

BROOKLINE SCHOOL COMMITTEE  
MEETING WITH LEGISLATORS  
TUESDAY, JANUARY 7, 2020  
3:30 PM-5:10 PM

**Participants:**

Legislators: Senator Cynthia Creem; Representative Nika Elugardo; Representative Michael Moran; Representative Tommy Vitolo; Ms. Catherine Anderson, Senator Creem’s Legislative Director; Ms. Lisa Sears, Senator Creem’s Policy Counsel; and Mr. Pat Brown, Representative Coppinger’s Chief of Staff.

Brookline School Committee Members: Ms. Suzanne Federspiel, Vice Chair; Dr. Sharon Abramowitz; Ms. Helen Charlupski; Ms. Jennifer Monopoli; Mr. David A. Pearlman; and Ms. Barbara Scotto

Brookline Schools Administration: Mr. Ben Lummis, Interim Superintendent; Ms. Mary Ellen Normen, Deputy Superintendent for Administration and Finance; Ms. Casey Ngo-Miller, Interim Deputy Superintendent for Student Services; Ms. Mindy Paulo, Director, Office of English Learner Education; and Ms. Robin Coyne, School Committee Executive Assistant.

Brookline Select Board and Town of Brookline Administration: Mr. Bernard Greene, Select Board Chair, and Mr. Mel Kleckner, Town Administrator.

Brookline Advisory Committee: Mr. Michael Sandman, Advisory Committee Chair, and Mr. John VanScoyoc, School Subcommittee Member.

Ms. Charlupski welcomed everyone and thanked them for coming. The participants introduced themselves.

Ms. Charlupski, Mr. Lummis, and Ms. Ngo-Miller provided an overview of Brookline issues and priorities.

*Brookline School Committee  
Legislative Priorities for 2020*

*Brookline continues to be impacted by the tremendous growth of its student population and the resulting overcrowded conditions in many of our preK-8 schools. 2019 was a tumultuous year for the school district, including the failure of the May debt exclusion ballot question, a significant budget deficit, and the unexpected resignation of our superintendent in July. We appointed an interim superintendent, Ben Lummis, who will serve through June 2020, and we are in the midst of a thorough search process for a permanent superintendent to start in July 2020. We are also pleased to report that Brookline voters passed the December debt exclusion ballot question - we are on our way to building a new Driscoll School. We also continue our work partnering with the Massachusetts School Building Authority (MSBA) for the construction of a new Pierce School; we are on track to enter into a Feasibility Study Agreement with the MSBA at their February Board meeting. The school district continues to move forward with a 3-school plan to address our overcrowding issues, predicated on properties owned by the Town. At this time, our plan includes the possibility of using the Old Lincoln School as*

*the “9<sup>th</sup> School,” after the High School has completed their temporary use of this building. We view the use of the Old Lincoln School as a temporary solution until we identify another more suitable location to building a “9<sup>th</sup> School”.*

*The FY 2021 budget continues to produce a structural deficit in achieving maintenance of effort. The 2018 operating override was structured to cover three years of budget growth, and FY 2021 is the last year in that budget. The Public Schools of Brookline will collaborate with the Select Board during the establishment of this budget to determine the additional funds required to sustain educational equity and excellence. We look forward to the Commonwealth’s Chapter 70 budget increasing.*

**1. Foundation Budget Reform – Student Opportunity Act**

*Thank you for passing the Student Opportunity Act. This is a remarkable achievement that will provide much needed financial assistance.*

*We ask you to please determine the Chapter 70 funding early in your budget deliberations so that we, and other school districts across the Commonwealth, will know what we can expect from the new foundation budget. There is precedent for the Legislature having done this in the past and it was extremely helpful in our budget planning process.*

**2. Circuit Breaker Reimbursement, Transportation Reform and Trigger**

*Thank you for including funding for transportation in the Circuit Breaker. This will be extremely helpful for Brookline. We would like to especially thank Senator Creem who worked hard to ensure that this would be part of the Student Opportunity Act.*

