1) assuming enrollment patterns similar to post-COVID trends. The total estimated decrease in enrollment for FY27 is 44 students. Enrollments are projected to decrease slightly at the Early Childhood (-3) and Elementary (-67) levels and increase at the Middle School (16) and High School (12) levels.

The Public Schools of Brookline welcomed 496 non-resident students in FY26; 299 METCO students and 197 non-resident students of School and Town employees. The same number of non-resident students are projected to attend next year. The state provides grant money (\$2,394,046) for METCO to pay for additional programming to support these students and their families. The District receives a modest annual tuition payment (\$3,641/student in FY27) from non-resident students of School and Town employees. Total revenue anticipated from this source in FY27 is \$690,000.

Public Schools of Brookline - Enrollment			
School Year Beginning	FY26 2025	FY27 2026	Change
<i>Out of District</i>	66	66	0
<i>PreKindergarten</i>	253	250	-3
Kindergarten	453	466	
Grade 1	491	462	
Grade 2	482	501	
Grade 3	543	479	
Grade 4	501	543	
Grade 5	547	497	
Elementary Total*	3017	2950	-67
Grade 6	528	537	
Grade 7	503	526	
Grade 8	517	501	
Middle School Total	1548	1564	16
Grade 9	499	520	
Grade 10	535	507	
Grade 11	584	535	
Grade 12	519	587	
SP-Beyond 12	10	10	
High School Total	2147	2159	12
District Total	7031	6989	-42
Percentage Change	-0.8%	-0.6%	

Figure 1f-1. Enrollment comparison FY26 (October 1, actual) vs. FY27 (projected) summarized by Out of District, PreK, Elementary, Middle, and High School students.

Total Enrollment	FY22 2021	FY23 2022	FY24 2023	FY25 2024	FY26 2025	FY27 2026	Change
Pre-K (BEEP)	255	257	256	259	253	250	-3
Kindergarten	501	509	471	473	453	466	13
Grade 1	516	527	520	470	491	462	-29
Grade 2	507	547	527	538	482	501	19
Grade 3	479	534	544	517	543	479	-64
Grade 4	534	504	537	558	501	543	42
Grade 5	480	544	511	530	547	497	-50
Grade 6	503	467	519	508	528	537	9
Grade 7	553	521	470	516	503	526	23
Grade 8	513	563	511	473	517	501	-16
Grade 9	544	510	570	517	499	520	21
Grade 10	509	552	521	578	535	507	-28
Grade 11	492	507	551	523	584	535	-49
Grade 12	518	497	513	548	519	587	68
Separate Programming	24	21	18	15	10	10	0
Out of District	62	56	65	66	66	66	0
Total Enrollment	6,990	7,116	7,104	7,089	7,031	6,989	-44
Percentage Change		1.8%	-0.2%	-0.2%	-1.0%	-1.4%	-0.6%

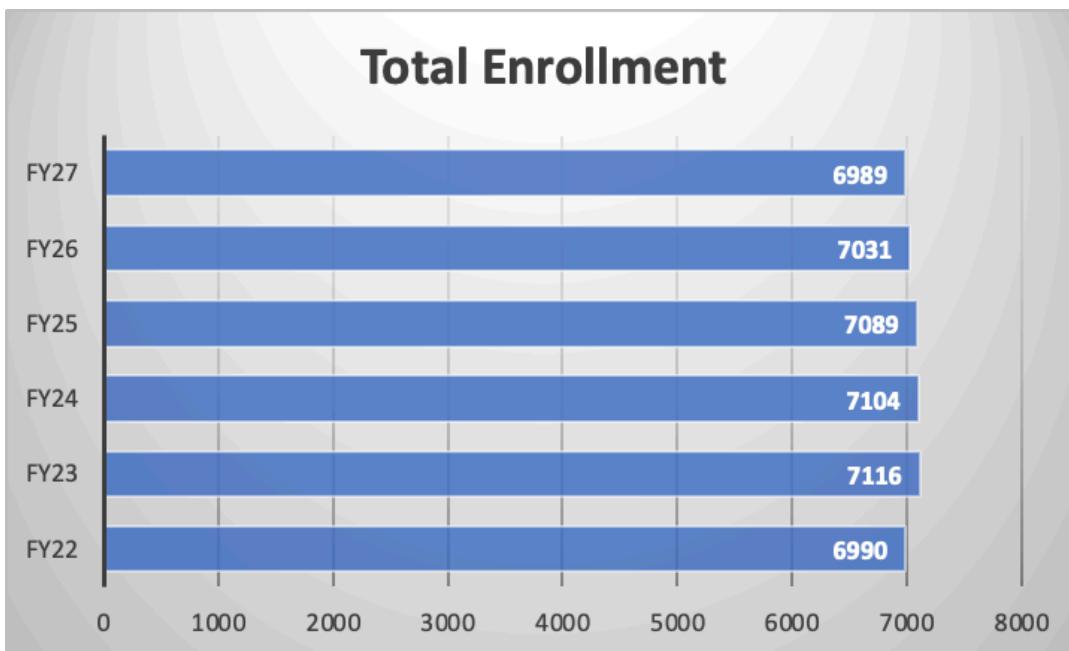


Figure 1f-2. Overall PSB PK-12 enrollment for FY22-26 (October 1, actual) and FY27 (projected.) Top: by grade; bottom: overall.

District Staffing Plan

Staffing tables in this document include all staff that report to each location regardless of funding source. Some staff are funded from grants (36.7 FTE) and revolving funds (118.6 FTE). It is customary to include all staff reporting to a school in the FTE count to ensure that the staffing plan for the school includes all teachers that teach in the building and the sections by grade in the class size chart agree with the staff reported in the school.

The FY27 budget includes a net change in FTE of -19.7 (6.2 additions, 25.9 reductions, 1 location shift) - see Table 1f-3. There is no change in staffing requested by the Office of the Superintendent and School Committee. The Office of Administration and Finance (OAF) is eliminating three positions (HR Employee Engagement Specialist, Food Service Sustainability Coordinator, and the Finance Director), restoring the position of Director of Data and Information Systems. In addition, to consolidate, balance, and streamline work , the Head Clerk in OTL will shift to OAF. The Office of Student Services (OSS) is adjusting staff based on changes in enrollment, student service needs and alignment of staffing; .2 FTE is being added (0.2 FTE Guidance Counselor) and 3.9 FTE are being reduced (1.0 FTE special education teacher, 1.0 paraprofessional at Brookline High School, 1.0 Guidance Counselor, and a 0.9 FTE team facilitator position). Last, the Office of Teaching and Learning (OTL) is requesting 4 elementary sections (4 teachers and 1 instructional aide) and eliminating 11 sections (11 teachers, 2 instructional aides) based on shifts in enrollment, for a net decrease of 7 classroom teachers and one aide. OTL is also downsizing educational technology staff (4.0 FTE) at the K-8 level and a librarian and secretary at BHS. It is important to note that the district is carrying funding that is equivalent to 7 unassigned sections, to address staffing needs related to enrollment/class size challenges and/or mandated services. These do not appear in the FTE count.

Since the last override, the district has reduced overall staffing by 19.9 FTE, from 1,452.5 to 1,432.6.

At the central office level, within the Office of the Superintendent, the Communication Specialist position was paused in FY26. In the Office of Administration and Finance, the Director of Data and Information Systems position was paused in FY26 and proposed for restoration in FY27. In the Office of Student Services, the Senior Director of Clinical Services and Non-Discrimination Initiatives position was paused in FY26 and in the Office of Teaching and Learning, one Senior Director of Teaching and Learning position was eliminated in FY26. The entire Office of Educational Equity was eliminated in FY26. Unfortunately, cuts of this magnitude have upstream and downstream impacts that negatively impact programming at the building level.

In addition to these cuts, PSB eliminated World Language K-5 (10.9 FTE) and literacy coaches (4 FTE) in FY25, the Office of Educational Equity was eliminated and Brookline Adult & Community Education closed and some programming was transferred to the Recreation Department in FY26, and PSB is proposing to downsize Library and Educational Technology support staff by 5 FTE in FY27. During this timeframe, per the commitments made during the last override, BEEP transitioned to full day programming (increase of 13.4 FTE, funded through the tuition-funded revolving fund) and Athletics added staff (1).

0) and coaches to expand offerings and introduce athletic options for students with disabilities. In FY25 the district expanded in-house special education programming with a middle school Winthrop House program at the Driscoll School (4 FTE) and added an additional RISE classroom at Hayes in FY26 (3.0 FTE). Out of District placements have been relatively stable while in-district program enrollment has expanded.

This budget proposes staffing changes that District leadership hopes will moderate the impact of repeated reductions to District level personnel, knowing that additional personnel in OTL will be necessary in FY28. PSB's ability to find additional efficiencies will require difficult conversations about secondary programming as additional reductions at the District and PreK-5 level have been exhausted.

Staffing Analysis by F.T.E.	23-24	24-25	25-26	26-27	Change	Reduce	Add	Comment
Building Specific Personnel:								
Principals Office	64.0	64.0	62.1	61.1	(1.0)	(1.0)		Reduce Secretary at BHS
School Counseling	52.3	51.5	52.1	51.3	(0.8)	(1.0)	0.2	Reduce Driscoll, add .2 at Lawrence
Related Services	66.3	69.5	67.2	67.2	0.0			
Special Education	365.2	374.8	389.0	386.1	(2.9)	(2.9)		Reduce BEEP .9 and Teacher and Para at BHS
Early Childhood (Pre-K)	40.7	56.7	54.1	54.1	0.0			
Kindergarten	56.0	53.0	52.0	52.0	0.0			
Grade 1	54.0	56.0	52.0	50.0	(2.0)	(4.0)	2.0	Reduce Baker and Runkle, add Law., Teacher & Para
Grade 2	28.0	27.0	27.0	26.0	(1.0)	(1.0)		Reduce Lawrence
Grade 3	27.0	27.0	27.0	24.0	(3.0)	(3.0)		Reduce Lawrence, FRR, and Runkle
Grade 4	28.0	28.0	27.0	28.0	1.0	(1.0)	2.0	Reduce Pierce, add Lawrence and Driscoll,
Grade 5	26.0	28.0	28.0	25.0	(3.0)	(4.0)	1.0	Reduce Driscoll, Lincoln, Lawr., FRR, add Runkle
Literacy Specialists	24.1	20.1	20.1	20.1	0.0			
English Language Arts	40.5	42.5	42.3	42.3	0.0			
English Language Learners	25.5	25.8	25.9	25.9	0.0			
Math	56.0	56.0	55.0	55.0	0.0			
Science	45.1	45.4	45.2	45.2	0.0			
Social Studies	40.4	41.9	41.5	41.5	0.0			
Health & Wellness	28.0	27.5	27.3	27.3	0.0			
Library Media/Tech Ed	21.0	20.0	21.0	16.0	(5.0)	(5.0)		Reduce 4 ETS at K8 and 1 Librarian at BHS
Performing Arts	18.7	18.7	18.7	18.7	0.0			
Visual Arts	16.1	17.0	17.0	17.0	0.0			
World Language	48.6	37.7	37.4	37.4	0.0			
Building Support/Security Staff	18.0	18.5	18.5	18.5	0.0			
Scholars	1.7	1.7	1.5	1.5	0.0			
Alternative Choice in Education	5.0	5.0	5.0	5.0	0.0			
School within a School	3.6	3.6	3.4	3.4	0.0			
Interdepartmental	1.4	2.4	1.8	1.8	0.0			
Career Education (CTE)	11.0	10.0	10.0	10.0	0.0			
Athletics	4.0	5.0	5.0	5.0	0.0			
Total School Personnel	1,216.3	1,234.2	1,234.0	1,216.3	(17.7)	(22.9)	5.2	
District Personnel								
Office of the Superintendent/ SC	5.0	5.0	4.0	4.0	0.0			
Office of the Admin & Finance	137.6	137.6	132.6	131.6	(1.0)	(3.0)	2.0	Reduce 3, restore 1, shift 1 from OTL
Office of Educational Equity	2.0	2.0	0.0	0.0	0.0			
Office of Student Services	26.7	26.6	28.6	28.6	0.0			
Office of Teaching and Learning	65.0	58.1	53.2	52.2	(1.0)	(1.0)		Shift to OAF
Total District Personnel	236.3	229.3	218.4	216.4	(2.0)	(4.0)	2.0	
Total Staff All Funds	1,452.5	1,463.4	1,452.3	1,432.6	(19.7)	(26.9)	7.2	

Figure 1f-3. FY Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

General Fund Summary

The educational programs included in the proposed FY27 budget proposal require additional funding of \$8,106,235 (5.68%) over the FY26 budget.

Office	FY27 Proposed Budget by Office			FY26 Approved Budget	FY27 Proposed Budget	FY27 vs. FY26
	FY23 Expenses	FY24 Expenses	FY25 Expenses			
Administration and Finance	7,853,936	9,125,662	10,170,235	10,001,336	10,795,657	794,321
Educational Equity	240,739	310,057	308,807	0	0	0
Student Services	16,078,569	14,830,535	13,844,256	14,025,781	16,444,559	2,418,778
Superintendent and School Com.	1,111,865	555,339	667,278	623,421	663,159	39,738
Teaching and Learning	98,441,034	106,210,212	111,857,043	118,142,053	122,995,451	4,853,398
Grand Total	123,726,143	131,031,804	136,847,619	142,792,591	150,898,826	8,106,235

Figure 1f-4. FY27 Proposed Budget by Office.

The FY27 proposed funding request is \$150,898,826, representing a 5.68% increase over the FY26 Town appropriation for the PSB. In FY26, an additional \$1,943,064 (1.36%) of recurring costs was funded using one-time revenue (structural deficit). In FY27, these expenses are included in the FY27 proposed budget and represent 24% (\$1,943,064/\$8,106,235) of the requested budgetary increase. The District has made significant progress rightsizing expenses and evaluating programs over the past several years, cutting staff and programs to reduce base expenses. Unfortunately, these efforts were not sufficient to overcome the structural gap. Fully funding the proposed FY27 budget, with this deficit, will stabilize funding impacts going forward. Funding the deficit, which has been rolling forward for several years, remains an essential goal for the District.

The remaining variance of \$6,163,235 (\$8,106,235 less \$1,943,064) constitutes a 4.3% increase in overall cost.

The range and variation of student and family needs since COVID has created unprecedented challenges that require the addition of staff, contracted services, transportation, and the like. This unprecedented demand for services, in combination with rising healthcare costs, and funding limitations at the local, state and federal levels, have created a crisis with very few levers to pull.

The increasing costs of health insurance have had a negative impact on revenue available to fund normal cost increases for PSB and Town departments. The revenue increase for PSB over the past several years has been significantly higher, averaging \$6,355,483. The Town revenue allocation, though unknown at this time, will be significantly less in FY27. If PSB did not have a rolling structural deficit (\$1,943,064) and the Town revenue allocation was consistent with prior year averages, an override for the schools would not be necessary other than for the lingering structural deficit.

The following charts provide district-wide summaries of budget by cost center (district offices, schools) and by account. We hope that providing the information in these two formats will help the reader better understand the information presented in the budget. The account-based view collapses the cost center information in a way that mitigates the impact of the reclassification of expenses between district (centralized) and school (decentralized) cost centers over the five years presented in this document.

FY27 Proposed Budget by Cost Center						
Cost Center	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Approved Budget	FY27 Proposed Budget	FY27 vs. FY26
Administration and Finance	7,853,936	9,125,662	10,170,235	10,001,336	10,795,657	794,321
Baker	9,268,797	9,826,352	9,226,826	10,039,792	10,276,743	236,951
BHS	28,611,343	30,360,338	32,747,230	33,394,701	34,883,984	1,489,283
Brookline Early Education	3,589,685	3,906,399	3,489,044	3,764,642	3,878,261	113,619
Driscoll	6,189,640	7,109,688	7,538,801	7,898,951	8,431,604	532,653
Educational Equity	240,739	310,057	308,807	0	0	0
FRR	10,049,596	11,101,437	11,807,327	12,951,303	13,208,856	257,553
Hayes	5,686,402	6,021,587	6,669,897	7,540,942	7,740,828	199,886
Lawrence	7,180,132	8,105,118	8,565,227	8,762,538	9,113,909	351,371
Lincoln	7,189,552	8,322,590	8,167,030	9,302,174	9,346,365	44,191
Pierce	7,571,777	8,209,633	8,923,454	9,691,779	10,058,409	366,630
Runkle	7,574,081	8,206,146	9,004,804	9,829,148	10,041,872	212,724
Student Services	16,078,569	14,830,535	13,844,256	14,025,781	16,444,559	2,418,778
Superintendent + School Committee	1,111,865	555,339	667,278	623,421	663,159	39,738
Teaching and Learning	5,530,029	5,040,925	5,717,402	4,966,083	6,014,620	1,048,537
Grand Total	123,726,143	131,031,804	136,847,619	142,792,591	150,898,826	8,106,235

Figure 1f-5. Summary of budget by cost center (district offices, schools).

FY27 Proposed Budget by Account Description						
Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY27 vs. FY26
Leadership	6,299,053	6,583,844	6,825,664	6,698,410	6,855,863	157,453
Management	3,945,248	4,545,711	4,899,125	4,847,580	4,887,623	40,043
Professional Staff	77,928,955	80,608,076	83,046,717	88,608,828	91,961,986	3,353,158
Administrative Support	3,779,038	3,469,815	4,560,976	5,307,096	5,666,081	358,985
Paraprofessionals	8,651,489	12,324,070	12,483,973	13,008,969	13,640,828	631,859
Custodians	2,935,987	2,958,200	2,997,399	3,064,189	3,196,302	132,113
Substitutes	1,384,065	1,338,004	1,443,536	1,404,000	1,492,530	88,530
Summer Programs/ Interns	2,981,022	393,887	441,667	366,650	374,104	7,454
Stipends/ Extra Comp	1,433,048	1,376,037	1,735,367	1,706,076	1,752,957	46,881
Salary Subtotal	109,337,905	113,597,645	118,434,424	125,011,798	129,828,274	4,816,476
General Supplies	2,117,816	1,247,695	1,616,164	1,712,191	1,607,402	-104,789
Online Books, Subscriptions & Tools	612,661	709,073	1,143,162	1,296,151	1,815,864	519,713
Professional/Technical Services	1,867,072	3,052,001	2,665,994	2,828,406	2,426,859	-401,547
Student Activities & Field Trips	11,427	15,483	140,125	201,620	184,367	-17,253
Textbooks & Print Materials	282,647	219,538	174,719	602,126	372,029	-230,097
Transportation	2,978,772	5,298,974	5,022,805	5,247,618	6,258,021	1,010,403
Education/Training/Conferences	223,588	243,734	258,889	78,998	361,457	282,459
Claims & Settlements	1,699,391	647,243	883,215	1,423,679	1,233,253	-190,426
Out of District Tuition	3,934,981	4,588,068	4,939,295	2,968,628	5,243,187	2,274,559
Furniture/Fixtures/Equipment	41,677	19,105	1,170	5,185	75,000	69,815
Leased Computers	40,000	936,912	1,037,401	853,135	935,554	82,419
Purchased Computers	37,800	16,388	51,400	50,800	50,800	0
IT Infrastructure Equipment	125,797	14,047	82,942	68,480	88,480	20,000
Insurance/Annuity	37,284	39,017	54,782	52,000	55,680	3,680
Legal Services	365,651	378,252	316,649	360,000	330,750	-29,250
Mileage	11,674	8,629	24,484	31,776	31,850	74
Non-Salary Subtotal	14,388,238	17,434,159	18,413,196	17,780,793	21,070,552	3,289,759
TOTAL	123,726,143	131,031,804	136,847,619	142,792,591	150,898,826	8,106,235

Figure 1f-6. Summary of budget by cost center (district offices, schools).

Section 2: District

Section 2a: Office of the Superintendent and School Committee

Commentary

Presented by Bella Wong

The budget for the Office of the Superintendent includes costs associated with the School Committee and the Superintendent's Office. Funding in this cost center supports memberships to trade associations, conference and workshop fees, travel, general supplies to run the office and conduct meetings, and contracts for professional and technical services. In addition, there are four full-time positions funded in this cost center budget including the Superintendent, two Executive Assistants (one to support the Superintendent and one to support the School Committee), and the BEU president per the collective bargaining agreement. The BEU president does not teach and cannot be reported as an educational expense at the high school; therefore, the role is classified as a district, professional staff administrative expense. In FY26, the Communication Specialist responsible for maintaining the website, sending out communication regarding District and School news, preparing media for public presentation, and managing social media, was eliminated as a cost reduction strategy. The FY27 budget partially restores funding for a communication consultant. Funding for the restoration of this position is planned to be included in the FY28 proposed budget.

Expenses and Staffing

Office of the Superintendent and School Committee						
Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY26 vs. FY27
Leadership	250,502	265,846	263,401	358,098	300,000	(58,098)
Professional Staff	-	750	8,247	8,897	13,352	4,455
Administrative Support	195,384	195,650	293,343	210,276	220,007	9,731
Stipends/ Extra Comp	5,166	27,500	58,577	-	-	-
Salary Subtotal	451,052	489,746	623,567	577,271	533,359	(43,912)
Online Books, Subscriptions & Tools	209	120	2,740	3,000	3,200	200
Professional/Technical Services	4,336	7,298	973	5,300	70,000	64,700
Student Activities / Field Trips	-	-	3,000	-	-	-
General Supplies	23,928	6,862	7,975	8,750	14,750	6,000
Mileage	-	-	-	-	2,000	2,000
Transportation	440	460	505	1,000	1,000	-
Education/Training/Conferences	32,753	48,876	28,518	16,100	26,850	10,750
Insurance/Annuity	-	-	-	12,000	12,000	-
Non-Salary Subtotal	61,666	63,615	43,711	46,150	129,800	83,650
Grand Total	512,717	553,362	667,278	623,421	663,159	39,738

Figure 2a-1. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY27 vs prior years, comparisons across years may be impacted by updated accounting codes.

Staffing Analysis by F.T.E.	23-24	24-25	25-26	26-27	Change	Comments
Office of the Superintendent						
Leadership						
Leadership	1.0	1.0	1.0	1.0	0.0	
Administrative Support	2.0	2.0	1.0	1.0	0.0	
School Committee						
Administrative Support						
Administrative Support	1.0	1.0	1.0	1.0	0.0	
Professional Staff	1.0	1.0	1.0	1.0	0.0	
Total OS&SC	5.0	5.0	4.0	4.0	0.0	

Figure 2a-2. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Section 2b: Office of Administration and Finance

Commentary

Presented by Dr. Susan Givens

The Office of Administration and Finance comprises six departments: payroll and benefits, accounting, human resources, food services, data and information systems, and operations. The staff that provide these educational support services are committed to providing user-friendly systems, high-quality programs, and great customer service for an affordable price. In service to this commitment, the departments within the Office of Administration and Finance review systems, structures, workflows and services annually for more efficient ways to deliver support within the District.

To this end, a significant restructuring has been implemented to consolidate functions, improve system workflows, and provide a higher degree of oversight over some essential functions. Some highlights of the restructuring follow.

- 1) Finance - Finance, which previously oversaw payroll and accounting, has been split into two departments that report directly to the Deputy Superintendent; Payroll and Benefits and Accounting. This eliminates two positions (Finance Director and Budget Analyst), and creates a new position titled School Comptroller. The School Comptroller will oversee accounts payable, accounts receivable, related reporting, and auditing. The head clerk in OTL who currently performs accounting tasks will report to the Comptroller, creating two accounting clerks in the office who will perform similar duties and support all budget managers.
- 2) Human Resources (HR) - Responsibilities for managing leave benefits, time and attendance processing and reporting, and some onboarding responsibilities will shift from HR to the Payroll and Benefits team. For this consolidation to occur, an integrated time and attendance system will need to be implemented (funds included in the FY27 budget). Funds for this are included in the proposed budget. This will eliminate one HR position. HR will continue to be responsible for labor relations, recruitment and hiring, management of collective bargaining agreements, HR Information Systems administration, etc.
- 3) Data and Information Systems - The Department of Data and Information Systems is responsible for data management, system administration, enrollment and registration, reporting, and data analysis within PSB. To ensure the integrity of our data, systems, reporting and related analysis across all facets of the district, the Director of Data and Information Systems position will be restored. With the elimination of the Communication Specialist position, important website administrative functions must be performed and will now fall under the auspices of this department. Restoration of the Director position will also provide the opportunity to evaluate our needs and identify ways to improve workflows, automate our systems, etc. as well as enhance our ability to use data to inform decision making in the future.

In summary, this plan eliminates three positions (Finance Director, Budget Analyst, and the Employee Engagement Specialist), restores the Director of Data and IS, creates the position of School Comptroller, and shifts a head clerk from OTL to OAF, ultimately reducing one FTE. The organization chart for the Office of Administration and Finance presented in this budget reflects the changes described above.

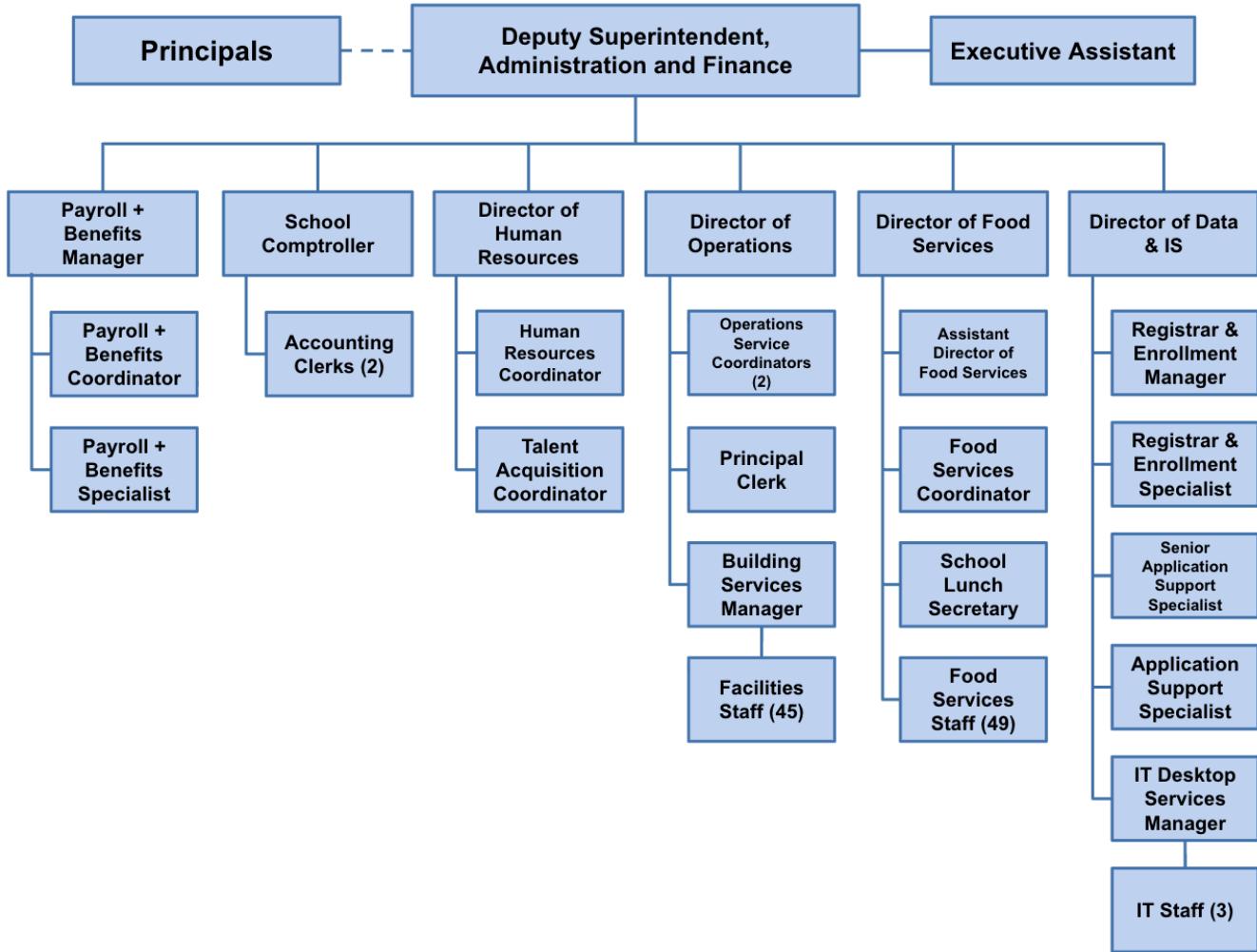


Figure 2b-1. FY27 Organization chart, Office of Administration and Finance (Restructured).

Staffing Analysis by F.T.E.	23-24	24-25	25-26	26-27	Change	Comments
Office of Administration and Finance						
Leadership	6.0	6.0	5.0	5.0	0.0	Cut Finance Director, Restore IS/Data Director
Management	5.0	6.0	6.0	7.0	1.0	Add School Comptroller
Administrative Support	16.0	15.0	15.0	14.0	(1.0)	Cut Budget Analyst, Employee Engagement, shift Head Clerk (Accounting)
Professional Staff	2.0	2.0	2.0	1.0	(1.0)	Cut FS Sustainability Coordinator(Gift Funded)
Paraprofessionals	6.0	6.0	5.0	5.0	0.0	Note: IT and Data staff in Paraprofessional union
Custodians	48.0	48.0	45.0	45.0	0.0	
Food Service Staff	54.6	54.6	54.6	54.6	0.0	
Total OAF	137.6	137.6	132.6	131.6	(1.0)	

Figure 2b-2. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

The Strategic Plan (Appendix B) highlights five goals for organizational and instructional improvement. Goals 4 (management and capacity building) and 5 (governance) relate to the Office of Administration and Finance (OAF) in a very impactful way. These two complementary goals call for a comprehensive review and redesign of organizational structures, systems, workflows, and procedures to ensure that employees have a positive, welcoming environment to work in, information is accurate and accessible

in real time, and staff have an efficient, consistent, reliable way to access the resources necessary to perform their job. In FY25, FY26, and FY27, the focus areas for the Office of Administration and Finance are:

1. Creating a building-based budget that meets Department of Elementary and Secondary Education (DESE) and Department of Revenue (DOR) accounting/financial reporting requirements, industry budgeting standards, and School Committee guidelines;
2. Developing and implementing strategies to recruit, retain, and sustain talent in all positions;
3. Redesigning the human resources, payroll, facility and transportation department organizational structures and related systems, workflows, and procedures to be more efficient and user friendly.

A few highlights of progress toward the achievement of these goals are summarized below.

Building Based Budget. The budget has been created with an eye to implementing a new accounting code structure that meets DESE and DOR requirements. The budget format aligns with level one industry standards for budget presentation and meets the School Committee budget document guidelines.

The Principals each developed a school improvement plan tied to the strategic plan. The school improvement plans were reviewed with the School Committee in September. In addition, the School Committee approved their budget priorities in November. These three documents were shared with budget managers and guided the development of the FY27 budget process. To support budget managers in translating programmatic needs into funding requests, the Office of Administration and Finance uses a workshop model that includes in-person sessions as well as six online drop-in support sessions. This is a multi-year capacity building endeavor that will ultimately result in tighter alignment between resource allocation and outcomes over time.

The new position control codes were implemented in Munis in July 2025. This allowed PSB to manage resources in a more transparent and methodical manner. The final step in the process will be to align the building-based (cost center) design presented in this document and the DESE chart of accounts with the chart of accounts in Munis. Inevitably, there will still be a few areas that we will need to refine to ensure our documentation aligns to these standards with fidelity.

HR Redesign. Hiring staff with the right skills, knowledge, and attitude; retaining them within the organization; and sustaining their enthusiasm for the work over time are among the most critical functions of the Human Resources Department. First impressions matter, and our values of respect, treating people with dignity, and creating a welcoming environment for all who walk through our door should be reflected in all of our processes and interactions. With this in mind, the HR department has been reimaged. In FY24, our focus was on hiring and/or training staff to fill new and/or open positions in the HR Department and reengineering our hiring and onboarding systems, forms, and workflows for applicants and new hires.

Our recruiting, hiring and onboarding reengineering efforts resulted in a significant improvement (quantity and quality) in our candidate pools these past two years, a significant reduction in our turnaround time (offer letter to start date), and employee experience. We introduced our redesign in January 2024 at the start of the hiring season and since then, all new employees have enjoyed a more personalized, light lift experience from the application process to sitting in their PSB seat. Here are some highlights of our work in this area:

- The hiring process turnaround (advertising to offer letter) was reduced from 28-60 days to 14-28 days, allowing us to secure talent in a timely manner.

- The hiring process turnaround (offer letter to start date) was reduced from 2-4 weeks to 3 days to 2 weeks, allowing new hires to transition into the organization with the tools and resources they need to focus on meeting the needs of students and staff from day one.
- New employees express that they felt welcomed and supported throughout the process and their positive energy and readiness was observed during orientations (small and large group).
- In FY26, all professional positions were filled by the first week of school.

Operations Redesign. The Operations Department is responsible for the operations of school facilities (i.e. furniture, moves, phones, printers), emergency planning, regular and special education transportation, and managing building space rentals. The director restructured the department to create a more cohesive team model centered on the philosophy of shared team responsibility, efficiency, and customer service. The new design features an email and voicemail that all operations staff have access to and can respond to inquiries even if another member of the team is out of the office. Three members of the team have been trained to use the building security access system to make real time updates when staffing changes are pushed out by the HR department. The department upgraded the software used for routing, scheduling, and transportation management and three members of the team are actively being trained to use these tools. The team is working closely with the Town emergency planning team to update all school emergency and evacuation plans. Plans have been updated, awareness and training sessions have occurred at all schools, and drills will be conducted at all schools this year. Last, this year the number of elementary school buses was reduced from four to two as a cost reduction measure. This resulted in a significant redesign of routes to create efficiencies. In late fall, the routes and stops were optimized and the department has received positive feedback from staff, students and families since that time. For FY27, the operations team will focus on ways to optimize special education in district and out of district transportation and improve supervision and support during off school hours at our schools for our various users.

FY27 Budgetary Changes by Department

Overall, Office of Administration and Finance expenses are up by \$794,321 in FY27; with salary comprising \$495,481 of the increase and non-salary comprising \$298,840. In addition to unassigned sections, the salary lines reflect the impact of restructuring including the shift of one FTE from OTL to OAF, along with pay adjustments for all OAF staff taking on more responsibility. A \$41,000 increase in overtime coupled with anticipated COLA raises drive the increase in custodial salary expenses in FY27.

The increase in non-salary expenses is primarily driven by an additional \$89,850 requested by the IT Department for online books, subscriptions, and tools. This funding restores FY25 service levels for essential systems, including telephone services, DNS and cloud security, printer management, maintenance request management, and network software renewals.

PSB computer lease costs will increase by \$82,419, reflecting the impact of a \$183,183 laptop cost deferral in the FY26 budget. This increase is partially offset by \$100,763 in savings achieved through a reduction in the total number of leased devices.

Additionally, because Furniture, Fixtures, and Equipment can no longer be included in the CIP request, the OAF budget will absorb \$42,450 in custodial equipment costs.

Data, Information Systems, IT Department. Expenses for Data, IS and IT include software licenses for our enrollment and registration office, student information system (ASPEN), and network infrastructure administration and security. There is also funding set aside for new computer equipment for infrastructure and leases for staff and student devices. Leasing devices allows us to maintain a high level of functionality with new equipment regularly phasing out older models. There is also funding for professional and technical services needed to maintain our systems as well as funds for general supplies/parts, and staff professional development. The District postponed renewing a lease in FY26 as a cost containment measure. In FY27, we have rightsized the number of devices we are leasing based on current enrollment and staffing. The FY27 budget also includes the restoration of the Director of Data and IS. Funding for this position comes from the elimination of the Finance Director position and is part of the OAF restructuring plan.

Finance. Items funded in the budget for the Finance Department include premiums for long term disability and annuities, professional/technical services (auditing, shredding, and bank charges), memberships, dues, and fees to participate in Association of School Business Officials International (ASBO), Massachusetts Association of School Business Officials (MASBO) and area roundtable meetings and conferences.

Food Services. The Food Service program is funded exclusively from special revenue funds. Information on major, recurring special revenue funds is in Section 4b. There are two noteworthy changes in Food Service expenses: Effective FY26, the department will pay \$300,000 in health insurance expenses for department employees, and funding for the Sustainability Coordinator expires at the end of FY26. As a result, the department will have one fewer FTE in FY27.

Human Resources. The expenses related to the HR department include funds for hiring, recruiting, onboarding, and staff attendance software. Additionally, there are resources allocated for recruitment, advertising, and retention services. A small budget is also available for general supplies, association memberships, settlements/accommodations, and participation in trade association meetings, job fairs, and conferences. The Claims and Settlements budget is reserved for personnel settlements, and has been increased to \$30,000 to reflect spending in FY25 and FY26.

Operations (Facilities and Transportation). The operations department manages 45 FTE custodians plus 10 FTE in outsourced cleaning services and works closely together with the Building Department on prioritizing work orders and capital planning needs. The largest non-salary expense in the facilities department is for the cleaning contract that supplements our in-house custodial services staff. This contract has been level funded in FY27; however, cost increases for this contract in the amount of \$30,000 have been allocated to the Use of Facility revolving fund. In addition to this contract, the budget supports association dues and training resources for the Operations Department as well as cleaning supplies, paper products, and other consumable items used to maintain a clean and sanitary environment for staff and students. The budget request for wireless communications is furnished by the Town, and will increase by \$11,340 compared to FY26.

Transportation in this cost center is associated with regular day transportation costs to transport students to and from school. PSB provides two daily AM and PM buses and a shuttle bus for the elementary schools, and three AM and PM bus runs for the high school servicing South Brookline.

For the Pierce School renovation relocation, the transportation plan continues to be for two daily bus runs each from a designated pick-up point to/from the Fisher Avenue campus. This transportation expense is 100% funded from the Pierce construction budget. Students attending the Old Lincoln campus will be walking.

Expenses

Office of Administration and Finance						
Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY26 vs. FY27
Leadership	630,003	424,689	566,205	694,174	725,997	31,823
Management	336,880	849,929	1,032,104	440,810	585,204	144,394
Professional Staff	17,670	24,646	-	517,332	807,733	290,401
Administrative Support	1,533,955	1,230,989	1,189,834	1,608,713	1,505,463	(103,250)
Custodians	2,935,987	2,958,200	3,036,999	3,064,189	3,196,302	132,113
Summer Programs/ Interns	-	1,300	-	-	-	-
Stipends/ Extra Comp	3,740	5,834	47,414	-	-	-
Salary Subtotal	5,458,234	5,495,587	5,872,557	6,325,218	6,820,699	495,481
Online Books, Subscriptions & Tools	275,519	417,471	532,083	576,594	666,199	89,605
Professional/Technical Services	593,222	1,148,484	1,183,407	866,611	858,531	(8,080)
Student Activities / Field Trips	-	-	92,273	120,000	120,000	-
Legal Services	252,756	278,412	189,316	210,000	199,500	(10,500)
General Supplies	530,114	370,466	401,913	427,379	439,179	11,800
Furniture/Fixtures/Equipment	27,524	9,950	-	-	42,450	42,450
Mileage	514	4	7,945	6,500	10,000	3,500
Education/Training/Conferences	8,318	14,601	16,072	4,200	11,545	7,345
Transportation	463,047	383,980	607,135	421,000	441,600	20,600
Claims and Settlements	802,955	2,321	20,000	5,319	30,000	24,681
Wireless Communications	-	-	21,005	26,100	37,440	11,340
IT Infrastructure Equipment	125,797	14,047	82,942	68,480	88,480	20,000
Leased Computers	40,000	936,912	1,037,401	853,135	935,554	82,419
Purchased Computers	37,800	16,388	51,400	50,800	50,800	-
Insurance/Annuity	37,284	39,017	54,782	40,000	43,680	3,680
Non-Salary Subtotal	3,194,851	3,632,052	4,297,673	3,676,118	3,974,958	298,840
Grand Total	8,653,084	9,127,640	10,170,230	10,001,336	10,795,657	794,321

Figure 2b-3. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY26 vs prior years, comparisons across years may be impacted by updated accounting codes.

Section 2c: Office of Student Services

The Office of Student Services administrative structure is below.

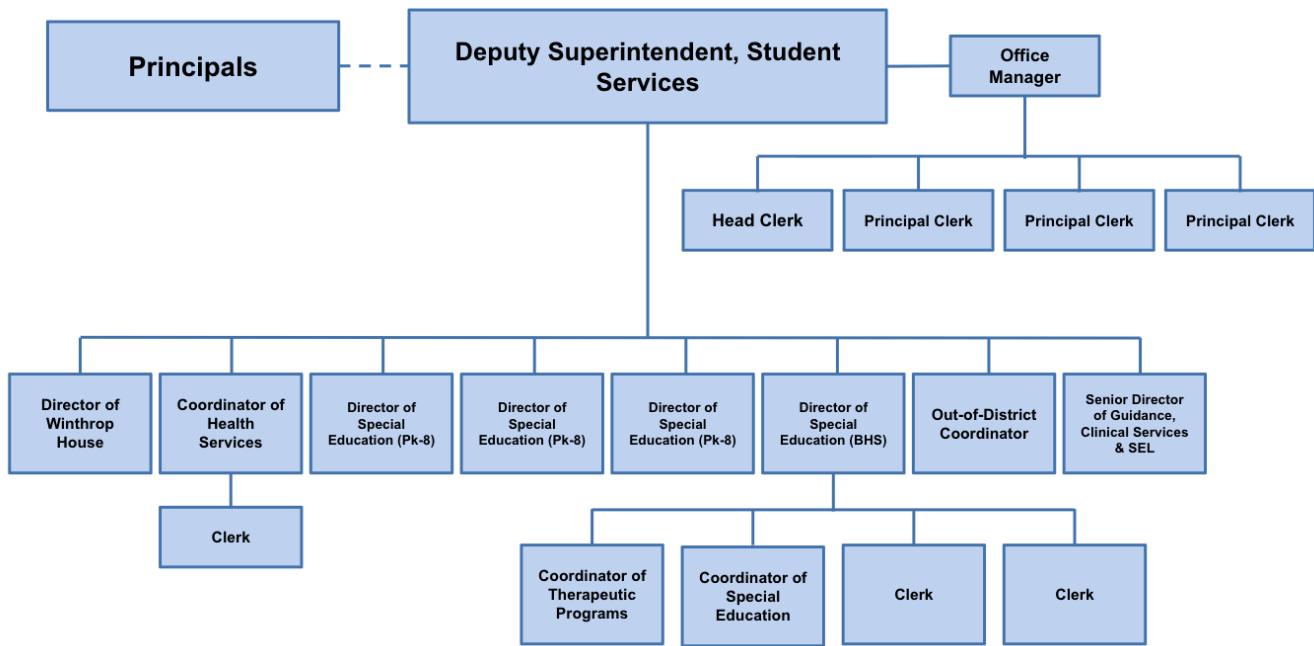


Figure 2c-1. Org chart, Office of Student Services.

Staffing Analysis by F.T.E.	23-24	24-25	25-26	26-27	Change	Comments
Office of Student Services						
Leadership	7.0	8.0	7.0	7.0	0.0	
Management	2.0	2.0	2.0	2.0	0.0	
Administrative Support	5.2	5.2	5.2	5.2	0.0	
Professional Staff	10.5	10.4	11.4	11.4	0.0	
Paraprofessionals	2.0	1.0	3.0	3.0	0.0	
Total OSS	26.7	26.6	28.6	28.6	0.0	

Figure 2c-2. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

The Office of Student Services (OSS) provides a comprehensive continuum of services and supports to all students, including students with educational disabilities ages 3–22 years. OSS is committed to inclusive, equitable practices, centering student identity and belonging, supporting mental health, health and wellness, social emotional learning, and preparing students for success in college, career, and community life.

OSS incorporates special education, guidance, counseling and social emotional learning, 504 accommodation plans, mental health, health and nursing, services and supports for students who are homeless and in foster care, home-hospital instruction, bullying prevention and intervention.

OSS works in close collaboration and partnership with all other departments to support students' academic, social-emotional, health and mental health. A priority focus in FY26 and continuing into FY27 is a close partnership with the Office of Teaching and Learning to support the continued development of a multi-tiered system of supports (MTSS), with a specific focus on closing the achievement gaps in literacy and social and emotional wellbeing and preventing students needing unnecessary, more restrictive services.

Guiding Principles

OSS work is grounded in the following guiding principles, aligned with the strategic plan, which shape program design, resource allocation, and continuous improvement across all grades and service areas:

1. High-Quality Continuum of Services

Ensure a coherent, aligned continuum of instruction, services, and supports from early childhood through transition-age programming, responsive to students' evolving needs.

2. Equity, Identity, and Belonging

Center students' identities, lived experiences, and sense of belonging, recognizing that inclusive environments and culturally responsive practices are essential to student success.

3. Mental Health and Wellness

Prioritize student mental health and social-emotional well-being through prevention- and promotion-focused practices that include explicit social-emotional skill instruction, strengthening school belonging, increased utilization of trauma-informed approaches, increasing access to school-based and community-based individual and group counseling, and increased collaboration with families and community providers.

4. School Health

Promote health and wellness for PreK through high school students through an array of medical services including adequate nursing support at each school as well as a consulting physician. Aim to remove or minimize obstacles to health which might impact learning.

5. Inclusive Opportunities

Maximize access to inclusive learning environments in partnership with general education, ensuring students with disabilities are meaningfully engaged in rigorous academic and social experiences.

6. Instructional Excellence

Ground services in evidence-based instructional practices, including systematic, research-based reading programming, structured literacy, Universal Design for Learning, and aligned curriculum frameworks.

7. Staff Capacity and Collaboration

Invest in ongoing professional learning, coaching, and collaboration for educators, paraprofessionals, and administrators to strengthen shared responsibility for student outcomes. This includes being able to support students with academic, mental health, and behavioral health needs in the general education classroom.

8. Compliance and Accountability

Maintain strong oversight of special education processes, timelines, and regulatory requirements to ensure fidelity, transparency, and legal compliance.

9. Effective and Efficient Use of Resources

Ensure the effective and efficient delivery of both in-district and contracted services through careful monitoring, program review, and responsible fiscal stewardship.

FY26 Highlights & Ongoing Priorities for FY27

- Continuum and Inclusion: Strengthening a high-quality, aligned continuum of instruction, services, and supports while expanding inclusive learning opportunities.
- Well-Being and Belonging: Increased focus on student mental health, which includes ongoing access to experiences that promote strong social-emotional skills and the development of strong school belonging and supportive school-based relationships. Providing rapid and early intervention to students experiencing social, emotional or behavioral crises through a flexible support team model.
- Disrupt Disproportionality: Developing structures, supports and professional learning communities to ensure that our system provides services equitably and does not over-identify students.
- Healthy School Environment: Addressing the health needs of all students to support learning, growth and development. Continued commitment to ensuring immunization compliance; focused attention on Individual Health Care Plans for students with complex health issues
- Instructional Excellence: Developing a sustainable model of research-based reading programming district-wide and ensuring excellence and innovation across all programs and programming, collaborating with OTL to develop tiered systems of support that address the needs of all learners for support, engagement and extension.
- Operational Effectiveness: Refined use of contracted services to ensure quality, accountability, and fiscal efficiency.

Through continued investment in inclusive practices, staff expertise, student health and well-being, and aligned systems, OSSs ensures that students with and without disabilities experience strong academic and social emotional growth, meaningful inclusion, a strong sense of belonging, and successful transitions beyond high school, while stewarding district resources responsibly.

Special Education

The Special Education Department is part of the Office of Student Services. Students with educational disabilities may receive additional services and support via an Individualized Education Program (IEP). The provision of IEP services, which includes specially designed instruction and related services, is mandated by state and federal regulations. The Public Schools of Brookline provides an extensive continuum of services and programs focused on equity and excellence and rooted in research-based practices and inclusive opportunities.

For the 2026-2027 school year, there are currently 1,362 students enrolled with IEP's from preschool to post-graduate programming, which includes 60 out-of-district placements and 72 students who are residents of Brookline, not enrolled in PSB, who are eligible to receive related services. There are also 418 students on 504 accommodation plans. The 10 students on settlement agreements are not included in the enrollment count. The district also provides services to 40 private school (resident and non-resident) or home-school students who are enrolled in private schools in Brookline under the Federal Proportionate Share Program.

The FY27 budget landscape sees the following staffing efficiencies and restoration based on enrollment and service needs:

- A reduction of a 1.0 FTE special education teacher and one paraprofessional at Brookline High School.
- A reduction of a 0.9 FTE team facilitator position at BEEP
- A reduction of a 1.0 Guidance Counselor position at the Driscoll School
- A restoration of a 0.2 Guidance Counselor FTE at the Lawrence School

FY27 Out of District Tuition

Every student in Brookline is entitled to receive a free and appropriate public education (FAPE) in PSB. Above and beyond that, all students are entitled to experience the richness and rigor of a PSB education. This commitment to all students, including students with disabilities, is longstanding and our depth of programming results in PSB having one of the lowest out-of-district rates in the state. There are instances, however, when students' needs cannot be met in-district and students are then placed in out-of-district special education schools. The FY27 tuition budget is based on 70 students for whom the district pays tuition (OOD placements and settlement agreements). This is a reduction of 11 students from FY26. There is a reduction of \$215,107 in the settlement line and a downward trend line in tuition overall from FY26 to FY27.

School Year	Out of District	Settlement Agreements	Total
FY 23	68	12	80
FY 24	60	24	84
FY 25	60	26	86
FY 26	66	15	81
FY 27	60	10	70

Figure 2c-3. Rates of Out of District FY 23 - FY 27.

Out-of-District Tuition and Circuit Breaker

Tuition is offset by the Commonwealth Special Education Reimbursement Program, commonly known as the Circuit Breaker Program, which provides financial assistance to public school districts to offset the cost of delivering high-cost special education services to students, especially for students placed in out-of-district (OOD) programs. When fully funded, the program reimburses districts for 75% of costs exceeding the annual per-student claim threshold, which for FY26 is \$53,431. In FY26, the district received an increase of \$810,279 in additional Circuit Breaker credit to tuition (based on final FY25 credits). The increase in Circuit Breaker funding is based on cost increases for both in-district and out-of-district students during 2024-2025, raising the net eligible costs for the district. Tuition reimbursement is expected to remain steady at the 75% reimbursement rate.

The district also receives funds through the Student Opportunity Act, which over the last several years has provided funding for special education OOD transportation. In July, the district received an additional \$607,145 in unanticipated Circuit Breaker transportation revenue when the state increased the reimbursement rate for FY25 transportation. For reference, the transportation reimbursement rate was 61.36% in FY25, 75% in FY24 and 57% in FY23.

Out of District Tuition expenses are accounted for under three separate line items in the budget: Settlements, OOD Tuition, and Circuit Breaker. During the FY26 Budget process, PSB was unable to close the gap between the budget and the Town's revenue allocation and moved \$1,943,064 of OOD Tuition expenses to the Circuit Breaker Revolving Fund, thus causing the decrease in the OOD Tuition line in FY26 and an unusual increase in OOD tuition in FY27.

Tuition Expenses	FY23	FY24	FY25	FY26	FY27	
Settlements	896,437	644,922	863,215	1,418,360	1,203,253	
OOD Tuition	3,934,981	4,588,068	4,939,295	2,968,628	3,300,141	
FY27 Gap returns to OOD Tuition					1,943,064	
Circuit Breaker	2,985,797	3,280,301	3,684,690	4,258,609	3,732,696	
FY26 Budget Gap charged to CB					1,943,064	
Total Tuition	7,817,215	8,513,291	9,487,200	10,588,661	10,179,154	

Figure 2c-4. Financial Impacts of Circuit Breaker reallocation in FY26 on FY27 expenses

The amount of OOD tuition that is charged to the Circuit Breaker revolving fund expense line is determined by the amount of money available in the Circuit Breaker fund balance at the end of the prior fiscal year. For example, the balance available in FY25 (\$4,258,609), is the amount available to offset tuition expenses in FY26. Funding the additional \$1,943,064 of tuition expenses in FY26 resulted in the total expenses being higher in FY26 (\$6,201,673 = 4,258,609 + \$1,943,064) than the fund balance in FY25 (\$4,258,609), therefore there is less revenue to offset expenses in FY27 (\$3,730,995). See diagram below.

Tuition Expenses	FY23	FY24	FY25	FY26	FY27	FY28
Settlements	896,437	644,922	863,215	1,418,360	1,203,253	
OOD Tuition	3,934,981	4,588,068	4,939,295	2,968,628	3,300,141	
FY27 Gap returns to OOD Tuition					1,943,064	
Circuit Breaker	2,985,797	3,280,301	3,684,690	4,258,609	3,732,696	
FY26 Budget Gap charged to CB					1,943,064	
Total Tuition	7,817,215	8,513,291	9,487,200	10,588,661	10,179,154	
Circuit Breaker Fund Balance	3,280,301	3,606,449	4,258,609	3,730,995	5,068,888	

Figure 2c-5. Financial Impacts of Circuit Breaker reallocation in FY26 on FY27 revenue offset

This temporary cost reduction strategy causes the OOD Tuition line to vacillate widely from FY25- FY27.

Transportation

Special Education Transportation Breakdown

Funding Source	FY23	FY24	FY25	FY26	FY27
Operating Budget	2,352,706	4,503,396	4,083,425	4,674,220	5,522,507
BEEP Revolving	0	0	201,846	0	0
Materials Fee Revolving	0	0	664,048	0	0
ARPA Funding*	950,782	0	0	0	0
TOTAL	3,303,488	4,503,396	4,949,319	4,674,220	5,522,507
<i>Underfunding</i>				-275,099	848,287

FY26 Underfunding Amt.**	522,565
Rate Increase (5%)	233,711
Service Increase	92,011
Total Increase	848,287

* via FY24 budget book

** FY26 Underfunding Amt. includes 5% rate increase from FY25 to FY26

*** Underfunding reported in FY26 Q2 Report

Figure 2c-5. Funding Sources for Special Education Transportation Costs

Transportation includes services for In-District and Out-of-District special education students, students in foster care, and McKinney-Vento students. In FY25, special education transportation expenses were underfunded in the operating budget by \$865,894. To cover that shortfall, funds were drawn from the BEEP Revolving Fund as well as the Materials Fee Revolving Fund. As reported in the FY26 Quarter 2 Report, the approved FY26 budget is anticipated to once again be insufficient to cover all costs in this category. The \$848,287 increase in the FY27 proposed budget reflects restoration of full funding (\$522,565) as well as contractual rate increases (\$233,711) and increases in service (\$92,011).