*Despite the relief Brookline will receive through transportation being added to the Circuit Breaker formula, the commitment of funding the full 75% consistently continues to be of concern. While we have had a positive track record of servicing students in district, out-of-district programs are continually going through Program Reconstruction which significantly increases costs. Ongoing financial support is needed. Along with the financial burden of medically mandated services, spending for costly out-of-district programming is a large unfunded mandate in the district’s budget. We ask our delegation to prioritize and champion those bills that address this long-standing inequity. In particular, we ask that Circuit Breaker be funded at the intended 75% rate and that the “trigger” for reimbursement be kept at the same rate, if not lower.*

**3. Relief from Unfunded Mandates – Case study: LOOK Act, English Learner Law, 2017**

*State and federal regulations have changed over the last several years to include new mandates for districts that enroll English learners. In addition, an act relative to Language Opportunities for Our Kids (LOOK) was signed into law in November 2017 that also included a number of new requirements. A vast number of provisions in these*

*regulations have unfunded budgetary implications including, but not limited to, timelines for identifying English learners, the formation of an English Learner Parent Advisory Council, the ability to establish new language acquisition programs, the identification of English learners in PreK, the creation of Student Success Plans for all English learners who do not meet DESE performance benchmarks, the identification and instruction of students with limited or interrupted education, and an increase in monitoring procedures for reclassified English learners. Districts have not received the necessary funds to be in compliance and provide English learners with the services they need.*

#### **4. Continuing Needs**

*The following items are of importance to our school district every year.*

- *METCO funding – continue supporting METCO and the funding increases that were approved last year*
- *Health Insurance Coverage for Medically Necessary Treatment in School*
- *Universal Pre-K*

The Legislators provided an update on State Budget deliberations. We will know more once the House I Budget comes out in January, but suggested at this point projecting based on last year's commitment. The Legislators will ask MassBudget for an earlier estimate of Brookline's potential share as each budget comes out. Town/School representatives will follow up with the Massachusetts Municipal Association, Massachusetts Association of School Committees, Massachusetts Association of School Superintendents, and the EDCO Collaborative to get State Aid estimates for Brookline and to advocate for funding.

Ms. Paulo provided an overview of the Language Opportunities for Our Kids (LOOK) Act (Attachment A). Her presentation included the following: Background, Language Acquisition Programming, Input from Parents and Guardians, English Learners Parent Advisory Councils, Educator Qualifications, Benchmarks and Success Plans, Program Evaluation, Data and Reporting, State Seal of Biliteracy, PreK English Learners, and Budget Implications. Members expressed strong support for the goals, but had concerns about the cost and staffing implications and that this is an unfunded mandate.

Ms. Charlupski thanked everyone for coming and for their continued support.

The meeting was adjourned at 5:10 PM.

An Act Relative to

**L**anguage  
**O**pportunities for  
**O**ur  
**K**ids

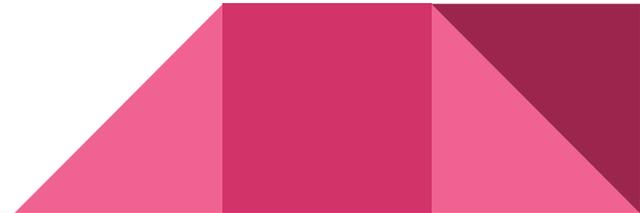
Mindy Paulo, Director  
Office of English Language Education  
Public Schools of Brookline

# Overview

- Background
  - Language Acquisition Programming
  - Input from Parents and Guardians
  - EL Parent Advisory Councils
  - Educator Qualifications
  - Benchmarks and Success Plans
  - Program Evaluation
  - Data and Reporting
  - State Seal of Biliteracy
  - PreK English Learners
  - Budget Implications
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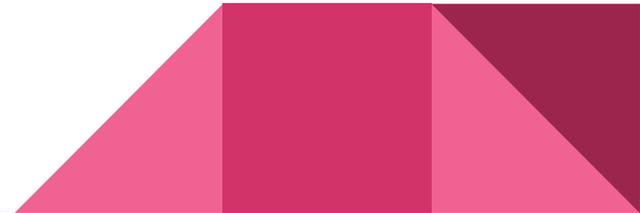
# Background

- Signed into law on November 22, 2017
- The new law, “aims to provide districts with more flexibility as to the language acquisition programs they choose to meet the needs of English learners, while maintaining accountability for timely and effective English language acquisition.”