Office of Student Services						
Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY26 vs. FY27
Leadership	661,258	701,497	832,693	1,154,977	1,176,852	21,875
Management	498,872	406,748	278,402	265,595	288,268	22,673
Professional Staff	4,250,175	2,875,524	931,194	1,097,519	1,181,075	83,556
Administrative Support	602,809	605,637	499,334	383,463	397,453	13,990
Paraprofessionals	290,186	47,407	68,569	74,074	76,091	2,017
Substitutes	31,753	51,919	6,716	-	-	-
Summer Programs/ Interns	2,373,753	95,394	36,063	-	-	-
Stipends/ Extra Comp	12,316	27,809	251,951	100,013	96,980	(3,033)
Salary Subtotal	8,721,123	4,811,934	2,904,924	3,075,641	3,216,719	141,078
Online Books, Subscriptions & Tools	-	9,667	52,527	69,410	99,539	30,129
Professional/Technical Services	38,712	72,775	762,179	1,506,409	876,682	(629,727)
Student Activities / Field Trips	-	-	-	-	7,000	7,000
Legal Services	112,895	99,841	127,334	150,000	131,250	(18,750)
General Supplies	15,972	34,856	67,219	140,063	99,773	(40,290)
Textbooks & Print Materials	-	-	-	-	2,800	2,800
Mileage	-	2,371	4,326	4,850	4,850	-
Education/Training-Conferences	5,744	62,705	39,814	18,200	37,000	18,800
Transportation	2,352,706	4,503,396	4,083,425	4,674,220	5,522,507	848,287
Out of District Tuition	3,934,981	4,588,068	4,939,295	2,968,628	5,243,187	2,274,559
Tuition Settlements	896,437	644,922	863,215	1,418,360	1,203,253	(215,107)
Non-Salary Subtotal	7,357,446	10,018,601	10,939,333	10,950,140	13,227,840	2,277,700
Grand Total	16,078,569	14,830,535	13,844,256	14,025,781	16,444,559	2,418,778

Figure 2c-6. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY26 vs prior years, comparisons across years may be impacted by updated accounting codes.

NOTE: Non-Salary expenses requested specifically for BHS (excluding OOD Tuition, Transportation, and Settlements) are included in the BHS cost center chart.

Section 2d: Office of Teaching and Learning

Commentary

Presented by Dr. Robin Benoit

The Office of Teaching and Learning (OTL) is responsible for overseeing the development, implementation, and evaluation of teaching and learning, PreK-12. We work in collaboration, cooperation, and coordination with other district leaders, caregivers, and the community to provide the conditions for high academic achievement for all students and excellence in teaching.

OTL is responsible for oversight of the district's English Language Education (ELE), Metropolitan Council for Educational Opportunity (METCO), and Steps to Success programs, PK-12 general education programming, homeschool education, professional development, and educator mentoring. OTL also works collaboratively through partnerships with The Brookline Education Fund (BEF), the Innovation Fund, Steps to Success Inc., and the Boston University Consortium to provide additional opportunities for our students and staff.

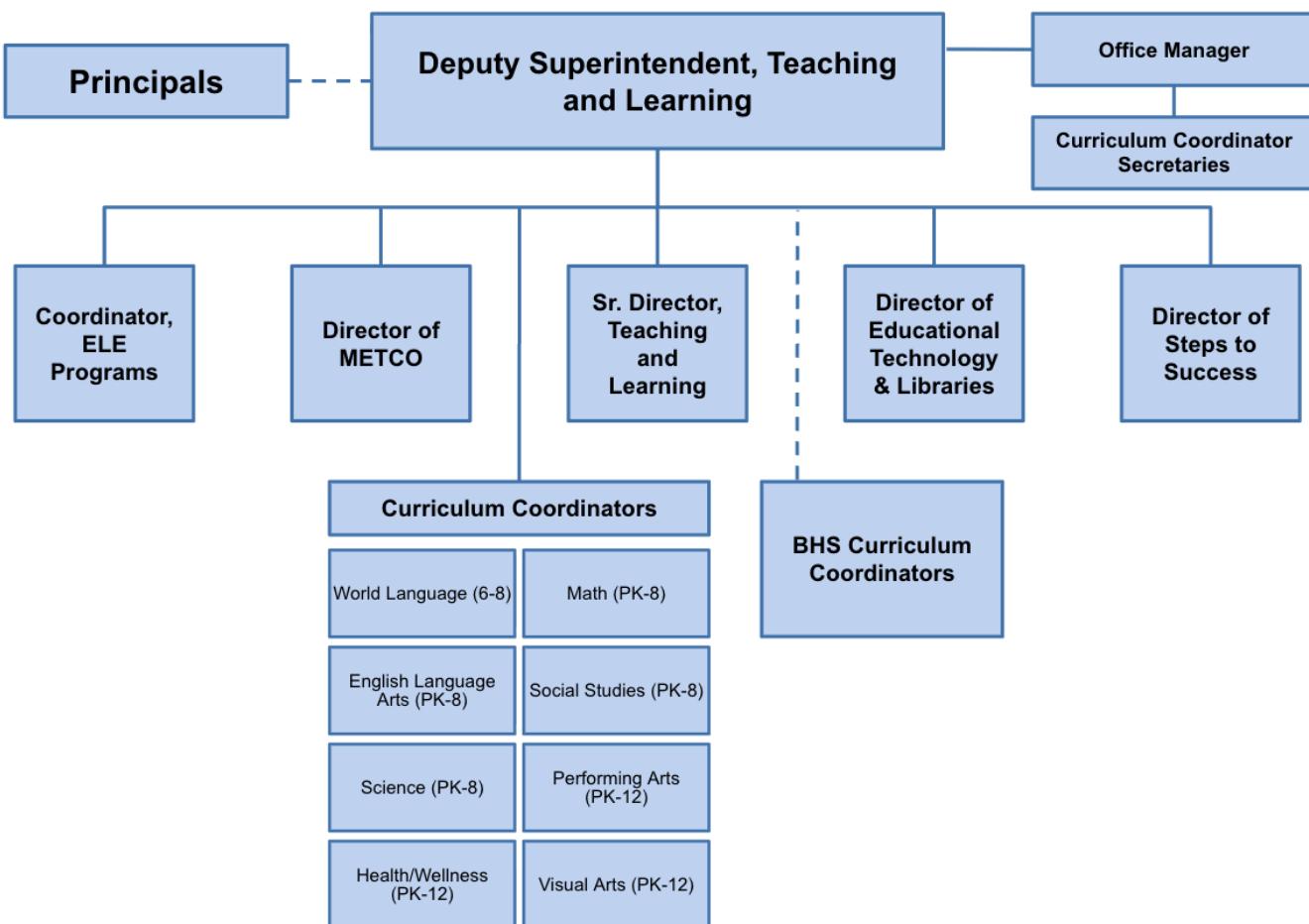


Figure 2d-1. Org chart.

NOTE: BHS Coordinators and Department Heads report to both the BHS Head of School and the Deputy Superintendent of OTL

<i>Staffing Analysis by F.T.E.</i>	23-24	24-25	25-26	26-27	Change	Comments
Office of Teaching and Learning(OTL)						
Leadership	4.0	4.0	2.0	2.0	0.0	
Management	13.0	12.6	12.8	12.8	0.0	
Administrative Support	13.8	14.0	9.0	8.0	(1.0)	Shift Head Clerk to OAF
Professional Staff	18.8	12.1	11.0	11.0	0.0	
Paraprofessionals	15.4	15.4	18.4	18.4	0.0	
Total OTL	65.0	58.1	53.2	52.2	(1.0)	

Figure 2d-2. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

FY26 Accomplishments and Return on Investment

The elimination of the Office of Educational Equity and a Senior Director of Teaching and Learning position, as well as the departure of the former Deputy Superintendent and remaining Senior Director of Teaching and Learning, has meant a period of transition for OTL. Despite these challenges, the department has maintained a focus on priority areas and essential departmental functions.

Three key K-8 focus areas in FY26 have been: 1) the full implementation of Fishtank ELA K-5, 2) partial implementation of Fishtank in 6-8, and 3) expansion of Multi-tiered System of Support (MTSS) development. The latter initiative, a major undertaking, has been done in partnership with the Office of Student Services. Focus areas at Brookline High School include: 1) the development of a Vision of a Learner in accordance with the New England Association of Schools and Colleges (NEASC) accreditation, 2) updating Competency Determination and Career and Technical Education Pathways policies per state guidance. Last, at the District wide level, significant time has been devoted to coordination and facilitation of a full program review by the Department of Elementary and Secondary Education (DESE) that will take place in the spring of 2026.

FY27 Budget Priorities

FY27 priorities for OTL continue to be supportive of our ongoing efforts to enact our district vision of providing “every student with an extraordinary education, through enriching learning experiences” and alignment with the following district Strategic Plan goals:

- **Goal 1:** Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high quality, and challenging curriculum delivered using evidence based practices.
- **Goal 3:** Partner with families and the community to create safe environments that promote belonging.
- **Goal 4:** Develop resource management and capacity building systems that will ensure educational and organizational goals are timely and accomplished with transparency.

Priority 1: Review, Selection and Implementation of High-Quality Curriculum Materials (Strategic Goals 1, 3, 4)

During FY26, the district began full implementation of Fishtank ELA in grades K–5 and partial implementation in grades 6–8. These programs were selected in alignment with Brookline’s vision for literacy, which states that students use language to grow intellectually, to understand empathetically, and to think critically in a complex, changing world.

As the district enters its second year of implementation in FY27, it is critical that educators have structured opportunities to collaborate and refine materials. This work will continue to build a shared

understanding of effective use of program materials, particularly at the K–5 level, support cross-curricular scope and sequence alignment, and help identify any additional resources needed to ensure a high-quality, comprehensive literacy program for students in grades K–8, including strong Tier 1 instruction and appropriate Tier 2 and Tier 3 supports.

In addition to supporting literacy implementation, the FY27 budget includes investments needed to sustain and align other core instructional systems. These include the renewal of the web-based portion of the district's K-5 and 6-8 mathematics programs and upgrade of our Google Workspace licenses, which support instructional access, curriculum implementation, and collaboration across grade levels and content areas.

Also in FY27, the district will begin a review of K–12 Science and Technology programs, continue the review of curriculum resources and articulation for World Languages in grades 6–12, and continue implementing new units of study and curricular resources in Social Studies for grades K–8. The Office of Teaching and Learning will also support Brookline High School's ongoing work to articulate course outlines aligned with recommendations from its most recent New England Association of Schools and Colleges (NEASC) review, as well as provide support for a range of tools and resources across all programs. **Funding Source: General Fund**

Priority 2: Implement a Multi-Tiered System of Supports (MTSS) model (Strategic Goal 1)

The development of MTSS is essential to ensuring that all students in the district experience a comprehensive and inclusive approach to learning that responds to a wide range of academic and social-emotional needs. MTSS provides a framework for tailoring instruction and support based on data, allowing educators to make informed decisions about instructional practices, interventions, and enrichment. Through regular progress monitoring, educators can identify student strengths and needs early, adjust strategies as needed, and provide timely, targeted support. This approach helps prevent long-term academic challenges while also creating opportunities for extension.

Building on foundational MTSS planning begun in FY25 and continued in FY26, the district will maintain its partnership with the New Teacher Center in FY27 to support the identification, design, and focused launch of a district-wide MTSS. Initial efforts have centered on strengthening Tier 1 literacy instruction and establishing core MTSS components, including universal screening, progress monitoring, and data-informed instructional planning. This work has begun at the elementary level and is being thoughtfully extended to the middle and high school levels. In FY27, the district will focus on clarifying structures, roles, and practices to support consistent early implementation across schools. This work requires continued investment in the New Teacher Center partnership, the support of our data dashboard, as well as dedicated time and resources for educator collaboration and professional learning. **Funding Source: IDEA & General Fund**

Priority 3: Restoration of Professional Development (Strategic Goal 4)

The Office of Teaching and Learning experienced a reduction in professional development funding in FY26. While some funding related to the implementation of Fishtank ELA was maintained, broader professional learning opportunities were limited and increasingly dependent on grant funding, including Title II and IV grants and support from the Brookline Education Fund. As the district does not expect to receive Title II, III, and IV grant funding in FY27, it is requesting the restoration of funds to support curriculum related professional learning for Health and Wellness, Science, and Social Studies educators; professional memberships; targeted professional development aligned with district strategic goals; and structured time for educator collaboration and curriculum development across multiple departments. **Funding Source: General Fund**

Budgetary Implications for FY27

Overall, expenses for OTL have increased by \$1,048,537 from FY26 to FY27. This increase reflects a combination of contractually required cost increases, renewal of instructional licenses, and the restoration of professional learning. Stipend lines increased by \$111,772, in part due to the anticipated loss of FY27 Title II, III, and IV grant funding and an increase in summer school program stipends paid to staff. These stipends support additional work such as mentoring and curriculum workshops facilitated by in-house staff, as well as Project Discovery.

Online subscriptions and instructional tools increased by \$351,925. Three factors are driving this increase: the renewal of web-based components of the K-5 and 6-8 mathematics programs (\$265,000), upgrading from Google Apps for Education to Google Workspace (\$54,000), as well as normal contract increases. This account also includes online assessment tools and the district data dashboard, which both support analysis of student learning data used to inform instructional decisions and improve student outcomes.

Education, training and conferences requests have increased from the approved amount of \$20,500 in FY26 to \$210,677. This line was cut significantly during the FY26 budget as a cost reduction strategy. Unfortunately, the reduction went too deep and essential training must be restored in FY27 to meet our mandated obligation to provide mentoring and professional development to maintain educator certification to teach. The FY26 Q2 report highlights that this account is in deficit by \$58,000 because essential programming was inadvertently cut.

Expenses and Staffing

Office of Teaching and Learning						
Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY26 vs. FY27
Leadership	333,341	381,065	544,658	385,787	370,000	(15,787)
Management	1,585,631	1,707,272	1,465,129	1,569,896	1,635,526	65,630
Professional Staff	1,095,293	289,424	745,084	773,132	818,386	45,254
Administrative Support	527,926	485,594	575,780	622,767	553,360	(69,407)
Paraprofessionals	540,035	607,845	523,120	573,458	594,471	21,013
Substitutes	507,404	713,733	834,713	-	-	-
Summer Programs/ Interns	39,949	119,439	147,499	145,455	160,000	14,545
Stipends/ Extra Comp	245,151	321,985	355,741	389,994	501,766	111,772
<i>Salary Subtotal</i>	<i>4,874,730</i>	<i>4,626,355</i>	<i>5,191,724</i>	<i>4,460,489</i>	<i>4,633,509</i>	<i>173,020</i>
Online Books, Subscriptions & Tools	20,825	209	56,919	139,240	491,165	351,925
Professional/Technical Services	189,127	142,471	90,257	99,600	120,304	20,704
Student Activities / Field Trips	-	-	11,723	11,000	17,807	6,807
General Supplies	94,200	25,409	16,613	42,728	61,892	19,164
Textbooks & Print Materials	15,400	3,380	55,411	179,294	214,266	34,972
Mileage	624	187	5,683	13,232	15,000	1,768
Education/Training/Conferences	71,133	23,330	47,878	20,500	210,677	190,177
Copier Leases	63,989	219,584	241,195	-	250,000	250,000
<i>Non-Salary Subtotal</i>	<i>455,299</i>	<i>414,569</i>	<i>525,678</i>	<i>505,594</i>	<i>1,381,111</i>	<i>875,517</i>
Grand Total	5,330,029	5,040,925	5,717,402	4,966,083	6,014,620	1,048,537

Figure 2d-3. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY26 vs prior years, comparisons across years may be impacted by updated accounting codes.

Section 3: Schools

Section 3a: Brookline Early Education Program (BEEP)

Main Office: 599 Brookline Ave, Brookline, MA 02445

(617) 713-5471

School Site Council 2025-2026

Margaret Eberhardt, Principal

Andrea Ricotta, Parent: Co-Chair

Andrea Schuettler, Speech and Language Pathologist

Jo-ann Faulk, BEEP Teacher

Andrea Barlow, Parent

Vivian Chang, Parent

Laura Shiman, Physical Therapist

Nicki Farrington, BEEP Teacher

Mary O'Connell, BEEP Teacher

Michael Lin, Parent

Bhargavi Ramalingaiah, Parent

School Improvement Plan

Goal One: Teaching and Learning

- **District Strategic Objective:** Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices
- **School Strategic Objective:**
We will create learning environments that reduce bias, focus on skill building, progress monitoring and meet the needs of all students.
Over the next few years BEEP educators will strengthen their culturally responsive tier one instruction by incorporating research based curriculum in ELA and SEL and continue to create and adopt a scope and sequence for shared curriculum units.

Goal Two: Community and Connections

- **District Strategic Objective:**
Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.
- **School Strategic Objective:**
Create an inclusive school culture and community where all feel engaged, safe and valued.
Over the next two years, BEEP will continue to offer community programming that supports developmental parenting and affirms the role of families as the primary educators in their children's lives.

Goal Three: Climate and Culture

- **District Strategic Objective:**
Partner with families and the community to create safe environments that promote belonging
- **School Strategic Objective:**
Over the next two years BEEP will continue to focus on full implementation of the PBIS Pyramid Model and monitor implementation with the Benchmarks of Quality.

Principal's Budget Commentary

Presented by Margaret Eberhardt

BEEP was founded in 1972 in collaboration with Children's Hospital of Boston, as a research project called the Brookline Early Education Project. The educators and researchers working on this project sought to identify the components of a high quality early education program, and if attendance in preschool/pre-kindergarten had a long term impact on students' future success. This longitudinal study was funded by generous grants from the Carnegie Mellon and Robert Wood Johnson Foundations. Final results indicated that attendance in a high quality early childhood program has a significant positive impact on children's future academic success, as well as on other life variables including being a registered voter!

Our 24 classrooms in 7 buildings (Ruffin Ridley, Runkle, Driscoll, Hayes, Lynch Center, Putterham, and Beacon) provide high quality and developmentally appropriate educational experiences that support the individual needs of each child, while nurturing confidence and independence. Thematic and emergent curriculum units focus on social and emotional skill building, early literacy, math and science exploration. Families are invited to share their culture, language and customs in the classroom and out in the community.

BEEP classrooms are "inclusive", meaning there are typically developing students as well as students with identified special educational disabilities (e.g., Autism, Developmental Delay, Health, etc.). There are two special education programs designed to meet the educational needs of students:

RISE (Reaching Independence through Structured Education) supports students living with autism, and/or complex social communication needs, and our Comprehensive classrooms support students with more complex developmental or medical needs. Students with identified disabilities have an Individualized Educational Program (IEP) that details the services and educational supports they require to make effective progress. The mix of needs, abilities, and interests of our students along with the insights and expertise of our interdisciplinary team, results in an enriched and supportive learning environment for all students.

Starting in the 2024-2025 (FY25) school year, BEEP's school day was aligned with the start and end time of the PSB Elementary School Day. The schedule for BEEP is Monday - Thursday, 8:00am - 2:30pm and Friday, 8:00am- 1:40pm. During the 2025-2026 school year (FY26) we introduced a collaborative teaching model between our RISE and inclusive PS and PK Classrooms. This collaborative teaching model creates more opportunities for inclusion, reverse inclusion and shared staffing. In addition, we successfully reestablished our extended day programming at our BEEP at Lynch and BEEP at Putterham locations, offering 30 extended day spots for BEEP families.

BEEP Budget

BEEP is funded through three sources: 1) General Fund: supports special education programming and staffing, as well as tuition assistance for approximately 40 families; 2) Revolving fund: tuition charged to families (estimated FY27 revenue is \$3,835,687) supports materials, staffing, and curriculum needs of inclusive classrooms and 3) Grants: fund family engagement opportunities (Stem and Literacy Saturday Programs), ParentChild + (home visiting program) and Community Playgroups.

Tuition for the 2026-27 school year is \$18,079. Maintaining an enrollment of 195 tuition paying spots should cover the costs charged to the revolving fund. We will offer up to 40 financial aid seats.

Student Enrollment

Admission to BEEP is determined through one of two avenues: special education placement and the BEEP general education lottery. Students may be referred to BEEP for an evaluation as they age out of

early intervention or at the request of their families. Students will undergo an evaluation with our intake team of specialists to determine if a placement in BEEP is needed to meet their educational needs.

Families may also apply for a spot in BEEP through our general education lottery. Families apply from December 1 to January 15 each year and are notified of their acceptance on March 1. We accept 40 families requiring financial assistance each year. When spots become available during the year, we refer to our waiting list to fill vacancies.

BEEP Lottery

After the enrollment period closes, we use a lottery to determine preschool/pre-kindergarten placement. We hold a separate lottery for preschool (2.9 to 3.2 years old), and prekindergarten (3.3 to 5.0 years old). There are 4 preschool classrooms and 16 pre-kindergarten classrooms. Returning students are asked to submit an application indicating their intent to return. Preference is given to siblings of current and former BEEP students.

Staffing/Personnel

In FY26 BEEP reduced its staffing by 6.0 FTE(paraprofessionals). Those positions were shifted to the elementary schools, reducing the need to create new positions. This reduction was possible through the consolidation of classrooms and the addition of our collaborative teaching model.

In FY27 there will be a reduction of one .9 FTE in special education.

Summary

During the 2025-2026 school year we continued to work toward the goals outlined in our school improvement plan: strengthen our culturally responsive instruction, build connections between the community, caregivers and the district, and create supportive and welcoming environments for students, their families and the educators who work with them. Our community programming (STEAM Saturdays, playgroups, ParentChild+ home visiting program and parent support groups and workshops) lay the groundwork for families as they begin their journey in the Public Schools of Brookline. We look forward to growing our partnerships and building connections within the community and the district.

BEEP Enrollment & Staffing

Location	FY22		FY23		FY24		FY25		FY26		FY27		Change
	2021	2022	2023	2024	2025	2026	2025	2026	2025	2026	2025	2026	
Beacon	48	50	46	47	46	47	46	47	46	47	46	47	1
Clark	64	64	33	0	0	0	0	0	0	0	0	0	0
Driscoll	0	0	32	52	40	41	40	41	40	41	40	41	1
Hayes	0	0	0	16	16	16	16	16	16	16	16	16	0
Lynch	54	50	55	50	54	52	54	52	54	52	54	52	-2
Putterham	43	52	42	46	52	48	52	48	52	48	52	48	-4
Ridley	31	26	32	32	30	30	30	30	30	30	30	30	0
Runkle	15	15	16	16	15	16	15	16	15	16	15	16	1
Total Enrollment	255	257	256	259	253	250	253	250	253	250	253	250	-3

Figure 3a-1. Enrollment by fiscal year. Prior years are as of October 1, FY27 is projected.

Number of Individual Education Plans						
IEP Services only				16		
IEP Full Program				40		
IEP Services only not enrolled				16		
Total IEPs				72		

Total Financial Aid Seats: 42

Figure 3a-2. Enrollment of students on Individualized Education Plans.

Staffing Analysis by F.T.E.	23-24	24-25	25-26	26-27	Change	Comments
Principals Office	5.0	5.0	5.0	5.0	0.0	
School Counseling	1.0	1.0	1.0	1.0	0.0	
Related Services	9.4	9.8	9.8	9.8	0.0	
Special Education	30.2	31.5	31.5	30.6	(0.9)	Service need caseload adj.
Early Childhood (Pre-K)	40.7	56.7	54.1	54.1	0.0	Switch to full day BEEP in FY25
Total School Personnel	86.3	104.0	101.4	100.5	(0.9)	

Figure 3a-3. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Expenses

Brookline Early Education Program						
Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY26 vs. FY27
Leadership	93,993	32,571	152,371	166,154	166,154	-
Management	3,946	-	-	-	1,148	1,148
Professional Staff	2,322,968	2,524,581	1,928,679	2,319,107	2,377,064	57,957
Paraprofessionals	948,071	1,187,080	1,273,089	1,136,876	1,244,830	107,954
Substitutes	-	2,337	19,678	52,530	52,530	-
Summer Programs/ Interns	153,629	-	-	-	-	-
Stipends/ Extra Comp	191	-	140	-	-	-
Salary Subtotal	3,522,798	3,746,568	3,373,956	3,674,667	3,841,726	167,059
Online Books, Subscriptions & Tools	210	1,725	1,950	3,000	-	(3,000)
Professional/Technical Services	33,884	132,200	84,768	50,000	-	(50,000)
Furniture/Fixtures/Equipment	-	-	-	-	10,940	10,940
General Supplies	30,634	25,776	28,369	36,975	25,595	(11,380)
Mileage	2,104	130	-	-	-	-
Education/Training/Conferences	55	-	-	-	-	-
Non-Salary Subtotal	66,887	159,830	115,087	89,975	36,535	(53,440)
Grand Total	3,589,685	3,906,399	3,489,044	3,764,642	3,878,261	113,619

Figure 3a-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY26 vs prior years, comparisons across years may be impacted by updated accounting codes. BEEP expenses for students on IEPs were charged and funded through the Office of Student Services, District Accounts in FY23 and FY24. All expenses associated with BEEP now appear together in FY25.

Section 3b: Edith C. Baker School

205 Beverly Road, Chestnut Hill, MA 02467 (617) 879-4500

SCHOOL SITE COUNCIL

Saeed Ola, Principal

Scott Lipman, Parent

Gareth Lawson, Parent

Lesley Tomion, Teacher

Dylan Rossi, Teacher

School Improvement Plan Goals

Goal One: Teaching and Learning

- District Strategic Objective: Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices.
- School Strategic Objective: Baker School will work to implement consistent progress monitoring and data analysis mechanisms to identify students in need of intervention

Goal Two: Community and Connections

- District Strategic Objective: Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.
- School Strategic Objective: Baker School will work to cultivate culturally-responsive practices by providing educators with support and resources so that feelings of connectedness and engagement will increase among students, families, and staff.

Goal Three: Climate and Culture

- District Strategic Objective: Partner with families and the community to create safe environments that promote belonging.
- School Strategic Objective: Enhance communication structures to develop and maintain a supportive and inclusive learning environment where all students and families feel seen, safe, and valued.

Principal's Budget Commentary

Presented by Saeed Ola

Introduction

The Edith C. Baker School is a vibrant and caring community dedicated to fostering positive and productive relationships among students, teachers, school leadership, staff, and families. Nestled within our walls is a diverse student population that reflects a rich tapestry of cultures, languages, beliefs, and traditions. As a global community, we unite under the guiding principles of our school motto: "Work Hard. Be Kind. Help Others. Build Relationships."

At the heart of our school is a collaborative and dedicated staff committed to ensuring that our students are not only challenged but also supported on their educational journey. We believe in providing learning experiences that cultivate a growth mindset, encouraging our students to embrace

curiosity, innovation, and creativity. We recognize that learning is a social experience, shaping the way students think and engage with their community and the world at large.

The Edith C. Baker School community strives to equip all students with the skills and knowledge necessary to lead happy and fulfilled lives in an ever-evolving global society. Through a commitment to our core values and a focus on building strong relationships, we aim to empower our students to become thoughtful, compassionate, and engaged citizens. This budget narrative provides an opportunity to explore the investments made in the futures of our students and the ongoing efforts to create an environment where every learner can thrive.

Student Enrollment

The Edith C. Baker School proudly serves a vibrant community of over 660 students. While our overall enrollment remains relatively consistent with previous academic years, we remain vigilant in monitoring external factors that could impact our future enrollment dynamics. Notably, the recent opening of the Franklin Building at Hancock Village is a key consideration, and we continue to assess its potential implications for our student population.

Our process in response to changes in student enrollment reflects a commitment to stability, careful monitoring of external factors, adherence to class size guidelines, and proactive planning to accommodate the potential impact of construction and rising overall enrollment. This strategic approach ensures that the Edith C. Baker School continues to provide an enriching and supportive educational experience for all students, maintaining the quality of personalized instruction that defines our educational community.

Staffing/Personnel

The projected staffing needs for the Edith C. Baker School are designed to align with our school's mission of fostering positive relationships, creating a vibrant learning environment, and preparing students for success in a global society. Our commitment to the school motto "Work Hard. Be Kind. Help Others. Build Relationships." is reflected in our allocation of resources to support a collaborative and dedicated staff.

Recognizing that each student is unique, it is vital that the Edith C. Baker School is staffed in such a way that maintains an effective and compassionate support system for each student. In addition to highly qualified classroom teachers, this includes supportive staff such as school counselors, special education teachers, and intervention specialists who work collaboratively with classroom teachers to identify and support the diverse needs of our student population. The goal is to create an inclusive environment that nurtures every learner, providing the necessary tools and support for academic success and personal growth.

Staffing at the Edith C. Baker School reflects a commitment to providing a holistic and enriching educational experience for our diverse student population. Through intentional staffing, we are investing in the futures of our students and working towards creating an environment where every learner can thrive.

Summary

The Edith C. Baker School remains committed to fostering a vibrant and supportive community for our diverse student population. Rooted in the guiding principles of our school motto, we prioritize strategic investments that align with our mission of providing a holistic and enriching educational experience.

Central to our mission is intentional staffing that supports the academic and social-emotional needs of every student. Alongside highly qualified classroom teachers, the Edith C. Baker School invests in counselors, special educators, and intervention specialists who collaborate to provide a comprehensive and compassionate support system. This holistic approach to staffing reflects our deep commitment to inclusion, relationship-building, and student well-being, ensuring that all learners are equipped to thrive academically and grow into thoughtful, engaged members of a global society.

Enrollment & Staffing

Enrollment	FY22	FY23	FY24	FY25	FY26	FY27	Change
	2021	2022	2023	2024	2025	2026	
Kindergarten	77	68	66	57	58	60	2
Grade 1	64	82	72	71	62	63	1
Grade 2	70	74	84	78	82	68	-14
Grade 3	64	77	82	82	77	84	7
Grade 4	73	76	77	85	83	78	-5
Grade 5	68	76	74	81	87	84	-3
Grade 6	64	66	61	76	74	80	6
Grade 7	85	66	72	63	75	76	1
Grade 8	52	87	66	72	65	76	11
Total Enrollment	617	672	654	665	663	670	6

Figure 3b-1. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY27 is projected.

Staffing Analysis by F.T.E.	23-24	24-25	25-26	26-27	Change	Comments
Principals Office	5.0	5.0	5.0	5.0	0.0	
School Counseling	4.0	4.0	4.0	4.0	0.0	
Related Services	7.2	6.6	6.6	6.6	0.0	
Special Education	23.1	22.6	23.3	23.3	0.0	
Kindergarten	8.0	7.0	6.0	6.0	0.0	
Grade 1	8.0	8.0	8.0	6.0	(2.0)	Reduce section; 1 teacher, 1 para
Grade 2	4.0	4.0	4.0	4.0	0.0	
Grade 3	4.0	4.0	4.0	4.0	0.0	
Grade 4	4.0	4.0	4.0	4.0	0.0	
Grade 5	4.0	4.0	4.0	4.0	0.0	
Literacy Specialists	3.0	3.0	3.0	3.0	0.0	
English Language Arts	1.0	3.0	3.0	3.0	0.0	
English Language Learners	4.0	4.0	4.0	4.0	0.0	
Math	4.6	4.6	4.6	4.6	0.0	
Science	3.0	3.0	3.0	3.0	0.0	
Social Studies	3.0	3.0	3.0	3.0	0.0	
Health & Wellness	3.1	3.0	3.0	3.0	0.0	
Library Media/Tech Ed	2.0	2.0	2.0	1.6	(0.4)	Reduce ETS .4
Performing Arts	1.8	1.8	1.8	1.8	0.0	
Visual Arts	1.5	1.4	1.4	1.4	0.0	
World Language	3.6	2.0	2.0	2.0	0.0	
Building Support Staff	1.0	1.0	1.0	1.0	0.0	
Total School Personnel	102.9	101.0	100.7	98.3	(2.4)	

Figure 3b-2. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Class Size Chart	Grades									Total
	K	1	2	3	4	5	6	7	8	
FY27 Projected Enrollment	60	63	68	84	78	84	80	76	76	670
Guideline	22	22	22	25	25	25	25	25	25	
Number of Classes	3	3	4	4	4	4	4	4	4	34
Average Class Size	20.1	20.9	17.1	20.9	19.6	21.1	20.1	19.1	18.9	19.7

Figure 3b-3. Enrollment, with planned sections and projected average class size.

Expenses

Edith C. Baker School						
Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY26 vs. FY27
Leadership	402,872	457,927	444,632	453,486	464,226	10,740
Professional Staff	7,498,303	7,970,152	7,561,336	8,199,707	8,432,861	233,154
Administrative Support	119,885	124,296	129,870	189,004	194,387	5,383
Paraprofessionals	577,256	822,561	796,757	787,062	807,513	20,451
Substitutes	309,691	61,755	88,326	144,840	155,000	10,160
Summer Programs/ Interns	25,641	8,336	21,297	18,500	18,500	-
Stipends/ Extra Comp	26,960	12,987	20,198	37,550	39,082	1,532
<i>Salary Subtotal</i>	<i>8,960,609</i>	<i>9,458,015</i>	<i>9,062,416</i>	<i>9,830,149</i>	<i>10,111,569</i>	<i>281,420</i>
Online Books, Subscriptions & Tools	27,490	31,869	51,021	50,921	66,385	15,464
Professional/Technical Services	111,516	244,852	7,361	13,852	2,250	(11,602)
Furniture/Fixtures/Equipment	-	-	-	-	4,000	4,000
Student Activities / Field Trips	2,713	2,040	1,725	5,804	1,000	(4,804)
General Supplies	131,983	59,872	86,215	88,884	72,312	(16,572)
Textbooks & Print Materials	27,586	24,998	11,589	47,280	12,530	(34,750)
Mileage	531	465	-	-	-	-
Transportation	-	315	-	-	-	-
Education/Training/Conferences	6,369	3,927	6,507	2,902	6,697	3,795
<i>Non-Salary Subtotal</i>	<i>308,188</i>	<i>368,338</i>	<i>164,418</i>	<i>209,643</i>	<i>165,174</i>	<i>(44,469)</i>
Grand Total	9,268,797	9,826,352	9,226,834	10,039,792	10,276,743	236,951

Figure 3b-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY26 vs prior years, comparisons across years may be impacted by updated accounting codes.

Section 3c: Michael Driscoll School

725 Washington Street, Brookline, MA 02446

(617) 879-4250

SCHOOL SITE COUNCIL

David Youkilis, Principal

Nicole McClelland, Parent

Rachel Petit, Teacher

Scott Ananian, Parent

Maryellen Thorne, Teacher

Kyle Demeo Cook, Parent

Olivia Reyelt, Teacher

Leigh Simmons, Parent

Svea Bissonnette, Psychologist

Maurene Doherty, Teacher

School Improvement Plan Goals

Goal One: Teaching and Learning

- District Strategic Objective: Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices.
- School Strategic Objective: Educators will use district-wide literacy assessments (DIBELS and Star) data to plan and deliver targeted instruction that meets the needs of students in foundational literacy skills. Identify successful instructional strategies that provide robust tier 1 and tier 2 interventions in math to increase the achievement levels of each student.

Goal Two: Community and Connections

- District Strategic Objective: Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.
- School Strategic Objective: Bridge the K-5 and 6-8 communities in order to solidify our identity as a K-8 school. We want to continue with school wide traditions. We also want to develop a connection from our elementary grades to our middle school. We also want to maintain continuity between grade levels.

Goal Three: Climate and Culture

- District Strategic Objective: Partner with families and the community to create safe environments that promote belonging.
- School Strategic Objective: Identify individual student needs and social emotional health. We want students to have a sense of belonging and feel respected and valued by their classmates and teachers.

School Site Council Goals for SY 2024-2026

- Write a new two year school improvement plan.
- Continue to look for ways to provide social emotional support for all of our students.
- Continue to develop a culture and climate where everyone feels supported, welcomed and included.
- To support the development of strong school-family relationships
- To maximize the success of our children in school

- Continue to build systems and structures to ensure we are meeting the needs of ALL learners
 - A Deeper understanding of Equity in schools.
 - Schoolwide WIN (What I Need) blocks; How will this work to provide math intervention.
 - Advisory in Grades 7 and 8.
 - Landmark PD for our middle school.
 - Middle School PBIS to reinforce expected behavior and values.
- Ensure that all students are invested in their own learning.
- Continue to revisit pick up and drop off procedures in and around the new Driscoll School.
- Continue to examine and close out building needs not completely addressed through the construction project.

Principal's Budget Commentary

Presented by David Youkilis

Introduction

Driscoll school, located in the Washington Square area of Brookline, has an enrollment of approximately 575 students. On October 30th, 2023 we moved our entire school from our old building at 64 Westbourne Street, into our new building at 725 Washington Street. Enrollment increases and school lifespan were the main catalysts for the current Driscoll Building Project. The new building project, which began in the fall of 2021, was built within the current footprint of the old school and allowed students to continue to attend during the construction phase.

Now that the new building and our outdoor space has been completed, Driscoll will eventually grow into a four-section school that will accommodate up to 800 students. Our new outdoor space includes a new artificial turf field, a full court basketball court, two brand new playgrounds, a garden for outdoor classroom work, and a splash pad for the community.

Student Enrollment/Class Size

Driscoll is the site for the district wide LAHB program and middle school Winthrop House. Students are referred to Driscoll throughout the school year to enter these programs. During the 25-26 school year, our third grade classes are currently at 25, 23, and 23. These numbers will increase this year as a result of student referrals to our LAHB program. I am requesting that we open up an additional section in fourth grade for the 26-27 school year.

We have 76 students in the fifth grade this year. This cohort of students will be entering our sixth grade next year. We will therefore need to add additional FTE to our World Language teachers in order to accommodate this increase in student population in our middle school.

Staffing/Personnel

For the 26-27 school year, we are anticipating our student population in fourth grade to be 76 students. I am therefore requesting an additional section for this grade level. Each year we receive students from schools throughout the district who are accepted into our LAHB program. Next year, students attending LAHB will contribute to an increase in class size at the fourth grade level. Adding an additional section will help start the year at 19 students per section and then grow from there.

Driscoll currently has 76 fifth grade students and we currently have four sections in this grade level. Next year this population will be moving into our middle school and will create four sections for our sixth grade. Given the increase in students at the middle school level, I am requesting an additional .2FTE in world language to address the additional number of students entering our sixth grade.

Non-Salary Operating Costs

I am requesting \$8,600 for middle school supplies required by our middle school staff, in collaboration and consultation with Landmark, that will enable all of our students to learn organization skills to be successful in the classroom in middle school and beyond.

Summary

We are thrilled to be the site of two district wide programs, LAHB and middle school Winthrop House. The budget proposed for Driscoll seeks to add additional staffing in fourth grade address class sizes at the fourth grade level next year. I am requesting an increase in FTEs for middle school World Language teachers to address the four sections that will be entering the sixth grade next year. Each year we seek resources necessary to provide our students with the necessary school supplies to provide our middle school students with organizational skills to improve their overall academic performance.

Enrollment & Staffing

Enrollment	FY22	FY23	FY24	FY25	FY26	FY27	Change
	2021	2022	2023	2024	2025	2026	
Kindergarten	33	51	46	57	43	49	6
Grade 1	56	36	57	46	57	45	-12
Grade 2	49	58	41	63	43	60	17
Grade 3	45	47	66	46	69	49	-20
Grade 4	54	53	53	72	54	76	22
Grade 5	55	47	59	57	77	59	-18
Grade 6	50	51	50	61	56	78	22
Grade 7	58	52	54	53	63	59	-4
Grade 8	54	61	52	60	55	66	11
Total Enrollment	454	456	478	515	517	540	24

Figure 3c-1. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY27 is projected.

<i>Staffing Analysis by F.T.E.</i>	23-24	24-25	25-26	26-27	Change	Comments
Principals Office	4.0	4.0	3.0	3.0	0.0	
School Counseling	5.0	4.0	4.0	3.0	(1.0)	Service needs caseload adj.
Related Services	4.3	5.3	5.1	5.1	0.0	
Special Education	24.4	26.4	26.4	26.4	0.0	
Kindergarten	6.0	6.0	6.0	6.0	0.0	
Grade 1	6.0	6.0	6.0	6.0	0.0	
Grade 2	2.0	3.0	3.0	3.0	0.0	
Grade 3	3.0	2.0	3.0	3.0	0.0	
Grade 4	3.0	3.0	3.0	4.0	1.0	Add section
Grade 5	3.0	3.0	4.0	3.0	(1.0)	Reduce section
Literacy Specialists	1.8	2.1	2.1	2.1	0.0	
English Language Arts	3.0	2.0	2.0	2.0	0.0	
English Language Learners	2.0	2.0	2.0	2.0	0.0	
Math	3.0	3.9	3.9	3.9	0.0	
Science	2.0	2.5	2.5	2.5	0.0	
Social Studies	2.0	2.0	2.0	2.0	0.0	
Health & Wellness	2.5	2.6	2.7	2.7	0.0	
Library Media/Tech Ed	2.0	2.0	2.0	1.4	(0.6)	Reduce ETS .6
Performing Arts	1.4	1.4	1.4	1.4	0.0	
Visual Arts	1.0	1.0	1.2	1.2	0.0	
World Language	2.8	1.5	1.5	1.5	0.0	
Building Support Staff	1.0	1.0	1.0	1.0	0.0	
Total School Personnel	85.2	86.7	87.8	86.2	(1.6)	

Figure 3c-2. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Class Size Chart	Grades									Total
	K	1	2	3	4	5	6	7	8	
FY27 Projected Enrollment	49	45	60	49	76	59	78	59	66	540
Guideline	22	22	22	24	24	24	24	24	24	
Number of Classes	3	3	3	3	4	3	4	3	3	29
Average Class Size	16.2	15.0	19.9	16.4	18.9	19.7	19.6	19.6	21.9	18.6

Figure 3c-3. Enrollment, with planned sections and projected average class size.

Expenses

Michael Driscoll School

Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY26 vs. FY27
Leadership	406,517	422,644	435,670	323,480	329,039	5,559
Professional Staff	4,960,967	5,485,645	5,921,530	6,243,484	6,772,282	528,798
Administrative Support	70,687	71,696	71,279	103,960	106,828	2,868
Paraprofessionals	357,399	740,593	882,337	864,317	897,191	32,874
Substitutes	48,823	48,229	39,193	150,590	155,000	4,410
Summer Programs/ Interns	24,663	20,084	15,484	12,750	12,750	-
Stipends/ Extra Comp	34,158	12,856	20,780	30,474	32,007	1,533
<i>Salary Subtotal</i>	<i>5,903,214</i>	<i>6,801,747</i>	<i>7,386,273</i>	<i>7,729,055</i>	<i>8,305,097</i>	<i>576,042</i>
Online Books, Subscriptions & Tools	20,578	17,692	36,827	37,499	50,190	12,691
Professional/Technical Services	132,378	213,025	22,279	10,275	2,825	(7,450)
Student Activities / Field Trips	880	-	760	4,495	1,000	(3,495)
General Supplies	105,708	56,145	82,463	78,678	58,988	(19,690)
Textbooks & Print Materials	20,185	18,038	7,542	36,702	9,605	(27,097)
Mileage	413	255	-	-	-	-
Transportation	-	225	-	-	-	-
Education/Training/Conferences	6,285	2,560	2,658	2,247	3,900	1,653
<i>Non-Salary Subtotal</i>	<i>286,426</i>	<i>307,941</i>	<i>152,528</i>	<i>169,896</i>	<i>126,507</i>	<i>(43,389)</i>
Grand Total	6,189,640	7,109,688	7,538,801	7,898,951	8,431,604	532,653

Figure 3c-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY26 vs prior years, comparisons across years may be impacted by updated accounting codes.

Section 3d: Roland Hayes School

100 Eliot Street, Chestnut Hill, MA 02467 (617) 879-4570

SCHOOL SITE COUNCIL

Dr. Asa Sevelius, Principal

Anabelle Skalleberg, Parent

Kim Sontag, Teacher

Nathalie Roberts, Parent

Lindsay Anderson, Librarian

Lara Mego, Parent

Jennifer Watkins, Psychologist

Lynda Roseman, Community Member

Hang Yee Hung, Paraprofessional

School Improvement Plan Goals

Goal One: Teaching and Learning

- District Strategic Objective: Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices.
- School Strategic Objective: Educators will use evidence based structured literacy instruction to ensure that all students in grades K-3 will meet grade level benchmarks, as measured by DIBELS 8, in the foundations of reading.

Goal Two: Community and Connections

- District Strategic Objective: Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.
- School Strategic Objective: A positive increase in student data returns, particularly for students with disabilities and BIPOC students, so that every student can advocate for and access what they need.

Goal Three: Climate and Culture

- District Strategic Objective: Partner with families and the community to create safe environments that promote belonging.
- School Strategic Objective: Create a school-wide culture of attendance accompanied by a deep commitment to ensuring students are engaged in the classroom and overall life of the school once they arrive each day.

Goal Four: Culture of Care

- District Vision: Brookline provides every student with an extraordinary education, through enriching learning experiences and a supportive community, so that they may develop to their fullest potential.
- School Strategic Objective: Ensure that the RISE program continues to receive priority funding and focus.

Principal's Budget Commentary

Presented by Dr. Asa Sevelius, Principal

Introduction

At the Roland Hayes School our primary objective is to ensure access, membership, and participation of all community members.

Our 2024–2027 School Improvement Plan prioritizes educator growth, student mental health and social-emotional well-being, and inclusive practices—particularly through our Reaching for Independence Through Structured Education (RISE) program. Together with a strong focus on core academic standards, these priorities are designed to ensure all students experience full access, belonging, and meaningful participation in school.

As educators and community members, we engage in ongoing cycles of inquiry guided by key questions:

- What impact does my teaching have on students day to day and over time?
- What defines high-quality teaching and learning in a changing world?
- What does fair assessment look like, and who gets to define it?
- Which systems and practices must be reimagined to ensure full access for all?

By centering these questions across academic and social domains, we reflect on the learning conditions we create, examine our own biases, and continually refine our practice to align with current research and pedagogy.

We believe students should have the tools and opportunities to make a real impact in their communities. This includes tackling open-ended problems, defining and revising solutions, learning through feedback and failure, and collaborating to design innovative responses to complex challenges.

Some Highlights:

- Multiple data sources (MCAS, STAR, mClass, IEP goal progress, etc.) continue to demonstrate strong student outcomes across grade levels.
- In SY26, we expanded RISE by opening a third classroom, hiring additional staff, and providing dedicated Art, Music, Library, and PE classes for RISE students.
- Successful K–8 implementation of the Fishtank literacy program.
- Expanded extracurricular offerings (Science Fair Club, Math Club, Art Ambassadors) while sustaining established programs such as affinity groups, drama, and Model UN.

Student Enrollment/Class Size

As of January 2026, enrollment stands at 427 students. Based on School Committee guidelines and the BEU Unit A contract class-size caps—22 students in grades K–2 and 25 students in grades 3–8—the chart below summarizes past, current, and projected class sections.

Despite overall enrollment declines at the school and district levels, we are seeing growth in specific student populations. The RISE (Reaching for Independence Through Structured Education) program launched in 2020–2021 with one classroom serving three students. Now in its sixth year, RISE serves 22 students across three specialized classrooms spanning eight grade levels (K–7). We anticipate continued growth as the needs of incoming and current students increasingly reflect the full spectrum of learners, including students with significant Autism/ASD needs.

Grade Level & Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
BEEP	0 Sections	0 Sections	0 Sections	1 Section	1 Section	1 Section
Kindergarten	3 Sections	2 Sections				
First	3 Sections	3 Sections	2 Sections	2 Sections	2 Sections	2 Sections
Second	3 Sections	3 Sections	3 Sections	2 Sections	2 Sections	2 Sections
Third	3 Sections	3 Sections	2 Sections	2 Sections	2 Sections	2 Sections
Fourth	3 Sections	3 Sections	3 Sections	3 Sections	2 Sections	2 Sections
Fifth	3 Sections	2 Sections				
Sixth	3 Sections	3 Sections	3 Sections	3 Sections	2 sections	2 sections
Seventh	3 Sections	3 Sections	2 Sections	3 Sections	3 Sections	3 Sections
Eighth	3 Sections	3 Sections	3 Sections	2 Sections	3 Sections	3 Sections
Total	27 sections	26 sections	25 sections	22 sections	21 sections	20 sections

Staffing/Personnel

In SY27, we do not anticipate adding general education classroom teachers. However, continued growth in the RISE program is expected to drive increased needs for related services, particularly BCBA support, and RISE-specific paraprofessionals.

Non-Salary Operating Costs

Beyond requests submitted by Curriculum Coordinators, I am seeking level funding across standard budget areas, including school materials, instructional supplies, online subscriptions, and software licenses.

Associated Needs

- Consultation services, including targeted professional development (in-house and conference-based)
- Academic consultation in reading and math
- Specialized consultation to support students with autism spectrum disabilities
- Materials to outfit a new classroom and support related services staff (adaptive seating, furniture, partitions, technology, break-space materials, etc.)
- Curriculum resources, including math and reading programs, licenses, and classroom libraries
Construction costs to retrofit a RISE classroom to better meet student needs
- Increased transportation costs on a per-pupil basis
- Staff training, including scheduled Safety Care training for paraprofessionals prior to the school year, with appropriate compensation

Summary

At Roland Hayes School, our vision, decisions, and budget priorities are grounded in a commitment to fully support the students we serve—strengthening access, belonging, and inclusion now and over time. We center academic and social impact in all decision-making, with particular attention to students with the highest needs, and partner closely with families to understand each child's lived experience. As part of the broader Brookline community, we are committed to responsible fiscal stewardship, balancing real budget constraints with the goal of delivering the highest-quality educational outcomes possible.

Enrollment & Staffing

Enrollment	FY22	FY23	FY24	FY25	FY26	FY27	Change
	2021	2022	2023	2024	2025	2026	
Kindergarten	50	40	41	37	35	38	3
Grade 1	50	51	40	43	43	38	-5
Grade 2	57	51	49	36	44	41	-3
Grade 3	51	57	50	43	39	43	4
Grade 4	60	52	55	49	44	38	-6
Grade 5	41	64	59	48	44	42	-2
Grade 6	47	39	57	51	50	40	-10
Grade 7	54	48	37	56	51	49	-2
Grade 8	47	57	46	39	57	51	-6
Total Enrollment	457	459	434	402	407	381	-27

Figure 3d-1. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY27 is projected.

Staffing Analysis by F.T.E.	23-24	24-25	25-26	26-27	Change	Comments
Principals Office	3.0	3.0	3.0	3.0	0.0	
School Counseling	2.6	2.6	2.6	2.6	0.0	
Related Services	4.8	5.0	5.0	5.0	0.0	
Special Education	28.9	30.9	36.9	36.9	0.0	
Kindergarten	4.0	4.0	4.0	4.0	0.0	
Grade 1	4.0	4.0	4.0	4.0	0.0	
Grade 2	3.0	2.0	2.0	2.0	0.0	
Grade 3	2.0	2.0	2.0	2.0	0.0	
Grade 4	3.0	2.0	2.0	2.0	0.0	
Grade 5	3.0	3.0	2.0	2.0	0.0	
Literacy Specialists	1.8	1.8	1.8	1.8	0.0	
English Language Arts	2.0	2.0	2.0	2.0	0.0	
English Language Learners	1.0	1.2	1.4	1.4	0.0	
Math	2.0	3.0	3.0	3.0	0.0	
Science	2.0	2.0	2.0	2.0	0.0	
Social Studies	2.0	2.0	2.0	2.0	0.0	
Health & Wellness	2.5	2.2	2.2	2.2	0.0	
Library Media/Tech Ed	2.0	2.0	2.0	1.4	(0.6)	ETS reduction
Performing Arts	1.0	1.0	1.0	1.0	0.0	
Visual Arts	1.0	1.0	1.0	1.0	0.0	
World Language	2.5	1.5	1.5	1.5	0.0	
Building Support Staff	1.0	1.0	1.0	1.0	0.0	
Total School Personnel	79.1	79.2	84.4	83.8	(0.6)	

Figure 3d-2. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Class Size Chart	Grades									
	K	1	2	3	4	5	6	7	8	Total
FY27 Projected Enrollment	38	38	41	43	38	42	40	49	51	381
Guideline	22	22	22	25	25	25	25	25	25	
Number of Classes	2	2	2	2	2	2	2	2	3	19
Average Class Size	19.1	18.8	20.7	21.3	19.2	21.2	19.8	24.5	17.1	20.1

Figure 3d-3. Enrollment, with planned sections and projected average class size.

Expenses

Roland Hayes School						
Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY26 vs. FY27
Leadership	289,366	294,943	305,767	317,340	322,605	5,265
Professional Staff	4,600,412	4,692,583	5,054,056	5,415,855	5,601,063	185,208
Administrative Support	70,571	71,696	73,250	134,221	137,593	3,372
Paraprofessionals	431,376	756,343	1,038,898	1,317,977	1,375,751	57,774
Substitutes	7,495	-	25,568	144,840	155,000	10,160
Summer Programs/ Interns	22,048	19,776	16,824	18,500	18,500	-
Stipends/ Extra Comp	58,347	21,943	32,791	38,754	40,286	1,532
<i>Salary Subtotal</i>	<i>5,479,614</i>	<i>5,857,284</i>	<i>6,547,154</i>	<i>7,387,487</i>	<i>7,650,798</i>	<i>263,311</i>
Online Books, Subscriptions & Tools	25,893	23,681	46,157	34,972	38,503	3,531
Professional/Technical Services	51,099	75,871	7,897	13,109	1,550	(11,559)
Student Activities / Field Trips	-	-	150	3,509	-	(3,509)
General Supplies	103,215	45,280	53,262	70,330	41,422	(28,908)
Textbooks & Print Materials	21,861	16,523	9,641	29,781	7,555	(22,226)
Mileage	452	324	-	-	-	-
Transportation	-	225	-	-	-	-
Education/Training/Conferences	4,268	2,399	5,637	1,754	1,000	(754)
<i>Non-Salary Subtotal</i>	<i>206,788</i>	<i>164,304</i>	<i>122,744</i>	<i>153,455</i>	<i>90,030</i>	<i>(63,425)</i>
Grand Total	5,686,402	6,021,587	6,669,897	7,540,942	7,740,828	199,886

Figure 3d-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY26 vs prior years, comparisons across years may be impacted by updated accounting codes.

Section 3e: Amos A. Lawrence School

27 Francis Street, Brookline, MA 02446

(617) 879-4300

SCHOOL SITE COUNCIL

Vanessa Bilello, Principal

Sadaf Kazmi, Parent

Jason North, Parent

Sean Leckey, Parent

Nora Sanders, Parent

Laura Horst, VP

Dominique Ferdinand, VP

Jill Demsey, Staff

Charles Deily, Staff

Kirsten Alper, Staff

School Improvement Plan Goals

Goal One: Teaching and Learning (Literacy):

- **District Instructional Focus:** Teaching and Learning - Increase achievement for all students by establishing, implementing and regularly assessing a consistent, high quality and challenging curriculum delivered using evidenced based practices.
- **Strategic Objective:** Students at Lawrence will demonstrate improved levels of achievement and growth in literacy, as measured by building administered and standardized assessments.

Goal Two: Teaching and Learning (Assessment & Differentiation Practices in Mathematics):

- **District Instructional Focus:** Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices.
- **Strategic Objective:** Lawrence School will use mathematics assessment data to differentiate instruction to ensure that each student is supported and challenged to achieve and grow through expanded opportunities for personalized learning.

Goal Three: Culture and Climate

- **District Instructional Focus:** Partner with families and the community to create safe environments that promote belonging. Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.
- **Strategic Objective:** Lawrence School will further develop school-wide practices that enable students to acquire the knowledge, skills and attitudes associated with the core competencies of social-emotional learning that will help students develop improved connections to school and support positive behaviors while fostering a safe and inclusive learning environment that emphasizes respect and embraces diversity.

Principal's Budget Commentary

Presented by Vanessa Bilello

Introduction

Amos A. Lawrence School is a safe, just and caring learning community of students, staff and families. Our Core Values are: Be Safe, Be Respectful and Be Responsible. We are a vibrant learning community with high expectations for academic excellence. At Lawrence School, students learn to respect

themselves and others and to value and honor the diversity of cultures, backgrounds, and learning differences. They develop the habits of mind, knowledge, and skills needed for high school and beyond, as they discover and cultivate a love of learning and a voice for self-expression. Students develop their capacity to work independently and cooperatively. They gain an understanding of their individual and collective responsibility to be contributing members to the Lawrence, Brookline, and larger global communities.

Lawrence School promotes a collaborative environment for faculty and staff that values and supports shared responsibility for all students. We provide all students with the differentiation, support and challenge necessary to make progress and achieve success. We are a professional learning community that cultivates reflective practice, excellence in teaching, and a passion for learning. Lawrence School values and encourages families to be active, involved, and well-informed partners in the learning process.

Student Enrollment/Class Size

As of January 30, 2026, Lawrence School's enrollment was 629 students, K-8th grade with 32 homeroom classes and an average class size of approximately 19.7. In terms of the projections for next year, Lawrence School is anticipated to decline slightly, to a projected enrollment for FY27 of 616. By decreasing homeroom sections by one to 31 homerooms, next year's average class size with the projected enrollment would be approximately 19.9 students per homeroom. . With our current class sizes, we would "collapse" a section at third grade to maintain appropriate class sizes across the grade levels. Our middle school sections will shift slightly by grade, but overall numbers of students (and therefore overall numbers of homerooms) will remain the same.

Staffing/Personnel

Lawrence is requesting a 0.2 restoration of a guidance counselor FTE back to a 1.0 FTE. Lawrence is reducing classroom (homeroom) sections from 32 to 31 for a reduction of 1.0 FTE. Overall, the number of three section grade levels and four section changes with population changes at each grade level. This shifting of section numbers at Lawrence results in an additional 1.0 FTE general education paraprofessional need at grade 1 for next year. Lawrence is reducing its ETS (Educational Technology Specialist) role from a 1.0 to .6 FTE for the 2026-2027 school year.

Non-Salary Operating Costs

In terms of the Principal's Budget non salary items, the increases were to address additional needs in the areas of literacy, as addressed in the Lawrence School Improvement Plan, as well as development of our MTSS model to support tiered support across curricular areas. Moving to develop a robust MTSS framework is a highlight and priority area for Lawrence School within our 2024-2027 School Improvement Plan and drives many of our non-salary operating cost increases. Specifically, professional development and curriculum development funds for educators in the areas of literacy intervention and math differentiation, especially Specially Designed Instruction (SDI), for additional necessary support to address literacy and math needs, especially of our most struggling students (including our English Language Learners and students with disabilities). The requested resources all reflect a commitment to stability, staff capacity, and continuity, ensuring that educators and support staff have the time, tools, and structures necessary to meet students' academic, social, and emotional needs.

All of the literacy and math based increase requests within the Principal's Budget are to support development of tiered curricular supports in line with MTSS and supporting our School Improvement Plan, especially at the Tier 2 and Tier 3 level to support literacy development and math differentiation. Our percentage of high-needs students at Lawrence (low income, English Learners and students with

disabilities) continues to be stable at close to 50% of the overall school population. We will continue to evaluate the needs for intervention and intervention curriculum as we evolve our MTSS model.

Summary

The Lawrence administration has worked diligently to propose a fiscally responsible budget with regard to personnel increases, as well as non-salary line items including curriculum, supplies and equipment. We believe these requests will help us advance our goals related to accessing education, advancing the literacy skills of all students, and providing a more equitable learning environment for our students.

Enrollment & Staffing

Enrollment	FY22	FY23	FY24	FY25	FY26	FY27	Change
	2021	2022	2023	2024	2025	2026	
Kindergarten	72	81	68	69	74	70	-4
Grade 1	80	75	82	70	62	73	11
Grade 2	65	78	70	83	66	59	-7
Grade 3	58	69	77	70	82	65	-17
Grade 4	79	59	69	86	61	82	21
Grade 5	54	77	60	67	80	59	-21
Grade 6	68	52	75	62	66	80	14
Grade 7	62	64	51	71	64	65	1
Grade 8	54	66	63	52	69	63	-6
Total Enrollment	592	621	615	630	624	616	-8

Figure 3e-1. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY27 is projected.

Staffing Analysis by F.T.E.	23-24	24-25	25-26	26-27	Change	Comments
Principals Office	4.0	4.0	4.0	4.0	0.0	
School Counseling	3.8	4.0	3.8	4.0	0.2	Service needs caseload adj.
Related Services	4.9	5.5	5.1	5.1	0.0	
Special Education	25.5	22.5	22.5	22.5	0.0	
Kindergarten	8.0	8.0	8.0	8.0	0.0	
Grade 1	8.0	8.0	6.0	8.0	2.0	Add section; 1 teacher, 1 para
Grade 2	4.0	4.0	4.0	3.0	(1.0)	Reduce section
Grade 3	4.0	4.0	4.0	3.0	(1.0)	Reduce section
Grade 4	3.0	4.0	3.0	4.0	1.0	Add section
Grade 5	3.0	4.0	4.0	3.0	(1.0)	Reduce section
Literacy Specialists	2.6	2.6	2.6	2.6	0.0	
English Language Arts	2.5	2.5	2.5	2.5	0.0	
English Language Learners	4.5	4.0	4.0	4.0	0.0	
Math	4.5	4.1	4.1	4.1	0.0	
Science	2.5	2.5	2.5	2.5	0.0	
Social Studies	2.5	2.5	2.5	2.5	0.0	
Health & Wellness	3.0	3.0	3.0	3.0	0.0	
Library Media/Tech Ed	2.0	2.0	2.0	1.6	(0.4)	Reduce .4 ETS FTE
Performing Arts	1.6	1.6	1.6	1.6	0.0	
Visual Arts	1.3	1.3	1.3	1.3	0.0	
World Language	3.3	1.7	1.7	1.7	0.0	
Building Support Staff	2.0	2.0	2.0	2.0	0.0	
Total School Personnel	100.5	97.8	94.2	94.0	(0.2)	

Figure 3e-2. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Class Size Chart	Grades								Total	
	K	1	2	3	4	5	6	7		
FY27 Projected Enrollment	70	73	59	65	82	59	80	65	63	616
Guideline	22	22	22	25	25	25	25	25	25	
Number of Classes	4	4	3	3	4	3	4	3	3	31
Average Class Size	17.6	18.2	19.8	21.8	20.5	19.6	19.9	21.7	21.1	19.9

Figure 3e-3. Enrollment, with planned sections and projected average class size.

Expenses

Amos A. Lawrence School						
Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY26 vs. FY27
Leadership	396,320	498,045	457,083	471,332	481,077	9,745
Professional Staff	5,851,780	6,415,382	6,936,719	6,865,204	7,181,320	316,116
Administrative Support	70,871	70,746	69,341	174,371	175,366	995
Paraprofessionals	539,263	806,593	883,313	835,029	909,562	74,533
Substitutes	22,228	40,174	18,998	144,840	155,000	10,160
Summer Programs/ Interns	32,465	19,565	18,208	18,500	18,500	-
Stipends/ Extra Comp	24,973	21,765	18,955	37,000	35,497	(1,503)
<i>Salary Subtotal</i>	<i>6,937,902</i>	<i>7,872,269</i>	<i>8,402,617</i>	<i>8,546,276</i>	<i>8,956,322</i>	<i>410,046</i>
Online Books, Subscriptions & Tools	25,484	23,319	53,412	49,918	64,227	14,309
Professional/Technical Services	44,737	115,135	5,686	24,034	1,550	(22,484)
Furniture/Fixtures/Equipment	-	-	-	-	3,200	3,200
Student Activities / Field Trips	960	-	2,570	5,499	1,000	(4,499)
General Supplies	137,822	59,640	81,111	85,707	62,751	(22,956)
Textbooks & Print Materials	26,046	29,167	12,953	48,355	16,080	(32,275)
Mileage	653	337	-	-	-	-
Transportation	-	292	-	-	-	-
Education/Training/Conferences	6,528	4,959	6,878	2,749	8,779	6,030
<i>Non-Salary Subtotal</i>	<i>242,230</i>	<i>232,849</i>	<i>162,610</i>	<i>216,262</i>	<i>157,587</i>	<i>(58,675)</i>
Grand Total	7,180,132	8,105,118	8,565,227	8,762,538	9,113,909	351,371

Figure 3e-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY26 vs prior years, comparisons across years may be impacted by updated accounting codes.

Section 3f: William H. Lincoln School

19 Kennard Road, Brookline, MA 02445

(617) 879-4600

SCHOOL SITE COUNCIL

Brian Denitzio, Principal

Christopher Blessen, Parent

Alejandra Traub, Teacher

Sandra Wesemann, Parent

Donald Petry, Teacher

Sarah Jay, Parent

Courtney O'Leary, Teacher

Gretchen Thompson, Teacher

School Improvement Plan Goals

Goal One: Teaching and Learning

- **District Strategic Objective:** Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high quality, and challenging curriculum delivered using evidence-based practices.
- **School Strategic Objective:** Support student access to grade-level texts, content, and tasks through data-based instruction and intervention.

Goal Two: Community and Connections

- **District Strategic Objective:** Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.
- **School Strategic Objective:** Organized and culturally responsive communication to families that provides insights into learning and establishes connections with educators.

Goal Three: Culture and Climate

- **District Strategic Objective:** Partner with families and the community to create safe environments that promote belonging.
- **School Strategic Objective:** Create and nurture a learning environment that promotes feelings of belonging and support students in developing their emotional regulation skills.

Principal's Budget Commentary

Presented by Brian Denitzio

Introduction

William H. Lincoln School serves a diverse community of 469 learners in grades K-8. The animating value behind our work is to increase opportunities and access for students. The immediate work is to ensure access to high quality instruction, culturally responsive teaching, and rich extracurricular offerings. But it is also a long-term goal of ensuring that every student has choice and opportunities upon graduating from high school. A few ways we seek to accomplish this goal are through using available student data to make instructional decisions about student programming, building systems that support delivery of student services, and where possible partnering with community organizations to support students and families.

This school year, we introduced a What I Need (WIN) block into the master schedule across grades K-8. The intention in carving out this block is manifold. Each grade-level, K-5, has a dedicated block for WIN

four or five times each week. Its intention is to make the scheduling of intervention, EL and special education services smoother as part of a Multi-tiered System of Support (MTSS). Developing and implementing an [MTSS](#) model is a goal in the district's strategic plan, and there has been ongoing work by the Office of Teaching and Learning and Office of Student Services to that end.

Grades four and five have implemented WIN previously, but it was new for grades K-3 and the middle school this year. Building this dedicated time has made the scheduling of services and interventions easier. This was a frequent issue that arose year after year, and one that has only grown more complex as the school's specialist FTE has been reduced.

A carryover effect of blocking out time for intervention will be bringing more order to when students are in the general ed setting for academic blocks. A recurring issue in the past has been multiple students missing multiple blocks of instruction in science or social studies for intervention or services. Another intended goal of this block is to limit the amount of "catching up" a student needs if they missed a science lesson, for instance.

Staffing/Personnel

Lincoln is not seeking any additional staffing in the next year. Last school year, we added a third teaching position to the Adaptive Learning Center. This position, along with a .1FTE increase in our Occupational Therapist, has the program well-positioned to support students enrolling into the ALC from BEEP in the coming school years.

We are reducing one section in 5th grade for the 26-27 school year and will also see a .6 reduction in our Educational Technology Specialist FTE, moving from a stand-alone role at Lincoln to a shared role with another school in the district.

If enrollment projections are accurate, we will need to add back a 3rd section in fifth grade for the 2027-28 school year.

Non-Salary Operating Costs

Beyond requests submitted by Curriculum Coordinators, I am seeking level funding across standard budget areas, including school materials, instructional supplies, online subscriptions, and software licenses.

The returned ability for Title 1 funds to be deployed at the building level means we do not have any non-salary requests in the coming year. In the 2025-26 school year, Title 1 funding has supported a schoolwide license for the Lexia Core 5 Reading Program. Additionally, Title 1 funds are used to support small-group intervention in academic skills as well as social emotional learning.

Summary

The budget proposed for Lincoln seeks to continue building upon recent successes in supporting student growth in both academics and social emotional development. We seek resources necessary to continue making data-informed decisions to meet student needs.

Enrollment & Staffing

Enrollment	FY22	FY23	FY24	FY25	FY26	FY27	Change
	2021	2022	2023	2024	2025	2026	
Kindergarten	48	54	52	57	47	52	5
Grade 1	49	50	60	54	57	50	-7
Grade 2	48	62	50	62	51	57	6
Grade 3	43	55	57	51	58	48	-10
Grade 4	58	43	55	59	46	57	11
Grade 5	54	59	41	53	59	45	-14
Grade 6	56	53	51	45	55	58	3
Grade 7	57	49	62	50	43	57	14
Grade 8	58	60	46	63	47	41	-6
Total Enrollment	471	485	474	494	463	465	2

Figure 3f-1. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY27 is projected.

Staffing Analysis by F.T.E.	23-24	24-25	25-26	26-27	Change	Comments
Principals Office	3.0	3.0	3.0	3.0	0.0	
School Counseling	2.8	2.8	2.8	2.8	0.0	
Related Services	5.4	5.5	5.5	5.5	0.0	
Special Education	30.0	33.0	37.0	37.0	0.0	
Kindergarten	6.0	6.0	6.0	6.0	0.0	
Grade 1	6.0	6.0	6.0	6.0	0.0	
Grade 2	3.0	3.0	3.0	3.0	0.0	
Grade 3	3.0	3.0	3.0	3.0	0.0	
Grade 4	3.0	3.0	3.0	3.0	0.0	
Grade 5	2.0	3.0	3.0	2.0	(1.0)	Reduce section
Literacy Specialists	2.5	2.0	2.0	2.0	0.0	
English Language Arts	2.0	2.0	2.0	2.0	0.0	
English Language Learners	3.0	3.0	3.0	3.0	0.0	
Math	3.5	3.5	3.5	3.5	0.0	
Science	2.0	2.0	2.0	2.0	0.0	
Social Studies	2.0	2.0	2.0	2.0	0.0	
Health & Wellness	2.5	2.5	2.4	2.4	0.0	
Library Media/Tech Ed	2.0	1.0	2.0	1.4	(0.6)	Reduce ETS .6
Performing Arts	1.2	1.2	1.2	1.2	0.0	
Visual Arts	1.0	1.0	1.0	1.0	0.0	
World Language	2.8	1.7	1.6	1.6	0.0	
Building Support Staff	1.0	1.0	1.0	1.0	0.0	
Total School Personnel	89.7	91.2	96.0	94.4	(1.6)	

Figure 3f-2. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Class Size Chart	Grades									Total
	K	1	2	3	4	5	6	7	8	
FY27 Projected Enrollment	52	50	57	48	57	45	58	57	41	465
Guideline	22	22	22	25	25	25	25	25	25	
Number of Classes	3	3	3	3	3	2	3	3	2	25
Average Class Size	17.3	16.6	18.9	16.1	19.0	22.3	19.4	19.0	20.7	18.6

Figure 3f-3. Enrollment, with planned sections and projected average class size.

Expenses

William H. Lincoln School						
Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY26 vs. FY27
Leadership	287,165	295,077	306,954	315,840	321,105	5,265
Professional Staff	6,002,877	6,692,430	6,435,108	7,156,594	7,189,843	33,249
Administrative Support	71,221	84,989	74,705	129,351	125,604	(3,747)
Paraprofessionals	475,859	930,747	1,089,054	1,334,252	1,387,877	53,625
Substitutes	57,479	55,867	76,631	144,840	155,000	10,160
Summer Programs/ Interns	35,595	18,743	19,291	18,500	18,500	-
Stipends/ Extra Comp	23,475	16,484	37,945	37,507	39,040	1,533
<i>Salary Subtotal</i>	<i>6,953,670</i>	<i>8,094,335</i>	<i>8,039,689</i>	<i>9,136,884</i>	<i>9,236,969</i>	<i>100,085</i>
Online Books, Subscriptions & Tools	26,358	21,371	35,992	46,472	46,474	2
Professional/Technical Services	51,695	114,845	5,751	9,872	1,550	(8,322)
Student Activities / Field Trips	960	-	-	4,312	1,000	(3,312)
General Supplies	128,363	72,201	70,190	67,733	51,692	(16,041)
Textbooks & Print Materials	21,069	15,576	10,567	34,745	8,680	(26,065)
Mileage	520	283	-	-	-	-
Transportation	-	247	-	-	-	-
Education/Training/Conferences	6,918	3,732	4,841	2,156	-	(2,156)
<i>Non-Salary Subtotal</i>	<i>235,882</i>	<i>228,254</i>	<i>127,341</i>	<i>165,290</i>	<i>109,396</i>	<i>(55,894)</i>
Grand Total	7,189,552	8,322,590	8,167,030	9,302,174	9,346,365	44,191

Figure 3f-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY26 vs prior years, comparisons across years may be impacted by updated accounting codes.

Section 3g: John Pierce School

194 Boylston St. & 150 Fisher Ave., Brookline, MA 02445

(617) 730-2580

SCHOOL SITE COUNCIL

Candice Whitmore, Principal

Bernadine Chan, Parent (Co-Chair)

Tracy Bare, Teacher

Molly Cohen, Parent

Beth Collins, Teacher

Brad Coleman, Parent

Anne Sheridan, Teacher

Brian Murrihy, Parent

School Improvement Plan Goals

Goal One: Teaching and Learning

- **District Strategic Objective:** Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices.
- **School Strategic Objective 1:** Ensure that Pierce educators have the training, resources, and support they need to achieve a high level of growth in MCAS for students in subgroups that currently underperform on this measure.
- **School Strategic Objective 2:** Continue the work on building staff capacity for RtI implementation, including the increased use of Professional Learning Communities (PLC's) that focus on using student work to inform instructional practices and effective use of WIN time in the schedule.

Goal Two: Community and Connections

- **District Strategic Objective:** Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.
- **School Strategic Objective:** Establish systems of communication that allow families to remain actively engaged in the process of planning for a Pierce School renovation, including the temporary relocation of Pierce staff and students to Old Lincoln School and Fisher Hill campus.

Goal Three: Culture and Climate

- **District Strategic Objective:** Partner with families and the community to create safe environments that promote belonging.
- **School Strategic Objective:** Continue building authentic partnerships with families in both school buildings and the community, to enhance trust, support, student well-being, and contribute to a school culture where everyone feels valued, seen, and safe.

Principal's Budget Commentary

Presented by Candice Whitmore

Introduction

The Pierce School has experienced monumental change over the past two years. In the spring of 2024, we learned that the school would be relocated for the 2024–2025 academic year while a major building

project was underway. Through extraordinary effort and collaboration, staff completed the move on time, ensuring a smooth transition for students and families. Teachers worked tirelessly to transform new spaces into warm, welcoming, and functional learning environments, allowing the school to open on schedule in September 2024. During the 2025–2026 school year, the Pierce School continues to operate across two different spaces while the building project remains in progress. As we navigate the ongoing complexities of a two-site school, our students, families, and staff have demonstrated resilience and adaptability, while intentionally cultivating a unified school community.

As we enter a challenging budget cycle, our planning has been guided by a clear commitment to aligning all requests with the Pierce School Improvement Plan. Budget priorities are intentionally focused on strategies that directly support student achievement and well-being. Investments emphasize academic growth, social-emotional development, and the structures necessary to sustain a safe, inclusive, and effective learning environment across both buildings.

Student Enrollment/Class Size

As of October 1, 2026, Pierce School's enrollment was 588 students, K-8th grade with 32 homeroom classes split across two buildings. Our K-5 students are located at the Old Lincoln School, while our students in grades 6-8 are in a building on Fisher Hill. Both buildings have many strengths, and our community has adjusted incredibly well to the move. However, each building also has several incredibly small class sizes, with some classroom spaces at just 600 square feet starting in grade 4. Because of our current class sizes, we are able to make these small classes work, however it will be important to factor our physical classroom sizes in when making decisions about section consolidations at Pierce. By fall of 2028 we will be well settled in our new building, in which all classrooms will be appropriately sized for class sizes up to the guideline.

Grade Level & Year	2023-2024	2024-2025	2025-2026	2026-2027
Kindergarten	4 Sections	3 Sections	3 Sections	3 sections
First	3 Sections	4 Sections	3 Sections	3 Sections
Second	4 Sections	3 Sections	3 Sections	3 Sections
Third	4 Sections	4 Sections	3 Sections	3 Sections
Fourth	4 Sections	4 Sections	4 Sections	3 Sections
Fifth	4 Sections	4 Sections	4 Sections	4 Sections
Sixth	4 Sections	4 Sections	4* Sections	*4 Sections
Seventh	4 Sections	4 Sections	4* Sections	*4 Sections
Eighth	4 Sections	4* Sections	4 Sections	*4 Sections
Totals	35 Sections	34 Sections	32 Sections	

*This grade level is in 4 academic sections to ensure that all students have access to licensed educators, however they collapse to three sections for art, PE, health, and world language, which saves FTE across specialists.

Staffing /Personnel

The 2025–2026 school year has continued to require extraordinary flexibility, commitment, and collaboration from Pierce School staff. Building on the significant transitions of the prior year, staff are operating across two separate buildings while refining systems, supporting student adjustment, and maintaining instructional continuity. These ongoing demands have increased the complexity of daily

operations across all roles. Despite this, staff remain deeply focused on delivering high-quality instruction, fostering strong relationships, and providing consistent support for students and families.

As we plan for the 2026–2027 budget cycle, staffing priorities are intentionally aligned with the School Improvement Plan and with the sustained realities of operating a two-building school. The requested resources reflect a commitment to stability, staff capacity, and continuity, ensuring that educators and support staff have the time, tools, and structures necessary to meet students' academic, social, and emotional needs.

The proposed budget prioritizes staffing models that strengthen instructional coherence, promote collaboration across buildings, and support adult wellness and retention. Strategic investment in staffing will allow the Pierce School to move from a period of adjustment toward long-term sustainability, reducing burnout and ensuring that students continue to experience consistent, caring, and high-quality learning environments throughout the school day.

I am requesting \$5000 to fund 10 additional after school activity options for students, including:

- Coding Club (6-8)
- Girls on the run (4-5)
- Lego club (3-5)
- Cubing Club (3-5)
- Model UN (6-8)
- School Newspaper (5th)
- Flag football league (6-8)
- Intro to knitting (6-8)
- Yoga (3-5)
- Zumba / Dance (3-5)

These activities will contribute to student self-efficacy and self-regulation skill building and will allow community building.

Finally, I'm requesting \$6400 to fund two homework clubs, one for grades 4-5 and grades 6-8. These homework clubs will provide support to students who are not achieving at expected levels on assessments or who need additional executive function support with homework completion.

Non-Salary Operating Costs

At this time, I am not making any requisitions for additional funding in this area.

Summary

This budget underscores our commitment to adapt to the evolving needs of our diverse community. It is a reflection of our dedication to providing an equitable and inclusive education that empowers every learner. This investment in programs, facilities, and resources, reflects Brookline's collective commitment building an outstanding learning environment that ensures opportunity, growth, and shared success for all.

In times when difficult budget decisions must be made, it is important that we keep our focus on our students and what is in their best interest. The requests in this budget document reflect the unique needs of a split campus and are aligned with our 2024-2026 School Improvement plan. I look forward to our continued collective work ensuring that every dollar we spend reflects our goals and values, and is optimally utilized by our students and staff.

Enrollment & Staffing

Enrollment	FY22	FY23	FY24	FY25	FY26	FY27	Change
	2021	2022	2023	2024	2025	2026	
Kindergarten	74	73	68	52	60	60	0
Grade 1	78	75	62	58	56	54	-2
Grade 2	73	82	78	66	60	59	-1
Grade 3	75	75	78	66	59	52	-7
Grade 4	81	77	74	67	64	54	-10
Grade 5	69	82	78	72	70	65	-5
Grade 6	77	68	83	71	71	68	-3
Grade 7	95	87	63	81	67	67	0
Grade 8	99	86	84	59	81	65	-16
Total Enrollment	721	705	668	592	588	544	-44

Figure 3g-1. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY27 is projected.

Staffing Analysis by F.T.E.	23-24	24-25	25-26	26-27	Change	Comments
Principals Office	5.0	5.0	5.0	5.0	0.0	
School Counseling	4.0	4.0	4.0	4.0	0.0	
Related Services	6.2	6.6	6.6	6.6	0.0	
Special Education	19.5	20.5	20.5	20.5	0.0	
Kindergarten	8.0	6.0	6.0	6.0	0.0	
Grade 1	6.0	8.0	6.0	6.0	0.0	
Grade 2	4.0	3.0	3.0	3.0	0.0	
Grade 3	4.0	4.0	3.0	3.0	0.0	
Grade 4	4.0	4.0	4.0	3.0	(1.0)	Reduce section
Grade 5	4.0	4.0	4.0	4.0	0.0	
Literacy Specialists	3.0	3.0	3.0	3.0	0.0	
English Language Arts	3.0	3.0	3.0	3.0	0.0	
English Language Learners	3.4	3.0	3.0	3.0	0.0	
Math	5.0	5.0	5.0	5.0	0.0	
Science	3.0	3.0	3.0	3.0	0.0	
Social Studies	3.0	3.0	3.0	3.0	0.0	
Health & Wellness	3.0	3.0	3.0	3.0	0.0	
Library Media/Tech Ed	2.0	2.0	2.0	1.4	(0.6)	Reduce ETS .6
Performing Arts	2.0	2.0	2.0	2.0	0.0	
Visual Arts	1.5	1.6	1.4	1.4	0.0	
World Language	3.5	2.2	2.2	2.2	0.0	
Building Support Staff	3.0	3.5	3.5	3.5	0.0	
Total School Personnel	100.1	99.4	96.2	94.6	(1.6)	

Figure 3g-2. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Class Size Chart	Grades										Total
	K	1	2	3	4	5	6	7	8	Total	
FY27 Projected Enrollment	60	54	59	52	54	65	68	67	65	544	
Guideline	22	22	22	22	20	19	20	18	20		
Number of Classes	3	3	3	3	3	4	4	4	4	31	
Average Class Size	20.0	18.1	19.7	17.4	18.1	16.2	16.9	16.8	16.2	17.6	

Figure 3g-3. Enrollment, with planned sections and projected average class size.

Expenses

John Pierce School						
Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY26 vs. FY27
Leadership	401,090	422,308	473,603	448,059	440,614	(7,445)
Professional Staff	6,128,066	6,684,013	7,228,295	7,812,050	8,188,736	376,686
Administrative Support	118,285	122,410	152,521	319,021	333,712	14,691
Paraprofessionals	571,291	685,259	824,749	705,169	734,355	29,186
Substitutes	24,769	82,412	37,461	144,840	155,000	10,160
Summer Programs/ Interns	24,587	17,822	27,984	37,000	37,000	-
Stipends/ Extra Comp	29,591	11,997	23,910	35,780	37,314	1,534
<i>Salary Subtotal</i>	<i>7,297,680</i>	<i>8,026,221</i>	<i>8,768,522</i>	<i>9,501,919</i>	<i>9,926,731</i>	<i>424,812</i>
Online Books, Subscriptions & Tools	31,828	27,397	49,975	43,106	53,020	9,914
Professional/Technical Services	48,949	74,528	7,320	12,152	2,925	(9,227)
Student Activities / Field Trips	960	-	2,610	5,167	2,500	(2,667)
General Supplies	148,686	48,069	72,842	81,278	60,952	(20,326)
Textbooks & Print Materials	31,961	27,165	15,273	43,824	11,280	(32,544)
Mileage	569	304	536	1,750	-	(1,750)
Transportation	-	337	-	-	-	-
Education/Training/Conferences	11,145	5,611	6,377	2,583	1,000	(1,583)
<i>Non-Salary Subtotal</i>	<i>274,097</i>	<i>183,412</i>	<i>154,932</i>	<i>189,860</i>	<i>131,678</i>	<i>(58,182)</i>
Grand Total	7,571,777	8,209,633	8,923,454	9,691,779	10,058,409	366,630

Figure 3g-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY26 vs prior years, comparisons across years may be impacted by updated accounting codes.

Section 3h: Florida Ruffin Ridley School

345 Harvard Street, Brookline, MA 02446 (617) 879-4400

SCHOOL SITE COUNCIL

Sara Yuen, Principal

Reut Brauner, Parent

Sarah Chostner, Parent

Erin Meyer, Parent

Sivan Shimony, Parent

Mary Gallant, Vice Principal

Daniel Lipton, Teacher

Yael Neeman-Schubert, Teacher

School Improvement Plan Goals

Goal One: Teaching and Learning

- **District Strategic Objective:** Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices.
- **School Strategic Objective:** Educators will ensure a comprehensive and strategic approach to implementing a new Literacy Curriculum with a focus on professional development, data driven instruction, and continuous monitoring to boost student achievement.

Goal Two: Community and Connections

- **District Strategic Objective:** Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.
- **School Strategic Objective:** All Florida Ruffin Ridley Educators will provide open, consistent, and accessible communication channels to strengthen the relationship between families and school.

Goal Three: Culture and Climate

- **District Strategic Objective:** Partner with families and the community to create safe environments that promote belonging.
- **School Strategic Objective:** Educators at Florida Ruffin Ridley School will create a safe, positive, and inclusive learning environment for all students and community members that affords them a high sense of belonging and celebrates gains along the way.

Principal's Budget Commentary

Presented by Sara Yuen

Introduction

The Florida Ruffin Ridley School serves Brookline's vibrant Coolidge Corner neighborhood and is the largest PreK-8 school in Brookline. It has a distinguished reputation as it welcomes students from all over the world, reflects, respects, and embraces human diversity, and it is the public school that President John F. Kennedy attended.

The Florida Ruffin Ridley School is committed to creating a safe, welcoming, and respectful learning environment for all our students and staff. We strive to support each student on their path to engaged

citizenship in our community and society at large. Students learn to respect themselves and others while honoring the diversity of identities and learning differences that are part of the fabric of the Florida Ruffin Ridley School. To that end, we support our staff as they provide students with the instructional and social emotional experiences they need to achieve growth and success.

Student Enrollment/Class Size

Florida Ruffin Ridley School enrollment increases each school year. Our total enrollment in 2021 was 830 students. In October 2024, we were at 852 students. In early spring of 2025, enrollment was 861 students. As of January 2026, our enrollment is 870 students and is continuously increasing as we house the District's Therapeutic Learning Center. Although our enrollment has increased, we have been able to continue with five class sections in K-5, and four class sections in 6-8.

Grade Level & Year	2023-2024	2024-2025	2025-2026	2026-2027
Kindergarten	5 Sections	5 Sections	5 Sections	5 sections
First	5 Sections	5 Sections	5 Sections	5 Sections
Second	5 Sections	5 Sections	5 Sections	5 Sections
Third	5 Sections	5 Sections	5 Sections	4 Sections
Fourth	5 Sections	5 Sections	5 Sections	5 Sections
Fifth	4 Sections	4 Sections	5 Sections	4 Sections
Sixth	4 Sections	4 Sections	4 Sections	4 Sections
Seventh	4 Sections	4 Sections	4 Sections	4 Sections
Eighth	4 Sections	4 Sections	4 Sections	4 Sections
Totals	41 Sections	41 Sections	42 Sections	40 sections

Staffing/Personnel

The Florida Ruffin Ridley School staff represents a wide array of highly qualified educators. The school maintains a strong emphasis on teachers and staff being lifelong learners. For FY27 school year we anticipate a reduction of 2.4 FTE as outlined in the chart below.

Non-Salary Operating Costs

In terms of the Principal's Budget non salary items, the purposes of the proposed increases are to address additional needs in the areas of literacy and math, as addressed in the Florida Ruffin Ridley School Improvement Plan. Specifically, PD funds for educators in the areas of literacy in Tier 1 and 2, and math PD in tier 1 and 2, especially for our most struggling students (including our EL and Special Education populations). The requested resources all reflect a commitment to stability, staff capacity, and continuity, ensuring that educators and support staff have the time, tools, and structures necessary to meet students' academic, social, and emotional needs. Our percentage of high-needs students at Florida Ruffin Ridley School (low income, English-learners and students with disabilities) continues to be stable at close to 50% of the overall school population. We will continue to evaluate the needs for tier 1 and tier 2 as we evolve our district MTSS model.

Summary

The Florida Ruffin Ridley School is committed to its school motto: "Work hard. Be kind. Help others." Faculty, staff, students, and families illustrate this in words and actions throughout each school day as they are committed to creating safe, welcoming, and respectful learning environments in which

students are equipped to achieve at the highest levels. The investment in programs, staffing, and budgetary needs will ensure that our school community will continue to thrive.

Enrollment & Staffing

Enrollment	FY22	FY23	FY24	FY25	FY26	FY27	Change
	2021	2022	2023	2024	2025	2026	
Kindergarten	102	93	84	91	93	89	-4
Grade 1	97	105	102	84	100	99	-1
Grade 2	88	100	103	104	91	102	11
Grade 3	87	96	94	104	107	90	-17
Grade 4	81	85	93	99	98	106	8
Grade 5	90	89	85	92	93	96	3
Grade 6	83	81	86	85	95	93	-2
Grade 7	84	92	80	86	82	94	12
Grade 8	87	84	93	80	83	81	-2
Total Enrollment	799	825	820	825	842	850	8

Figure 3h-1. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY27 is projected.

Staffing Analysis by F.T.E.	23-24	24-25	25-26	26-27	Change	Comments
Principals Office	6.0	6.0	6.0	6.0	0.0	
School Counseling	5.0	4.0	5.0	5.0	0.0	
Related Services	6.9	7.8	6.5	6.5	0.0	
Special Education	47.0	47.0	48.6	48.6	0.0	
Kindergarten	10.0	10.0	10.0	10.0	0.0	
Grade 1	10.0	10.0	10.0	10.0	0.0	
Grade 2	5.0	5.0	5.0	5.0	0.0	
Grade 3	5.0	5.0	5.0	4.0	(1.0)	Reduce section
Grade 4	5.0	5.0	5.0	5.0	0.0	
Grade 5	4.0	4.0	5.0	4.0	(1.0)	Reduce section
Literacy Specialists	3.6	3.6	3.6	3.6	0.0	
English Language Arts	4.0	4.0	4.0	4.0	0.0	
English Language Learners	4.0	5.0	5.0	5.0	0.0	
Math	4.5	5.5	5.5	5.5	0.0	
Science	3.0	3.0	3.0	3.0	0.0	
Social Studies	3.0	3.0	3.0	3.0	0.0	
Health & Wellness	4.0	4.0	4.0	4.0	0.0	
Library Media/Tech Ed	2.0	2.0	2.0	1.6	(0.4)	Reduce ETS .6
Performing Arts	2.2	2.2	2.2	2.2	0.0	
Visual Arts	1.7	1.7	1.7	1.7	0.0	
World Language	4.6	2.2	2.2	2.2	0.0	
Building Support Staff	3.0	3.0	3.0	3.0	0.0	
Total School Personnel	143.5	143.0	145.3	142.9	(2.4)	

Figure 3h-2. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Class Size Chart	Grades									Total
	K	1	2	3	4	5	6	7	8	
FY27 Projected Enrollment	89	99	102	90	106	96	93	94	81	850
Guideline	22	22	22	25	25	25	25	25	25	
Number of Classes	5	5	5	4	5	4	4	4	4	40
Average Class Size	17.9	19.8	20.5	22.6	21.1	23.9	23.3	23.4	20.3	21.3

Figure 3h-3. Enrollment, with planned sections and projected average class size.

Expenses

Florida Ruffin Ridley School						
Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY26 vs. FY27
Leadership	553,328	515,413	534,327	569,094	603,151	34,057
Professional Staff	7,845,081	8,438,789	9,048,847	9,897,833	10,041,723	143,890
Administrative Support	109,325	121,990	128,899	294,745	304,231	9,486
Paraprofessionals	988,907	1,628,851	1,739,202	1,747,390	1,822,985	75,595
Substitutes	100,806	71,132	123,246	144,840	155,000	10,160
Summer Programs/ Interns	39,980	18,280	10,592	18,500	18,500	-
Stipends/ Extra Comp	69,251	24,106	23,726	42,340	43,874	1,534
<i>Salary Subtotal</i>	<i>9,706,678</i>	<i>10,818,559</i>	<i>11,608,839</i>	<i>12,714,742</i>	<i>12,989,462</i>	<i>274,720</i>
Online Books, Subscriptions & Tools	35,308	35,421	60,510	60,071	79,857	19,786
Professional/Technical Services	97,528	135,059	7,432	16,219	2,825	(13,394)
Furniture/Fixtures/Equipment	-	-	-	-	5,708	5,708
Student Activities / Field Trips	960	-	625	7,201	1,500	(5,701)
General Supplies	157,670	70,082	102,528	90,772	86,725	(4,047)
Textbooks & Print Materials	36,655	31,028	17,783	58,698	17,650	(41,048)
Mileage	744	615	-	-	-	-
Transportation	-	360	-	-	-	-
Education/Training/Conferences	14,053	10,313	9,618	3,600	25,129	21,529
<i>Non-Salary Subtotal</i>	<i>342,918</i>	<i>282,878</i>	<i>198,497</i>	<i>236,561</i>	<i>219,394</i>	<i>(17,167)</i>
Grand Total	10,049,596	11,101,437	11,807,336	12,951,303	13,208,856	257,553

Figure 3h-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY26 vs prior years, comparisons across years may be impacted by updated accounting codes.

Section 3i: John D. Runkle School

50 Druce Street, Brookline, MA 02445 (617) 879-4650

SCHOOL SITE COUNCIL

Donna Finnegan, Principal

Jeremy Redburn, Parent (Chair)

Celia MacCoby Green, Parent

Leena Mittal, Parent

Lynne Chuang, Community Member

Rebecca Sneider, Guidance Counselor

Kathleen Kane, RISE Teacher

Marian Voros, Grade 2 Teacher

Jenny Murphy, ETS

School Improvement Plan Goals

Goal One: Teaching and Learning

- **District Strategic Objective:** Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices.
- **School Strategic Objective:** Increase achievement for all Runkle students by implementing Tier 1 and Tier 2 interventions that support a consistent, high-quality, and challenging curriculum in literacy and math using evidence-based practices.

Goal Two: Community and Connections

- **District Strategic Objective:** Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.
- **School Strategic Objective:** All Runkle educators are given opportunities to engage in cultural proficiency training and implement culturally proficient learning to decrease implicit bias and foster a community for understanding differences.

Goal Three: Culture and Climate

- **District Strategic Objective:** Partner with families and the community to create safe environments that promote belonging.
- **School Strategic Objective:** Enhance Family and Staff Engagement to Foster a Safe and Inclusive Environment and Positive Climate and Culture.

Principal's Budget Commentary

Presented by Donna Finnegan

Introduction

Diversity, equity, and inclusion is a way of thinking and being in the world that helps us respect and transcend our differences. When students and teachers feel valued, dignified, and secure, they will learn and grow through collaboration and risk-taking with trusted peers. While we all experience the world differently, there's power in honoring our shared humanity.

Schools are perfect places to build these critical skills. In classrooms, students can discuss how to create a more inclusive world that values diversity, builds solidarity, practices empathy, and battles racism, sexism, homophobia, ableism, and more.

Runkle Mission Statement

We, the students, teachers, staff, and families of Runkle, are a community that values a love of learning, academic achievement, and knowledge in a broad range of subjects. Respect, hard work, responsibility, tolerance, empathy, and honesty serve as the basis for our relationship with each other.

The Runkle community has these goals:

1. To promote academic excellence and a love of learning through the development and mastery of basic skills
2. To promote an environment of responsible, respectful, and disciplined behavior
3. To promote a strong and positive sense of self, valuing everyone's best effort
4. To promote an attitude of lifelong learning built upon curiosity, creativity, and willingness to explore new ideas
5. To promote a generous, participatory community spirit that respects diversity
6. To promote global awareness

Student Enrollment/Class Size

The John D. Runkle School currently has an enrollment of 478 students, Pre-K through 8th grade. Our enrollment has declined each year since the pandemic. There were 610 students enrolled in March of 2020. All else being equal, we anticipate overall enrollment will decline slightly (-10 students) in FY26/27. We anticipate class sizes will range from 15 to 20.3, well within the guidelines of 22 for grades K-2 and 25 in grades 3-8.

Staffing/Personnel

The 2022-2023 school year was the first to see a reduction in sections at Runkle. We reduced our second grade to 2 sections due to declining enrollment. This cohort has remained close to 40 students for the past 4 years. This year (25-26), we had two, 5th-grade classrooms (same cohort). One fifth grade teacher resigned at the end of the 24/25 school year. A grade 2 teacher returned to 4th grade (now 3 sections). We hired a second grade teacher after one second grade teacher resigned over the summer.

Runkle is reducing two sections in the 26/27 school year based on projected enrollment. We will move to 2 grade one sections, 2 grade 3 sections, and our 6th grade will be 2 sections as the 5th grade cohort moves up.

Non-Salary Operating Costs

No requests.

Summary

Runkle's budget proposal reflects the staffing, resources, and priorities necessary to accomplish the goals outlined in our School Improvement Plan, as well as Brookline's current Strategic Plan. Runkle is particularly invested in the continued academic success of all of our students as well as improvement in their social/emotional well-being. We are committed to continued growth in the areas of equity and inclusion. We value a growth mindset in our students and ourselves where we can make mistakes, learn from them, seek knowledge, and do better the next time we find ourselves in a challenging situation at the John D. Runkle School.

Enrollment & Staffing

Enrollment	FY22	FY23	FY24	FY25	FY26	FY27	Change
	2021	2022	2023	2024	2025	2026	
Kindergarten	45	49	46	53	43	47	4
Grade 1	42	53	45	44	54	41	-13
Grade 2	57	42	52	46	45	54	9
Grade 3	56	58	40	55	52	47	-5
Grade 4	48	59	61	41	51	52	1
Grade 5	49	50	55	60	37	48	11
Grade 6	58	57	56	57	61	40	-21
Grade 7	58	63	51	56	58	59	1
Grade 8	62	62	61	48	60	58	-2
Total Enrollment	475	493	467	460	461	447	-15

Figure 3i-1. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY27 is projected.

Staffing Analysis by F.T.E.	23-24	24-25	25-26	26-27	Change	Comments
Principals Office	3.0	3.0	3.0	3.0	0.0	
School Counseling	3.0	3.0	3.0	3.0	0.0	
Related Services	7.6	7.6	7.6	7.6	0.0	
Special Education	47.0	48.5	52.5	52.5	0.0	
Kindergarten	6.0	6.0	6.0	6.0	0.0	
Grade 1	6.0	6.0	6.0	4.0	(2.0)	Reduce section; teacher and para
Grade 2	3.0	3.0	3.0	3.0	0.0	
Grade 3	2.0	3.0	3.0	2.0	(1.0)	Reduce section
Grade 4	3.0	3.0	3.0	3.0	0.0	
Grade 5	3.0	3.0	2.0	3.0	1.0	Add section
Literacy Specialists	1.8	2.0	2.0	2.0	0.0	
English Language Arts	2.0	2.0	2.0	2.0	0.0	
English Language Learners	2.0	2.0	2.0	2.0	0.0	
Math	3.4	3.4	3.4	3.4	0.0	
Science	2.0	2.0	2.0	2.0	0.0	
Social Studies	2.0	2.0	2.0	2.0	0.0	
Health & Wellness	2.5	2.5	2.5	2.5	0.0	
Library Media/Tech Ed	2.0	2.0	2.0	1.6	(0.4)	Reduce ETS .4
Performing Arts	1.2	1.2	1.2	1.2	0.0	
Visual Arts	1.0	1.0	1.0	1.0	0.0	
World Language	2.9	1.5	1.5	1.5	0.0	
Building Support Staff	1.0	1.0	1.0	1.0	0.0	
Total School Personnel	107.4	108.7	111.7	109.3	(2.4)	

Figure 3i-2. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

Class Size Chart	Grades									
	K	1	2	3	4	5	6	7	8	Total
FY27 Projected Enrollment	47	43	54	45	52	51	37	61	58	448
Guideline	22	22	22	25	25	25	25	25	25	
Number of Classes	3	2	3	2	3	3	2	3	3	24
Average Class Size	15.8	21.5	18.0	22.5	17.3	17.0	18.5	20.3	19.3	18.7

Figure 3i-3. Enrollment FY25 vs FY24, with planned sections and projected average class size.

Expenses

John D. Runkle School						
Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY26 vs. FY27
Leadership	279,355	299,763	319,186	322,065	327,571	5,506
Professional Staff	5,558,312	5,932,919	6,770,722	7,162,708	7,370,997	208,289
Administrative Support	64,555	68,079	68,917	134,950	138,056	3,106
Paraprofessionals	1,241,349	1,555,909	1,633,096	1,864,900	1,881,438	16,538
Substitutes	88,329	137,512	37,543	144,840	155,000	10,160
Summer Programs/ Interns	94,370	8,488	19,976	18,500	18,500	-
Stipends/ Extra Comp	18,844	27,718	17,612	30,919	32,452	1,533
<i>Salary Subtotal</i>	<i>7,345,113</i>	<i>8,030,388</i>	<i>8,867,053</i>	<i>9,678,882</i>	<i>9,924,014</i>	<i>245,132</i>
Online Books, Subscriptions & Tools	27,837	25,339	37,399	33,993	44,429	10,436
Professional/Technical Services	64,656	69,322	17,809	11,721	2,125	(9,596)
Furniture/Fixtures/Equipment	-	-	-	-	8,702	8,702
Student Activities / Field Trips	807	-	960	4,015	1,000	(3,015)
General Supplies	107,495	55,842	67,800	65,358	51,847	(13,511)
Textbooks & Print Materials	22,548	19,617	8,122	33,172	8,055	(25,117)
Mileage	615	306	-	-	-	-
Transportation	-	247	-	-	-	-
Education/Training/Conferences	5,011	5,086	5,662	2,007	1,700	(307)
<i>Non-Salary Subtotal</i>	<i>228,968</i>	<i>175,758</i>	<i>137,752</i>	<i>150,266</i>	<i>117,858</i>	<i>(32,408)</i>
Grand Total	7,574,081	8,206,146	9,004,804	9,829,148	10,041,872	212,724

Figure 3i-4. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY26 vs prior years, comparisons across years may be impacted by updated accounting codes.

Section 3j: Brookline High School

115 Greenough Street, Brookline, MA 02445

(617) 713-5000

SCHOOL SITE COUNCIL

Anthony Meyer, Head of School

Briana Brown, Science Curriculum Coordinator

Brian Poon, Dean
Anna Poduri, Parent

Carinn Bueno, Student

Lisa Rodriguez, Teacher

Aleksey Chuprov, Parent

Karen Stensrude, Parent

Asha Hug, Student

Danielle Theissen, Teacher

Adithi Jayashankar, Student

Julie Wingerter, Parent

Anna Krivstov, Student

School Improvement Plan Goals

Goal One: Teaching and Learning

- **District Strategic Objective:** Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices.
- **School Strategic Objective 1:** Document written curriculum for all courses and adhere to the same/similar format across departments.
- **School Strategic Objective 2:** Identify policies, practices and structure that need to be established, revised, (e.g., extra time, complicated accommodations, etc.) for assessments and establish common assessments in like courses.
- **School Strategic Objective 3:** Implement common and universal educator practices utilizing the Brookline Curriculum Accommodation Plan (BCAP).

Goal Two: Community and Connections

- **District Strategic Objective:** Partner with families and the community to create safe environments that promote belonging.
- **School Strategic Objective:** Produce a Vision of a Learner/Graduate to engage district and town stakeholders in community-wide discussion about learning and teaching, school and schooling, and what we want for our students and graduates.

Goal Three: Culture and Climate

- **District Strategic Objective:** Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.
- **School Strategic Objective 1:** Support Deans Teams to determine transparent, common interventions for students who struggle as articulated in Interim Progress Report comments.
- **School Strategic Objective 2:** Focus year long professional learning on belonging and to build staff capacity to support all students well.
- **School Strategic Objective 3:** Reduce chronic absenteeism and improve regular attendance.
- **School Strategic Objective 4:** Promote a strong sense of belonging by utilizing biannual panorama survey data with students Support Personal and engaging families.

Principal's Budget Commentary

Presented by Anthony Meyer

Introduction

Brookline High School (BHS) is the Town's only public high school and currently brings approximately 2150 students from our Pre K-8 schools together for their high school years. BHS offers comprehensive secondary school programming; our course catalog alone includes over 300 unique and engaging courses taught by excellent faculty.

In addition to myriad courses in English, Math, Science, Social Studies, Special Education, Wellness, and World Language, BHS has robust programming in the electives: Career and Technology Education, Performing Arts, and Visual Arts. We also have a robust continuum of special education programming for ninth through twelfth graders as well as our 18-22 population. Brookline High School has three alternative programs: Alternatives Choices in Education (ACE), School within a School (SWS), and Winthrop House.

The BHS Athletics program is one of the largest in the Commonwealth, measured by unique participants. Similarly, the BHS Performing Arts program offers classes in dance, drama, and music, and hundreds of students participate in extracurricular productions throughout the year. Brookline High School also has over 100 student-run clubs with which students can be involved unless they wish to create their own. The high school also features an impressive student government program including Student Council, Judiciary, and a faculty and student Legislature.

Brookline High School's culture is guided by several beliefs which inform our work with young people:

- We create the culture we want.
- You're not done yet; we are not done yet.
- This is hard, you can do it, we will help you.
- Freedom and responsibility.
- Every student is a scholar, citizen, and caregiver.

Thanks to generous town support, in the 2021-22 school year the Brookline High School completed a major renovation and expansion. A new 9th-grade building was added to the campus that includes 32 classrooms, a cafeteria, a library, and the school's Winthrop House program. The expansion also added a new STEM wing with a student-run restaurant, 16 biology and chemistry classrooms, and a large common area for students. The renovation also focused on updating both the school's former science wing, including relocating the ExCEL program, adding a suite of special education offices, and updating classrooms. The renovation also updated and made more accessible the school's historic Viola Pinanski Quadrangle, originally designed by the Olmsted brothers. These new spaces, along with the Unified Arts Building, Tappan Gymnasium, Kirrane Pool, Schlantz Gymnasium, and the 115 Greenough Street main building, coalesce into a unified, contiguous, and beautiful Brookline High School campus.

We are in the fifth and final stage of the New England Association of Schools and Colleges (NEASC) re-accreditation process after having a successful decennial visit last spring. As part of these re-accreditation process we are engaged in several strands of critical work to improve the Brookline High School student experience:

- Vision of a Learner process that is both focused on the high school and a larger pre-K to 12 endeavor.
- Document written curriculum for all Brookline High School courses.

- Make progress on common assessments across all sections of courses.
- Implement the newly developed Brookline High School Curriculum Accommodation Plan (BCAP).

While it is not part of our re-accreditation work, this year the Brookline High School faculty, staff, and administration are also creating a weekly schedule for BHS that meets the state requirement of 990 instructional hours. This new schedule will be implemented beginning in September 2026.

Student Enrollment/Class Size

Overall enrollment at BHS as of October 1 was 2,174. Next year's rising eighth grade (estimated at 486) is smaller than this year's outgoing twelfth grade (548), therefore we expect a slight decrease (approximately 40 students) in overall enrollment for FY26.

Staffing/Personnel

Maintaining class size to historical levels. In preparation for FY25, BHS was granted 7.0 FTE to address larger than typical class sizes, particularly in Honors and Advanced level courses in English, Math, Science, Social Studies, and World Language. As we plan for FY26, we remain concerned about retaining as much of this needed FTE and the highly qualified educators we were able to hire in spring 2024.

Developing Seal of Bi-literacy for BHS/PSB. As the BHS World Language Department continues to implement feedback from last year's World Language Review by Professionals in Advancing Research and Language Learning (PEARLL) further investment in and strengthening of the district's World Language program is critical. The State Seal of Biliteracy and the State Seal of Biliteracy with Distinction are official designations awarded to qualifying students upon their graduation from a Massachusetts high school to indicate that they have attained a high level of proficiency in English and at least one additional world language. The purpose of the Massachusetts State Seal of Biliteracy is to:

- Encourage students to study and master languages;
- Certify attainment of biliteracy skills;
- Recognize the value of language diversity;
- Provide employers with a method of identifying people with language and biliteracy skills;
- Provide universities with a method to recognize and give credit to applicants for the attainment of high-level skills in languages;
- Prepare students with skills that will benefit them in the labor market and the global society; and
- Strengthen intergroup communication and honor the multiple cultures and languages in a community.

BHS would use .2FTE to create a part-time role: the Seal of Biliteracy Coordinator. Their duties would include:

- Collaborate with district departments and school leaders, such as the ELE program leaders, the special ed team, WL and ELE teachers, and guidance counselors to create an inclusive and comprehensive Seal of Biliteracy award. Remain up-to-date on the Department of Elementary and Secondary Education provided information, guidance, and testing information aligned with the Massachusetts State Seal of Biliteracy. Participate in regional and state-wide networking groups to share resources and best practices
- Continue to name and communicate proficiency targets (developmental norms) for students & caregivers to comprehend so that they can work towards achieving the Seal of Biliteracy. Provide professional development and support for all language teachers who interact with Seal

- candidates as needed and work with grade 9-11 students to set goals for earning the Seal of Biliteracy. Celebrate and inform the community about the Seal of Biliteracy.
- Organize and administer up to 500 language exams/language assessment portfolios through a variety of testing companies for 12th graders who have studied a WL through PSB or who speak a language other than English at home (with a variety of over 25 languages). This includes:
 - Design, collect and review portfolios for students who do not have tests available to them
 - Oversee the testing process
 - Assist in registration, collection of fees, test ordering, billing and accounting
 - Translate testing transcripts as needed
 - Identify community partners to help with portfolio assessments if needed
 - Order tests, sign all protector agreements and implement all proctoring protocols which could require working with other countries / governments / embassies / religious organizations
 - Coordinate testing dates, times, locations, and proctors
 - Collaborate with technology team on testing procedures including alternative keyboards and assessments
 - Support students not enrolled in BHS's WL program to prepare for testing and provide feedback
 - Provide outreach and communication to the schools and community
 - Serve as a point of contact for questions from community members
 - Celebrate their success prior to graduation with demarcation on their diploma & transcript and/or a special awards night with a cord/certificate. This includes:
 - Letters and certificates for the Spring Awards Night
 - Insignia on Diploma
 - Notation in the graduation program
 - Recognition by Central Office and High School Administration
 - Maintain the Seal of Biliteracy Website, including record of WIDA/ACCESS or MCAS scores as well as language testing scores/portfolios. Maintain records and data related to the Seal of Biliteracy and language proficiency. Collaborate with high school and central office administration to interpret partner language scores and MCAS scores to determine the students who will earn both the Seal of Biliteracy and the Seal of Biliteracy with Distinction.

Non-Salary Operating Costs

We are prioritizing continued collaboration with Landmark School around instructional practices to meet the needs of all students. The line item in general consulting is approximately \$32,000 and supports continued professional learning for the high school faculty. We see this Landmark consulting as especially important given our Reimagining Ninth Grade project.

Summary

Having weathered the pandemic and a lengthy, disruptive renovation and expansion, Brookline High School is focused on providing all of our students access to a world-class education on our campus. We know we need to invest in teachers so that class sizes in core academics return to historic levels. We also know we must continue to support our excellent elective program and to continue to broaden access to rigor to all of our students as they begin their careers at Brookline High School in the ninth grade.

Enrollment & Staffing

Number of Grades	4
Student Body	2146
Periods/Day	6
Average Class Size	19.9

Figure 3j-1. FY26 enrollment and class size overview

Enrollment	FY22	FY23	FY24	FY25	FY26	FY27	Change
	2021	2022	2023	2024	2025	2026	
Grade 9	544	510	570	517	498	520	22
Grade 10	509	552	521	578	535	507	-28
Grade 11	492	507	551	523	584	535	-49
Grade 12	518	497	513	548	519	587	68
Separate Programming	24	21	18	15	10	10	0
Total Enrollment	2,087	2,087	2,173	2,181	2,146	2,159	13

Figure 3j-2. Enrollment by fiscal year with change in enrollment by grade. Prior years are as of October 1, FY27 is projected.

Staffing Analysis by F.T.E.	23-24	24-25	25-26	26-27	Change	Comments
Principals Office	11.2	11.2	10.3	10.3	0.0	
Principals Office Support	14.8	14.8	14.8	13.8	(1.0)	Reduce 1 secretary
Security	5.0	5.0	5.0	5.0	0.0	
School Counseling	21.1	22.1	21.9	21.9	0.0	
Related Services	9.6	9.8	9.4	9.4	0.0	
Special Education	89.6	91.9	89.8	87.8	(2.0)	Service needs caseload adj, reduce teacher & para
Scholars	1.7	1.7	1.5	1.5	0.0	
Alternative Choice in Education (ACE)	5.0	5.0	5.0	5.0	0.0	
School within a School (SWS)	3.6	3.6	3.4	3.4	0.0	
English	21.0	22.0	21.8	21.8	0.0	
English Language Learners	1.6	1.6	1.5	1.5	0.0	
Interdepartmental	1.4	2.4	1.8	1.8	0.0	
Math	22.0	23.0	22.0	22.0	0.0	
Science	25.6	25.4	25.2	25.2	0.0	
Social Studies	20.9	22.4	22.0	22.0	0.0	
World Language	22.6	23.4	23.2	23.2	0.0	
Career Education	11.0	10.0	10.0	10.0	0.0	
Performing Arts	6.3	6.3	6.3	6.3	0.0	
Visual Arts	6.1	7.0	7.0	7.0	0.0	
Health & Wellness	4.9	4.7	4.5	4.5	0.0	
Library Media/Tech Ed	5.0	5.0	5.0	4.0	(1.0)	Reduce 1 librarian
Athletics	4.0	5.0	5.0	5.0	0.0	
Co-Curricular	0.0	0.0	0.0	0.0	0.0	
Total School Personnel	314.1	323.2	316.3	312.2	(4.0)	

Figure 3j-3. Staffing Analysis by FTE. Note: Staffing tables in this document include all staff regardless of funding source.

BHS Class Size Chart				
Core Departments	Courses	Sections	Enrollment	Avg. Class Size
English	21	79	1842	23.3
Mathematics	19	84	2016	24
Science	18	93	2057	22.1
Social Studies	21	88	2024	23
World Language	39	87	1819	20.9
Total Core	118	431	9758	22.64
Other Departments	Courses	Sections	Enrollment	Avg. Class Size
Career Education	21	67	1444	21.6
ELE	6	6	85	14.2
Performing Arts	27	41	840	20.5
Special Education	32	67	379	5.7
School within a School	17	17	332	19.5
Tutorial	5	16	196	12.3
Visual Arts	25	75	1074	14.3
Wellness	11	62	1184	19.1
Total Other	144	351	5534	15.77
Total All Departments	262	782	15292	19.55

Figure 3j-4. Current average class sizes by department.

Expenses						
Brookline High School						
Account Description	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget	FY27 Proposal	FY26 vs. FY27
Leadership	1,161,459	1,393,803	1,025,381	827,472	827,472	-
Management	1,472,857	1,466,264	2,012,073	1,964,117	2,377,477	413,360
Professional Staff	21,797,051	22,581,237	24,476,898	25,139,406	25,985,552	846,146
Administrative Support	733,445	756,171	1,264,387	1,500,468	1,474,021	(26,447)
Paraprofessionals	1,180,615	2,014,757	1,701,307	1,768,465	1,908,765	140,300
Substitutes	185,288	72,938	135,461	187,000	200,000	13,000
Summer Programs/ Interns	114,341	46,661	108,449	60,445	53,354	(7,091)
Stipends/ Extra Comp	854,166	836,994	769,335	925,745	854,659	(71,086)
<i>Salary Subtotal</i>	<i>27,499,223</i>	<i>29,168,824</i>	<i>31,493,292</i>	<i>32,373,118</i>	<i>33,681,300</i>	<i>1,308,182</i>
Online Books, Subscriptions & Tools	95,124	73,792	125,650	147,955	112,676	(35,279)
Professional/Technical Services	341,098	286,552	197,675	163,152	196,302	33,150
Furniture/Fixtures/Equipment	14,154	9,155	1,170	5,185	-	(5,185)
Student Activities / Field Trips	3,187	13,443	23,729	30,618	30,560	(58)
General Supplies	398,053	316,226	477,229	427,556	479,524	51,968
Textbooks & Print Materials	59,335	34,046	25,838	90,275	63,528	(26,747)
Mileage	3,935	3,050	6,011	5,444	-	(5,444)
Transportation	159,499	408,890	331,740	151,398	292,914	141,516
Education/Training/Conferences	37,735	46,359	64,896	-	27,180	27,180
<i>Non-Salary Subtotal</i>	<i>1,112,120</i>	<i>1,191,513</i>	<i>1,253,938</i>	<i>1,021,583</i>	<i>1,202,684</i>	<i>181,101</i>
Grand Total	28,611,343	30,360,338	32,747,230	33,394,701	34,883,984	1,489,283

Figure 3j-5. Expenses by account. NOTE: Though this budget provides multi-year comparisons of FY26 vs prior years, comparisons across years may be impacted by updated accounting practices, as described in the Executive Summary.

Section 4: Other Funds

Section 4a: FY27-32 Capital Improvement Plan

CIP Categories		FY27	FY28	FY29	FY30	FY31	FY32	Total
PSB	Classroom Capacity (BEEP Leases)	809,342	859,689	913,173	TBD	TBD	TBD	2,582,204
	Furniture, Fixtures, and Equipment (FFE)	75,000	75,000	75,000	75,000	75,000	75,000	450,000
	Lawrence Cafeteria Expansion - Feasibility Study	75,000	0	0	0	0	0	75,000
	Deferred Maintenance	1,225,000	1,670,000	1,475,000	1,500,000	645,000	500,000	7,015,000
	Gender Inclusive Bathrooms	0	300,000	150,000	0	0	0	450,000
	Climate Control	540,000	550,000	350,000	100,000	0	0	1,540,000
	Baker School - Feasibility Study	0	0	0	2,600,000	0	0	2,600,000
	Baker School - Construction	0	0	0	0	TBD	0	0
PSB Subtotal		2,724,342	3,454,689	2,963,173	4,275,000	720,000	575,000	14,712,204
DPW	Lincoln Playground Renovation	970,000	4,800,000					5,770,000
	Heath Playground Renovation			4,330,000				4,330,000
	Lawrence/Longwood Playground							0
	Baker Playground Renovation					6,500,000		6,500,000
DPW Subtotal		970,000	4,800,000	4,330,000	0	6,500,000		16,600,000
Buildings	HVAC Equipment	275,000	225,000	200,000		200,000		900,000
	Underground Tank removal	60,000	30,000	60,000	60,000	60,000		330,000
	Town/School ADA Renovations	137,760	148,890	158,970	170,100	180,180		923,580
	Town/School Elevator Renovations	250,000	250,000	250,000	250,000	250,000		1,350,000
	Town/School Energy Conservation Projects	215,000	220,000	220,000	225,000	225,000		1,105,000
	Town/School Energy Management Projects	130,000	100,000	170,000	205,000	160,000		765,000
	Town School Building Envelope/Fenestration Repairs	3,337,417	575,919	1,043,883	6,764,586	1,202,856		14,672,392
	Town/School Roof Repair/Replacement Program	550,000	600,000	650,000	700,000	750,000		3,750,000
	Public Building Fire Alarm Upgrades	175,000	200,000	225,000	250,000	275,000		1,275,000
	Town/School Building Security/Life Safety Systems	205,500	246,000	256,500	682,000	307,500		1,877,500
Buildings Subtotal		5,335,677	2,595,809	3,284,353	9,356,686	3,660,536		27,098,472
Total		9,030,019	10,850,498	10,577,526	13,631,686	10,880,536		58,410,676

Figure 4a-1. FY27-32 PSB Capital Improvement Plan Summary Table.

*Out year amounts provided as estimates. DPW and Buildings schools-related requests provided for informational purposes only; please see those departments for details on those requests. The Town has not yet provided FY32 estimates.

*FF&E has been removed from the CIP request and is now included in the PSB operating budget

Schools: Classroom Capacity (Leases)

The total FY26 request is estimated to be \$809,342 and reflects the maximum rate adjustment (6%) per the terms of the lease.

Background

The Classroom Capacity account was first funded in order to address ongoing space needs for students and staff within the elementary schools. The original intent was for the funds to “expand in place.” In the past, the account has funded minor building modifications, e.g. reconfiguring walls and subdividing classrooms, as well as the addition of modular classrooms through lease-purchase agreements.

As K-8 enrollment increased, the space available to house BEEP classrooms in our elementary schools decreased. As a result, BEEP classrooms were moved to leased spaces. The leasing costs for these spaces are included in the appropriation for the Classroom Capacity account. The long-range plan is to return all BEEP classrooms to PSB owned property.

The FY27 request funds the continuation of the following two leases.

- BEEP @ Beacon - located at Temple Ohabei Shalom, Northeast corner of Brookline
 - The Temple Ohabei Shalom lease includes approximately 6,800 square feet of space that is shared with the Temple’s aftercare program which limits our use. The location houses five classrooms, two small offices, and a conference room.
 - The current plan is to continue the lease until completion of the new Pierce (FY28 target). The option years expire in FY30.

- BEEP @ Putterham - located at Temple Emeth, Southwest corner of Brookline
 - The Temple Emeth lease includes full-day access to approximately 9,800 square feet of space. Currently, four BEEP classrooms are housed at this location. The lease term is ten years with tenant options to extend beginning in FY24. The School Committee can exercise one-year options until the lease expires in FY29.
 - Because of the location of this site, there are no current plans to transition students out until a Baker reconstruction project occurs.

At the request of the School Committee, the leases for Temple Emeth and Temple Ohabei Shalom were to include tenant option years. Beginning in FY24 and going forward, PSB has the option to extend each lease for an additional year. Per the lease agreements, we are required to notify the landlord of our intent to either renew or terminate the lease no later than November 1.

School Committee Vote

The School Committee voted to request \$809,342 for the Classroom Capacity leases.

Schools: Failing Furniture and Fixtures Replacement (FF&E)

The FY27 request is for \$75,000 for replacement of failing furniture and fixtures that have reached the end of their useful life or have fallen into disrepair. The Advisory Committee will no longer support the funding of FF&E from CIP funds so the expenses have been moved to the schools operating budget in FY27.

Background

The \$75,000 request is a continuous program to replace and upgrade the furniture and fixtures in all school buildings, i.e. classroom and office furniture that is at end of life (desks, chairs, whiteboards/corkboards). The program replaces the most outdated and worn items. Annually, school furniture has significant wear and tear. Over time, nearly all items will require replacement prior to any construction/renovation project being approved and funded. Furniture life is extended through reuse of furniture at other locations whenever possible during a building project. For example: the Pierce library furniture will be reused at another school.

School Committee Vote

The School Committee voted to request \$75,000 for furniture replacement.

Schools: Deferred Maintenance

Background

This line item funds building repair needs that are not able to be completed in the annual maintenance of the schools by the Building department due to budget limitations, and thus have reached “deferred maintenance” status. Some examples of items are necessary electrical panel upgrades, painting and flooring repair, and stairwell maintenance.

The FY25 deferred maintenance program focused on removing carpet in 7 classrooms with CVT and installing shades in 10 southern facing classrooms at Baker School; reconditioning library floors, paint, repurposing bookshelves from Pierce School to Lincoln School; installing new carpet tiles and refurbishing millwork on the second floor middle school section at Lincoln School; installing new signage on the school building and refinishing the gym floor at Hayes School; and replacing all stair treads in stairways at Lawrence School.

The FY26 deferred maintenance program focused on continuing the work at Lincoln to refresh the second and third floors, cafeteria reconditioning (floors, painting, millwork) at Lincoln, flooring repairs and painting classrooms at Runkle, and critical flooring work at Baker.

The FY27 deferred maintenance request will address renovations for RISE program expansion at Hayes School and a redesign of the Schlantz Gym at BHS as well as bleacher replacements.

School Committee Vote

The School Committee approved a \$1,225,000 request for Deferred Maintenance in the FY27 CIP. The estimated cost of Deferred Maintenance in FY28-FY32 is \$5,790,000.

Climate Control, Gender Inclusive Bathrooms, and Lawrence Cafeteria Expansion

There are several non-deferred maintenance categories being recommended in the plan including funding for important school initiatives related to expanding the Lawrence cafeteria, climate control/dehumidification, and gender inclusive bathrooms. The Climate Control request includes allocations for HVAC renovation/installation in the following areas: Grade 1 Classrooms at Baker, Art/Music rooms and the library at Hayes, 40 south-facing classrooms at BHS, 2nd floor classrooms at Lawrence, and the cafeteria and staff rooms at Runkle.

School Committee Vote

The School Committee voted to request \$75,000 for a Lawrence Cafeteria Expansion Feasibility Study and \$540,000 for Climate Control projects in FY27. The CIP request anticipates that \$300,000 will be allocated to gender inclusive bathrooms in FY28.

Future-year CIP Projects

Baker Feasibility Study: Renovation/Construction/Possible Expansion

After completion of the new Pierce School (target date FY28), Baker is the oldest elementary school requiring a feasibility study to determine enrollment and programmatic space requirements and renovations needed in order to meet state standards. Estimated cost for FY30 is projected to be \$2,600,000 for a feasibility study; construction costs in FY31 are TBD.

Background

The Baker School is a K-8 school located at 205 Beverly Road. It has approximately 114,000 square feet. Sections of the building were constructed in 1936, 1950, 2000 and 2016. This includes the addition of two modular classrooms. The last renovation included most, but not all of the building. The site is in a residential neighborhood, abuts the Hoar Sanctuary, Town tennis courts, an athletic field of about 83,000 square feet, an elementary school playground and basketball court of approximately 21,500 square feet, and a kindergarten playground of roughly 3,600 square feet. Onsite parking on the side and back of the building can accommodate approximately 50 vehicles. Because the onsite parking cannot accommodate the entire school staff, employees park in front of the field on Beverly Road or in the surrounding neighborhood.

The building has been maintained. The HVAC system provides good ventilation. The building is heated by natural gas. During the summer of 2022, the third floor and kindergarten classrooms received air conditioning upgrades.

Analysis

The enrollment at the Baker School has experienced steady growth over the past 40 years:

Baker Enrollment Summary			
Decade	Avg Population	Low	Hig h
1981-1990	411	370	462
1990-1999	606	462	667
2000-2009	648	608	719
2010-2019	751	678	814
<hr/>			
2015-2022	721	617	793

Figure 4a-2. Enrollment by decade at Baker.

The pandemic shutdown and construction/renovation of existing housing units at nearby Hancock Village impacted the Baker School enrollment; ranging from 750 on October 1, 2019, to 650 students on October 1, 2020, to 617 students on October 1, 2021, to 672 students on October 1, 2022. As the Hancock Village renovations are completed and the units occupied, we anticipate enrollment at Baker may increase to the 2010-2019 average of 751. To date, we have not seen a significant influx of students with the majority of construction complete. The average enrollment over the past three years is 666 ranging from a low of 663 this year to an estimated high of 670 next year.

The last project designed Baker as a 3 section school. The 2000 renovation/addition did not change most of the walls in the 1930 and 1950 wings. The result is that 22 of the 42 classrooms are below current state standards, including square footage for classrooms. The 2000 addition added 3 kindergarten classrooms. The cafeteria, with a seating capacity of 200, was expanded in place. It was not intended for more than 600 students or a 3 section school.

Post 2000, Baker enrollment increased, requiring the relocation of the Pre-K classrooms to rental property. The school schedule added lunch periods in order for the cafeteria to accommodate the increased enrollment. Smaller rooms were converted into classroom spaces. Some rooms in the 1930 section of the building are effectively capped, often under 20 students, due to the limited square footage. If enrollment continues to increase, a fully designed 4 section school should be considered.

Recommendation

PSB should consider submitting a Statement Of Interest (SOI) to the MSBA in 2027 in an attempt to secure state funding for a feasibility study that would explore options for renovating or replacing the Baker School. The SOI should outline current and projected enrollment and programmatic space needs as well as the deficiencies of the building.

Section 4b: Special Revenue Funds

Special Revenue Funds, established for specific purposes defined by law or a legislative act, are an integral source of funds used to support educational programming in the school district. There are three categories of special revenue funds: revolving funds, gifts and donations, and grants. Some special revenue funds are recurring (entitlement grants, circuit breaker, food services, etc.) and others are one-time funding sources for a specific purpose (gifts, private donations, etc.). This section will provide a brief description of recurring special revenue funds (grants and revolving funds) used to support on-going educational programs in Brookline. The total expected revenue anticipated from these funds in FY27 is \$21,728,966.

Grants

Brookline is fortunate to receive recurring funds through private, state and Federal grants. During the 2026/27 school year, the District anticipates revenue totaling \$6,049,906 from the following eight (8) grants. It is highly unlikely that the Federal government will approve funding for Title II, Title III, and Title IV grants in FY27 so the district has moved any essential programming previously funded through these grants to the operating budget. It is important to note that these are only estimates.

Title I-A

This grant focuses on strengthening the core program and providing academic and/or support services to low-achieving students. Grant funds may be used to provide academic, instructional, and support services for eligible students, professional development to staff, support for parent involvement activities, and to purchase appropriate supplies and materials. To qualify for funding, PSB must focus on educational accountability. The FY27 grant will support Title I programming at Baker (.4 Math Specialist), Lincoln (.45 Math Specialist), Ruffin Ridley (.6 BCBA), and BHS (.8 Tutorial Coordinator). In addition to staffing, this grants funds: stipends for before and after school tutorial programming, K-6 literacy tutoring, Lexia licenses for Baker, Ridley, and Lincoln schools, materials to support professional learning and tutorial programs, annual CACE memberships and conference attendance, and transit passes for students living in public housing.

Account	FY23	FY24	FY25	FY26	FY27
Revenue	256,795	674,545	306,379	734,413	734,413
Salary	161,639	404,790	289,602	508,565	532,996
Non-Salary	95,156	269,755	16,777	225,848	201,417
Total Expense	256,795	674,545	306,379	734,413	734,413
 FTE	 2.8	 2.8	 2.25	 2.25	

Title II-A

The Title II-A grant focuses on supporting effective instruction by building support systems geared to excellence in teaching. A priority is to increase student achievement while improving the quality and effectiveness of teachers, principals, and other school leaders. Grant funds may be allocated to training, recruiting, and retaining high-quality educators. However, all grant activities must align with the Massachusetts Curriculum Frameworks. PSB does not expect to receive any Title II-A funding in FY27.

Account	FY23	FY24	FY25	FY26	FY27
Revenue	94,404	131,322	119,363	135,321	0
Salary	0	0	54,008	0	0
Non-Salary	94,404	131,322	64,692	135,321	0
Total Expense	94,404	131,322	118,700	135,321	0
FTE		0	0	0	

Title III

This grant's priority is to increase English language proficiency and academic achievement for English learners and immigrant children. The grant is used to fund supplemental instruction for English learners, professional development English Language Education staff, and family and parent engagement and is a major funding source for Star Academy. PSB does not expect to receive any Title III funding in FY27. The FY26 grant will fund this summer's (2026) Star Academy program. For this program to continue in FY28, funds will need to be included in PSBs operating budget or the METCO grant will need to set aside funds to support the entire program.

Account	FY23	FY24	FY25	FY26	FY27
Revenue	112,344	134,884	125,445	117,330	0
Salary	96,932	108,937	79,887	99,659	0
Non-Salary	15,412	25,946	8,332	17,671	0
Total Expense	112,344	134,883	88,219	117,330	0
FTE		0	0	0	

Title IV-A

The focus of Title IV-A is student support and academic achievement. The priorities are to support well-rounded educational opportunities, safe and healthy and the effective use of technology. PSB does not expect to receive any Title IV-A funding in FY27.

Account	FY23	FY24	FY25	FY26	FY27
Revenue	20,958	18,818	48,944	24,475	0
Salary	0	0	2,083	0	0
Non-Salary	20,958	18,818	14,011	24,475	0
Total Expense	20,958	18,818	16,094	24,475	0
FTE		0	0	0	

Innovation Fund

The BHS innovation fund provides grants for BHS faculty and administrators to develop new courses and programs that are innovative, interdisciplinary, and forward-thinking. Funded initiatives are designed to improve academic achievement for all students at BHS. They enrich the learning culture, prepare students to thrive in an increasingly global and complex world, and energize faculty by encouraging new curriculum development and experimentation.

Account	FY23	FY24	FY25	FY26	FY27
Revenue	333,484	291,161	248,554	239,513	262,334
Salary	305,269	250,759	262,661	239,513	262,334
Non-Salary			0	0	0
Total Expense	305,269	250,759	262,661	239,513	262,334
 FTE			2.25	1.95	1.95

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) grant is a Federal entitlement grant that provides funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes the necessary services designed to meet their individual needs in the least restrictive environment. Priorities of the IDEA grant are to ensure that all children with disabilities receive services designed to meet their unique needs; and that those services will prepare them for further education, employment, and independent living. Ensuring that the rights of children with disabilities and their parents are protected is also a priority of IDEA. For FY27, the IDEA grant will fund 8 FTE, mainly BCBAs and special education paraprofessionals. Additional grant funds support the extended school year program, highly specialized contracted services, proportionate share services for students who are home-schooled or in private schools in Brookline. In addition, \$354,198.00 of the IDEA grant is required to be set aside for Comprehensive Coordinated Early Intervening Services (CCEIS) due to the finding of significant disproportionality. These funds are supporting literacy intervention services as well as a new flexible support and stabilization team to provide rapid and early intervention to students experiencing social, emotional or behavioral crises. The FY27 budget assumes the same funding level as the FY26 grant as the FY27 grant allocation amount is unknown at this time.

Account	FY23	FY24	FY25	FY26	FY27
Revenue	2,287,429	2,446,210	2,446,210	2,320,928	2,320,928
Salary	1,692,174	1,623,546	1,581,371	1,403,399	1,386,540
Non-Salary	595,255	822,664	864,839	917,529	934,388
Total Expense	2,287,429	2,446,210	2,446,210	2,320,928	2,320,928
 FTE		13	8.8	8	8

METCO

The Public Schools of Brookline is a charter member of the Metropolitan Council for Educational Opportunity (METCO), a voluntary integration program founded in 1966 which provides K-12 education for approximately 300 students from Boston. The METCO program strives to build strong programming and services for staff, students and families. In addition, we work to make sure our students have a strong sense of belonging in the Public Schools of Brookline. Our comprehensive programming services address five areas of focus; academic and enrichment, social and emotional learning and belonging, college and career readiness, professional development for METCO and PSB staff, and METCO family and community engagement.

FY26 Goals/Objectives

1. To have K-8 METCO Advisor at each K-8 School in Brookline
2. Finalize our 8-9th grade transition program and adding a 5-6th grade transition program for students and families
3. Continue the building of the METCO Fellows Program at BHS which takes a team approach to tracking and supporting BHS METCO students in grades 9 and beyond

In addition to the 22 staff members funded by the METCO grant in FY26, the METCO grant will continue to fund the METCO Fellows, professional development for our staff, and related activities and supplies.

Account	FY23	FY24	FY25	FY26	FY27
Revenue	1,954,329	2,755,369	2,354,849	2,387,684	2,387,684
Salary	1,300,808	1,768,632	1,817,804	1,942,089	1,949,128
Non-Salary	653,521	591,170	537,045	445,595	438,556
Total Expense	1,954,329	2,359,802	2,354,849	2,387,684	2,387,684
 FTE	 19.9	 21.4	 22	 22	

Perkins

The Perkins V grant provides federal funding to ensure students enrolled in career and technical education programs can fully develop the academic knowledge, technical skills, and employability skills needed to enter the workforce and pursue continued education in their chosen field. The FY27 funds will be used to upgrade and improve existing programs and provide professional development staff.

Account	FY23	FY24	FY25	FY26	FY27
Revenue	50,176	71,147	71,147	73,278	73,278
Salary	0	0	0	0	0
Non-Salary	50,176	71,147	71,147	73,278	73,728
Total Expense	50,176	71,147	71,147	73,278	73,728
 FTE	 0	 0	 0	 0	

IDEA - Early Childhood

The IDEA Early Childhood grant is a Federal entitlement grant that targets early childhood learning. The grant aims to provide funds to ensure that eligible 3, 4, and 5-year-old children with disabilities receive a free and appropriate public education that includes the services designed to meet their individual needs in the least restrictive environment. For FY27, paraprofessionals totalling 1.0 FTE is funded by the Early Childhood grant.

Account	FY23	FY24	FY25	FY26	FY27
Revenue	38,792	40,365	40,365	40,392	41,134
Salary	36,651	0	38,354	40,392	41,134
Non-Salary	24,141	40,365	2,011	0	0
Total Expense	60,792	40,365	40,365	40,392	41,134
 FTE	 0	 1	 1	 1	 1

Coordinated Family and Community Engagement (CFCE)

The purpose of the Coordinated Family and Community Engagement grant is to provide families with access to locally available comprehensive services and supports that strengthen families, promote optimal child development and bolster school readiness. The grant is offered through the Department of Early Education and Care. For FY27, this grant funds 0.2 FTE of the Preschool Program Coordinator and stipends for staff to participate in community engagement and outreach activities. An additional \$15,458 of non-salary funds are included in the total grant and used to purchase supplies.

Account	FY23	FY24	FY25	FY26	FY27
Revenue	139,874	139,874	132,584	139,874	139,874
Salary	121,669	121,280	114,585	122,411	124,416
Non-Salary	18,188	14,944	17,999	17,463	15,458
Total Expense	139,857	136,224	132,584	139,874	139,874
 FTE	 1.2	 1.2	 1.2	 1.2	 1.2

Comprehensive School Health Services (CSHS)

The CSHS grant program is offered by the MA Department of Public Health. The grant supports a case management model in order to better address increasing student and family needs and to promote the whole-child/whole-family paradigm in the school setting.

Account	FY23	FY24	FY25	FY26	FY27
Revenue	100,000	100,000	100,000	90,000	90,000
Salary	75,276	55,276	77,249	78,000	79,837
Non-Salary	27,724	44,724	21,938	12,000	10,163
Total Expense	103,000	100,000	99,187	90,000	90,000
FTE		0.34	0.34	0.34	0.34

Revolving Funds

Brookline offers a number of fee based programs as permissible by MGL. The fees collected fund program related expenses. During the 2026/27 school year, the District anticipates revenue totaling \$16,679,321 from the following seven (7) revolving funds.. It is important to note that these are only estimates.

Brookline Early Childhood Education (BEEP)

BEEP provides a high-quality, inclusive, and developmentally appropriate educational experience that supports each child's needs and nurtures confidence and independence. BEEP enrolls a maximum of 348 preschool and prekindergarten students who live across the town. BEEP classrooms are "inclusive," meaning there are typically developing students and students with identified educational disabilities (e.g. Autism, Developmental Delay, Health, etc.). The mix of our students' needs, abilities, and interests and our interdisciplinary team's insights and expertise results in an enriched and supportive learning environment for all students. Typically developing students enrolled in BEEP pay tuition in order to attend the program.

In FY25, the program expanded to a full day early childhood program. Tuition was increased to reflect this change and the additional costs associated with this expansion were funded through this revolving fund. FY27 tuition will increase to \$18,079 annually; extended day programming is offered at the Lynch center for an addition \$10,498 per year. In FY27, 48 FTE will be funded from the revolving account and will include a combination of paraprofessionals, teachers, and administrators.

Account	FY23	FY24	FY25	FY26	FY27	Change
Revenue	2,293,800	2,266,902	3,214,831	3,551,562	3,835,687	284,125
Salary	1,730,966	1,981,013	3,427,934	3,552,528	3,804,444	251,916
Non-Salary	36,428	55,205	219,102	104,320	104,320	0
Total Expense	1,767,394	2,036,218	3,647,036	3,656,848	3,908,764	251,916
Fund Balance	2,389,739	1,957,534	1,852,248	1,779,171	1,811,380	
FTE	23.7	45.0	48.0	48.0	0.0	

Use of Facilities

The Facilities Revolving fund is made up of revenue collected from the rental of school department space to outside user groups for events and activities. The fund supports much of the overtime needed to oversee these events, as well as two custodial salaries and some cleaning supplies. In FY27, an additional \$30,000 has been added to the budget to fund a portion of the CleanCo contract to ensure facilities are properly staffed when custodial vacancies occur.

There have been concerns raised by after hour users related to managing facility entry and exiting during high traffic periods at Driscoll, FRR and Lawrence. A pilot program will be developed and introduced in early spring to address these concerns with an understanding that any additional costs will require an increase in rental fees to offset these expenses.

Account	FY23	FY24	FY25	FY26	FY27	Change
Revenue	290,603	318,290	383,752	331,000	363,382	32,382
Salary	399,619	313,933	284,441	299,720	312,885	13,165
Non-Salary	53,295	20,567	0	50,000	80,000	30,000
Total Expense	452,914	334,501	284,441	349,720	392,885	43,165
Fund Balance	20,695	120,006	101,286	71,783		
FTE	2.0	2.0	2.0	2.0	0.0	

Food Services

The mission of the food services program is to provide an attractive and nutritious offering while at the same time enhancing nutrition education for the students. Good nutrition and learning go hand in hand. The program is made up of a team of food service professionals that are dedicated to students' health, well-being and their ability to learn. We support learning by promoting healthy eating habits for lifelong nutrition.

Meals, food and beverages sold or served at schools meet Federal and State requirements which are based on the USDA Dietary Guidelines. We provide students with access to a variety of delicious, affordable and appealing foods that meet the health and nutrition needs of students.

The Food Services Program is self-funding with revenues estimated to be over 4 million dollars. In FY27, the program will employ 60.6 FTE in staff; one less than in FY26. This reduction relates to a three year

position (Sustainability Coordinator) that was added in FY24 with three year funding from a private donation. In addition to salaries and \$300,000 in benefits for FS employees, the fund covers the cost of food and all other operating costs.

Account	FY23	FY24	FY25	FY26	FY27	Change
Revenue	3,610,149	4,116,004	3,856,657	4,649,498	4,933,364	283,866
Salary	1,618,753	2,380,254	2,070,914	2,215,919	2,340,713	124,794
Benefits	0	0	0	300,000	300,000	0
Non-Salary	958,764	1,635,741	1,730,527	2,114,256	2,111,288	-2,968
Total Expense	2,577,517	4,015,995	3,801,441	4,630,175	4,752,001	121,826
 Fund Balance	 783,372	 838,589	 857,911	 1,039,274		
 FTE	 61.6	 61.6	 61.6	 60.6	 -1	

Non-Resident Tuition - Materials Fee

PSB non-resident tuition program allows any town or school department employee living outside the district to apply for their children's enrollment in the school system. The tuition-based program is operated on a space available basis. The number of students accepted into the program each year can fluctuate depending on space availability after resident enrollment has been finalized. This year (FY26), there are 197 students that attend PSB through the Materials Fee program. Parents pay a small fee (\$3,641 in FY27) in order to participate in the program. These fees are deposited into this revolving fund to pay the salaries of 8 teachers.

Account	FY23	FY24	FY25	FY26	FY27	Change
Revenue	290,603	618,433	604,774	669,872	690,000	20,128
Salary	399,619	0	641,789	678,399	732,775	54,376
Non-Salary	53,295	546,846	669,356	0	0	0
Total Expense	452,914	546,846	1,311,145	678,399	732,775	54,376
 Fund Balance	 740,705	 34,334	 25,807	 -16,968		
 FTE	 8.0	 8.0	 8.0	 0.0		

Circuit Breaker

Circuit Breaker is the state's special education reimbursement program. Its intent is to provide relief to districts for high-cost special education students. The threshold for eligibility is tied to four times the state average per pupil foundation cost. Circuit breaker reimbursements are based on the district's prior year expenses. Each summer, PSB submits claim forms to DESE listing the types and amounts of special education instructional services provided to each student during the previous fiscal year. Administrative and overhead costs are not reimbursable.

Circuit Breaker reimbursements payments are made on a quarterly basis and are deposited into this revolving fund. In Brookline, Circuit Breaker funds are used to offset the cost of Out-of-District tuition. For FY27, the amount of this offset is \$3,732,969. It is important to note that \$1,943,064 in tuition

expenses were shifted to the Circuit Breaker Revolving fund. These expenses will shift back to the OOD Tuition line in FY27 (which appear in the Office of Student Services section of the budget. The same amount of tuition revenue (\$1,943,064) is therefore not available to offset expenses in FY27. Fortunately the revenue gap in FY27 has been mitigated by additional unanticipated CB revenue received in FY26.

Account	FY23	FY24	FY25	FY26	FY27	Change
Revenue	3,475,572	3,606,449	4,336,850	5,676,033	5,068,888	-607,145
Budget Gap Shifted to CB				1,943,063		
Tuition	2,985,797	3,280,301	3,684,690	4,258,609	3,732,969	-525,640
Total Expense	2,985,797	3,280,301	3,684,690	6,201,672	3,732,969	-2,468,703
Fund Balance		3,606,449	4,258,609	3,732,970	5,068,889	

Athletics

Brookline offers a robust athletic program. Though the majority of the program is funded through the school budget, fees are charged to participants as well. Revenue from these fees are deposited into this revolving fund and support a variety of expenses for Athletics, including: payment of officials, supplies for meetings and award ceremonies, uniforms, meet/tournament entry fees, bus transportation to and from practices and meets, state mandated CPR training for all coaches, leadership development for students and staff, facility rentals (including ice time), police details, and repair and maintenance of equipment. The Athletics registration fee was increased by \$100 to \$400 per student for FY26. To aid in closing the budget gap in FY26, some of the FY26 athletic transportation expenses were shifted to the revolving fund thereby reducing the fund balance by \$100,000. In FY27, these expenses will be shifted back to the BHS operating budget (see the Brookline High School Expense section of the budget).

Account	FY23	FY24	FY25	FY26	FY27	Change
Revenue	454,690	510,000	547,749	645,840	653,000	7,160
Salary	0	0	54,077	0	0	0
Non-Salary	609,803	510,000	460,665	789,972	652,080	-137,892
Total Expense	609,803	510,000	514,742	789,972	652,080	-137,892
Fund Balance		284,572	317,579	173,447	174,367	
FTE		0.0	0.0	0.0	0.0	

BHS Restaurant

The BHS restaurant, Tappan Green, is both a vocational program and an operational restaurant open to the Brookline community. The BHS restaurant offers an educational experience and an important community space for students and staff to gather. Tappan Green is proud to be the most integrated

program at Brookline High School. Participation in the restaurant program allows students from all grades, levels, and abilities the opportunity to work together to provide a meaningful service to the school and community. Students enrolled in the restaurant program receive industry-recognized credentials while using state-of-the-art tools and equipment, which prepare them to think critically and lead in collaborative and team-based settings. Some participating students leverage their Tappan Green training to pursue after-school employment opportunities on the student catering team.

Account	FY23	FY24	FY25	FY26	FY27	Change
Revenue	131,360	143,887	138,081	130,000	135,000	5,000
Salary	27,322	17,728	38,427	30,387	0	-30,387
Non-Salary	124,934	128,832	128,461	122,596	128,500	5,904
Total Expense	152,256	146,560	166,888	152,983	128,500	-24,483
Fund Balance	95,687	66,880	43,897	50,397		
FTE	0.5	0.5	0.5	0.0	-0.5	

Appendices

Salary Accounts

Leadership: The leadership salary account includes compensation for the Superintendent, Deputy Superintendents, District non-aligned Directors, Principals, Vice Principals, Assistant Head Master and HS Deans.

Management: The management salary account includes compensation for all Unit B coordinators and directors as well as non-aligned managers and assistant/associate directors.

Administrative Support: The administrative support salary account includes compensation for secretaries, executive assistants, non-aligned coordinators and specialists.

Professional Staff: The professional staff salary account includes compensation for all Brookline Educators Union, Unit A staff. This includes teachers, counselors, nurses, related service professionals, librarians, etc.

Paraprofessionals: The paraprofessional salary account includes compensation for all Brookline Educators Union, paraprofessional staff. This includes classroom aides, special education aids, IT help desk staff, METCO liaisons, 1:1 paraprofessionals, security aides, and members of the data departments staff.

Custodians: The custodial salary account includes compensation for custodians and head custodians (AFSCME).

Food Service Staff: The food service staff account includes compensation for food service workers and managers (AFSCME).

Substitutes: – The substitute salary account includes compensation for substitutes that are paid a daily or hourly rate.

Summer Programs/Intern: The summer programs/intern salary account pays for interns that work in our schools to acquire experience in the field while attending a local college or university. It also includes compensation for staff that work in our summer programs.

Stipends/Extra Comp: The stipend/extra compensation account includes compensation to pay staff for additional assignments, duties, and other after school activities that are outside their standard work hours. This includes compensation for advisors, coaches, curriculum work, etc.

Non-Salary Operating Accounts

Online Books, Subscriptions & Tools: This line includes all software licenses as well as online and regular subscriptions and tools, and e-books used for administrative and instructional purposes within the school district.

Professional/Technical Services: Professional/Technical Services include funding for any services rendered by an outside consultant, contractor, employment agency, or any other company (non-employee). Services include assessments, audits, equipment repair and maintenance, cleaning services, temporary employment agencies, etc.

⁵ Note: The listed accounts are in account number order, which is not shown here for simplicity's sake.

Legal Services: Legal services fund costs associated counsel used to represent the district or advice the administration on matters related to complex investigations, complaints, compliance, and/or training

Transportation, public carrier: Costs of student transportation with the purchase of MBTA passes.

Transportation, private carrier: Costs for student transportation with private transportation companies. This includes regular education, Special education and McKinney Vento homeless.

Field Trips: This account funds all costs associated with field trips including transportation, entrance fees, etc.

Tuition to Mass Schools: Out of district tuition costs for special needs students attending other school programs in Massachusetts that are not private or Collaboratives are funded in this line item.

Tuition to Out of State Schools: Out of district tuition costs for special needs students attending school programs not in Massachusetts.

Tuition to Non Public Schools: Out of district tuition costs for special needs students attending private school programs in Massachusetts.

Tuition to Collaboratives: Out of district tuition costs for special needs students attending Collaborative programs in Massachusetts.

General Supplies: This line includes classroom supplies, office supplies, instructional supplies, athletic supplies, cleaning supplies, meals & receptions, and other non-textbook supplies.

Textbook & Print Materials: This line is for textbooks, books and other printed materials.

Mileage: Costs for staff to travel between buildings within the district to fulfill their duties.

Education/Training-Conferences: Costs associated with professional development, including fees for membership in associations, attendance and travel expenses for conferences, and other costs for professional learning opportunities.

School Athletics Insurance: Insurance for high school Athletics.

LTD Insurance: This line is for staff long term disability insurance premium payments.

Claims & Settlements: A line for various legal settlement costs, as needed. These settlements could include employment, special education or other areas.

Gasoline: Gasoline for school department facilities vehicles.

Annuity Employer Purchase: This line is for staff annuity payments.

IT Infrastructure Equipment: Expenses for wireless connection points, servers, wiring, and other infrastructure equipment.

Purchased Computers: Devices and peripheral equipment purchased for use by the School department staff generally for specialized programs and/or to accommodate a specific need.

Furniture/Fixtures/Equipment: Funding for Instructional, facility, and/or program equipment and furniture such as floor scrubbers, kitchen equipment, appliances, kilns, book cases, files, etc.

Leased Computers: Devices leased for students and staff. Leasing allows devices to be replaced on a 3-5 year cycle to ensure users have a constantly reliable means to access information and essential tools.

School Committee

Valerie Frias – Chair

Valerie Frias (she/her/hers) was appointed to the School Committee in July 2021 and then elected to a three-year term in 2022. She is an attorney and nonprofit leader with over 20 years' experience leading organizations serving marginalized populations. She has advised school districts on policy and legal matters related to special education, LGBTQ issues, and other issues related to civil rights and youth advocacy. She served as a PTO Co-Chair for Driscoll School, was a member of Brookline SEPAC (Special Education Parent Advisory Council), and served on the Driscoll School Principal Search Committee. Ms. Frias serves as Co-Chair of the Driscoll School Building Advisory Committee. She is mother to two PSB students and coaches therapeutic sports.

She earned her Juris Doctor degree from the Northeastern University School of Law and her B.A. in History and German from Tufts University. Her term expires in 2025.

Sarah Moghtader – Vice Chair

Sarah Moghtader was appointed by a joint committee of the Select Board and School Committee to serve as a member of the School Committee from October 2023 to May 2024. She was a teacher in the Public Schools of Brookline for more than 15 years and is now a volunteer Instructional Coach in Boston.

Sarah earned a BA in French and Anthropology from Macalester College and a MEd from University of Massachusetts, Boston. She has presented to teachers in local and national conferences, she helped write standards for DESE and was a committee member who wrote the proposal for our elementary world language program. With her husband, she has three kids and the youngest is in 7th grade at Lawrence.

Andy Liu, Ph.D.

Andy Liu, Vice Chair, was elected to the School Committee in 2020. He holds a BA in philosophy from Harvard University and a PhD in mathematics from the University of California, Berkeley. Dr. Liu is a neuroscientist and works as a research fellow in neurobiology at Boston Children's Hospital, where he does experiments to understand how cells in the eye sense light and communicate with the brain.

Dr. Liu is a former Town Meeting Member, and he has a son who is a fifth-grader at Pierce School and a graduate of BEEP. Dr. Liu's present term expires in 2026.

Suzanne Federspiel

Suzanne Federspiel (she/her/hers) was first elected to the School Committee in 2017. She has been an educator for more than thirty years in Connecticut and Massachusetts. Most recently she served as a special education teacher, a literacy coach, and then as an elementary school principal for the Boston Public Schools. She is currently a teacher mentor in Boston.

In addition to her degrees in education from U-Conn, Storrs, and U-Mass, Amherst, Suzanne has an MBA from Boston University. She and her husband have lived in Brookline since 1985. Their two children attended Pierce School and Brookline High School. Ms. Federspiel's current term expires in 2026.

Jesse Heftner, Ph.D.

Jesse Heftner was elected to the School Committee in 2024. He holds a BS in Chemistry from the University of Bridgeport and a PhD in Chemistry from Case Western Reserve University, Cleveland. He retired from Verizon Communications in 2019 as an Associate IT Fellow after a 35-year-long career spanning material science, operations statistics, logistics, quality management, teaching and training, software development, and data warehousing and analysis. He is the holder of 6 U.S. Patents.

He and his wife, Brenda, a special educator, have lived in Brookline since 1984 and raised their three children here. They have two grandchildren currently in the Roland Hayes School. Jesse has volunteered as the President of the Greater Boston Eruv Corporation since 1984 and was a past President of the Synagogue Council of Massachusetts and a Board Member of the Bureau of Jewish Education. He has taught a community adult education Talmud class for over 20 years. Jesse serves Brookline as a Town Meeting Member in Precinct 14, a member of the Pedestrian Advisory Committee, and a member of the Moderator's Committee on PFAS. Dr. Heftner's current term expires in 2027.

Mariah Nobrega

Mariah Nobrega (she/her/hers) was elected to the School Committee in 2020. She holds a BA in Political Science from NYU and an MBA from Northeastern, where she works in the College of Engineering. A near life-long resident of Brookline, Ms. Nobrega attended BEEP at Lynch Center, Lawrence School, and Brookline High School. She and her husband have three children at Brookline High School and Lawrence School.

She served as a Town Meeting Member 2009-2022, Brookline Advisory (finance) Committee member 2015-2020, Brookline Commission for Diversity, Inclusion and Community Relations member 2019-2021, and Pierce PTO Treasurer 2014-2019. Ms. Nobrega's present term expires in 2026.

Danna Perry

Danna Perry has been a dedicated Public Schools of Brookline (PSB) parent for more than 13 years. She currently serves on the board of the Brookline Parents Organization and has long been an advocate for issues including post-COVID reopening, evidence-based literacy instruction, special education, anti-bullying efforts, and antisemitism awareness.

Before her election to the Brookline School Committee on May 6, 2025, Danna was a regular presence at Thursday night meetings, where she advocated for accountability, fiscal responsibility, transparency, and equitable access to high-quality education and enrichment for all students.

Danna grew up in Coolidge Corner and, after spending time in New York City, Cape Cod, and the Bahamas, returned to Brookline to enroll her two children in kindergarten. They are now in 11th and 12th grade.

Professionally, Danna has focused on building effective systems, improving processes, identifying efficiencies, and fostering strong two-way communication and follow-through - skills she brings to her work on the School Committee. Ms. Perry's present term expires in 2028.

Carolyn Thall

Carolyn Thall was elected to the School Committee in 2024. She has a BA in Psychology from Trinity College (Hartford) and an M.Ed. from Boston University's Literacy, Language and Cultural Studies program. She had a multi-faceted career in educational organizations and non-profits including Fair Test, the Asian American Civic Association, and Jewish Vocational Service. She also attended Suffolk University's School of Art and Design, worked in the building/interiors field, and co-founded and served on the Board of Roslindale Open Studios.

In Brookline, she has been a Town Meeting Member since 2016, served on the Advisory Committee, and has had children in the public schools since 2011, from Kindergarten through 12th grade. Ms. Thall's present term expires in 2027.

Bob Weintraub, Ed.D.

Dr. Bob Weintraub is a long-time public school teacher and leader. He holds a B.A. in English, a Masters in Teaching, a CAGS in Pupil Personnel Services Administration/School Psychology, and an EdD in Educational Leadership and Policy Studies. He was a community organizer in Birmingham, Alabama; an English teacher in New Jersey and New York City, a teacher and program director in an alternative high school in Arlington, Mass., the founding principal of the City Magnet School in Lowell, Mass., the principal of the John Runkle School and Head of Brookline High School. Dr. Weintraub then spent 14 years as a Professor of Educational Leadership at Teachers College, Columbia University and Boston University. He is the Chair of the National Calculus Project and has been a Town Meeting Member in Brookline for six years.

Dr. Weintraub's current term expires in 2028.

Senior Leadership

Bella Wong – Superintendent of Schools

Bella Wong is the Superintendent for the Public Schools of Brookline. She brings a wealth of experience to the community, having been a classroom teacher, curriculum leader, and superintendent over her 29-year career in education across Massachusetts. The Public Schools of Brookline is excited to work with Ms. Wong and her leadership team in putting students first and experiencing the joy of learning. Ms. Wong is a Brookline native, and is a proud alumnus of Brookline High School and the John D. Runkle school. Formerly retired Ms. Wong has formally ‘unretired’ to commit to a longer term with PSB.

As a former retiree, Ms. Wong served as the Interim Superintendent for the Natick Public Schools (2023-24) where she progressed the district's strategic plan and faced a number of challenges, including gaining approval for an elementary school renovation. .Prior to that Ms. Wong served as the Superintendent/Principal for the Lincoln Sudbury Regional School District (2013-23) and Superintendent of Schools for Wellesley (2007-2012).

Ms. Wong currently serves as one of a dozen New Superintendent Induction Program coaches state-wide. She coaches new MA superintendents she is assigned through their first three years of their tenure. Under the auspices of the Massachusetts Association of Superintendents Ms. Wong promotes global literacy in education and leads educational leadership teams abroad to visit schools internationally.

Ms. Wong received her BA in Biology from Harvard College, attended Stanford University for molecular biology and went on to earn her Master's from the Harvard Graduate School of Education. Ms. Wong has also earned a Juris Doctorate degree from the University of California and is a member of the bar in California and Massachusetts.

Susan K. Givens, Ed.D. – Deputy Superintendent for Administration and Finance

Dr. Susan Givens serves as Deputy Superintendent of Administration and Finance, bringing a wealth of experience and knowledge gained during a long career in district leadership.

Before joining PSB, Dr. Givens served as Superintendent of Schools for the Newmarket School District in Newmarket, NH. Her tenure there included the development of best practices in recruiting, hiring and

retaining staff, budgeting and resource management, communication and crisis management, the successful expansion and renovation of the district's junior/high school annex as well as the introduction of a new Mathematics curriculum, MTSS, and UDL. Dr. Givens has also served for many years as Assistant Superintendent for Finance and Operations in the Masconomet Regional School District in Boxford, MA, where she oversaw all aspects of digital learning, technology, finances, facilities, professional development and human resources. Her 30+ years of educational leadership also includes serving the communities of West Newbury, Beverly, and Chatham, MA.

Dr. Givens has significantly contributed to the ongoing professional learning of the educational community. As the Director of Strategic Initiatives for LABBB Educational Collaborative, she spearheaded strategic initiatives for 21st-century school practices. Her skills and contributions as a school leader have been recognized through numerous awards, including the Meritorious Budget Award and the Eagle Award – Distinguished Professional from the Association of School Business Officials, International, and the President's Award from the Massachusetts Association of School Business Officials.

Dr. Givens earned her Doctorate in Education Leadership from the University of Pennsylvania, focusing on Instructional, Organizational, Public, and Evidence-Based Leadership. The research topic for her dissertation, Suburban Teacher Perceptions of Current Trends in High School Reform, broadened her understanding of the factors that influence the success of school improvement efforts in suburban high school settings. She earned her Master's in Leadership from Northeastern University and her Bachelor's in Business Administration from Salem State University.

Karen Shmukler, Ed.D., LMFT – Interim Deputy Superintendent for Student Services

Dr. Karen Shmukler has a diverse and multi-layered career with experience and expertise spanning pre-K-college in the educational and human services domain in highly diverse communities.

Karen was the Deputy Superintendent of Student Services in the Public Schools of Brookline where she worked for over a decade, Assistant Superintendent of Student Services in the Newton Public Schools and the Associate Head of School at Prospect Hill Academy. Karen was at the forefront of introducing wraparound and system of care principles in the areas of public education, mental health and child welfare in Massachusetts. She provides professional development in this area to IEP teams, special education administrators, school-based mental health personnel in developing and facilitating inter-disciplinary systems and coordinated care approaches with families and outside providers that wrap services and support around students with complex needs in special education, supporting students to remain in the most inclusive, least restrictive environments.

Dr. Shmuckler consults at the state and national level bringing her deep expertise in Universal Design for Learning (UDL) and building Multi-Tiered Systems of Support (MTSS) that provide and integrate culturally responsive social emotional and academic development. She has deep expertise in innovative special education program design and development, special education reviews, and building in-district programming to reduce unnecessary out of district placements. Karen has worked across districts and presented nationally on sustainable, systemic approaches to disrupt disproportionality in special and general education at the systems, school and individual educator level. Regardless of context, her work centers and braids issues of equity, inclusion, race, belonging and culture as she strives to support and build inclusive organizations that are culturally sustaining and healing-centered.

Dr. Shmukler received her Clinical Psychologist degree from the University of the Witwatersrand, South Africa, and her Doctorate in Education from Nova Southeastern University, Florida. Karen currently lectures at Tufts University on child mental health in the educational context. She has taught English as

a Second Language and literacy to children and adults from marginalized communities in South Africa and the USA.

Robin Benoit, Ph.D – Deputy Superintendent of Teaching and Learning

Dr. Robin Benoit brings more than 30 years of experience in public education, with a career spanning classroom teaching, school leadership, and district-level instructional leadership.

She has served in a variety of roles at both the school and district level, including director of instructional design, PreK–12 STEM coordinator, and middle school principal. In these positions, Robin has worked on curriculum and instructional improvement with a focus on strengthening Tier 1 instruction, aligning curriculum and assessment practices, and supporting professional learning. Her work has included guiding the adoption of instructional materials, curriculum review efforts, and instructional practice across schools.

Dr. Benoit's work emphasizes authentic and applied learning, inclusive instructional design, and systems that support educator growth and student success. Her leadership values collaboration and continuous improvement, with a clear focus on ensuring that all students experience engaging, rigorous, and high-quality learning opportunities.

Drawing on her experience as a practitioner and her commitment to lifelong learning, Robin earned her Ph.D. in Educational Leadership from Lesley University, where her research examined how superintendents lead through periods of social and political change. She has presented at the state and national level and remains closely connected to practice through mentoring and collaboration with educators and leaders. This work continues to inform her leadership and her commitment to building collective capacity to support meaningful learning for all students.