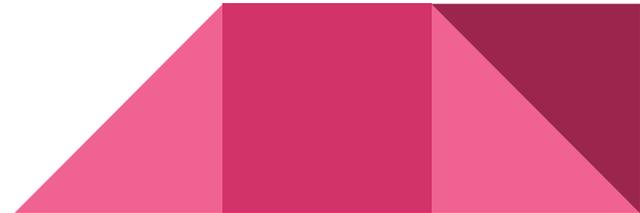
# Language Acquisition Programming

- Flexibility in choosing a language acquisition program that best fits the needs of a district's EL population, while ensuring accountability through Department oversight.
  - 10 business days to identify English learners (used to be 30)
- Submit information for review by the Department and the district's parent advisory council.
- Districts may join together to offer programs.



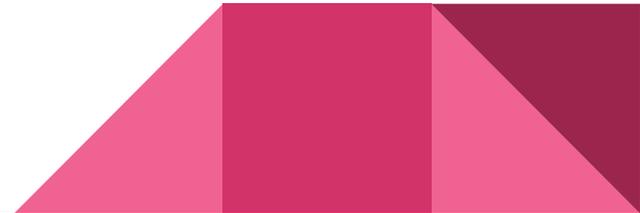
# Input from Parents and Guardians

- Create English Learner Parent Advisory Councils (ELPACs), made up of parents/guardians of English learners in the district.
- Allows parents/guardians of ELs to select any language acquisition program offered by the district, provided that the program is appropriate for the age and grade level of the student.
- Allows parents/guardians to request a transfer of the student to another language acquisition program available in the district, subject to approval by the superintendent.



# Input from Parents and Guardians

- Schools, on recommendation by a teacher or guidance counselor, may initiate student transfer to a different EL program, with notice to parents.
- A group of parents/guardians of 20+ students can request a school district to establish a new language instruction program, and the district must respond in 90 days with a plan for implementation or an explanation of denial.
- All information must be provided to parents/guardians in their primary language.

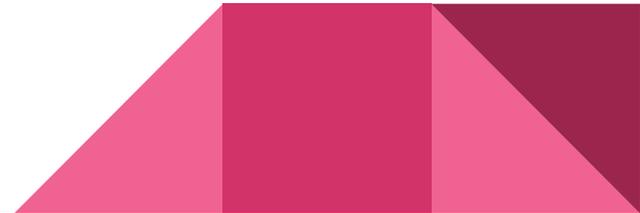


# EL Parent Advisory Councils

- Districts with 100 or more ELs OR 5% or more of the district population is ELs.
  - Composed of parents/guardians of ELs, and to the extent possible represent the native languages most commonly spoken.
  - Advise the district, participate in planning and development of programs to increase EL opportunities, and participate in review on improvement plans.
  - Upon request by the PAC, the PAC shall meet at least annually with the school committee, school council, or charter school board.
  - Assisted by the director of language acquisition programs or other personnel designated by the superintendent.
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# Educator Qualifications

- Department to establish licensure endorsements for various types of language acquisition programs.
- SEI Endorsement required for career vocational technical staff (teachers and administrators).
  - By July 1, 2021, CVT staff of ELs will need to earn the SEI Endorsement.
- Districts to verify prior to the beginning of each school year that each educator in an English learner program is properly endorsed for that program.

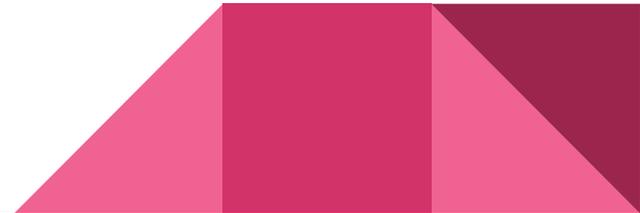


# Benchmarks and Student Success Plans

- Requires districts to provide a copy of English proficiency benchmarks (DESE provides) and EL success plans to families of ELs within specific timeframes.
  - Requires districts to adopt procedures to identify ELs who do not meet the English proficiency benchmarks and establish processes relating to them.
    - identify areas in which identified ELs needs improvement and establish personalized goals to attain English proficiency;
    - assess and track the progress of ELs in the identified areas of improvement;
    - review resources and services available to identified ELs that may assist said learners in the identified areas of improvement; and
    - incorporate input from the parents/guardians of the identified EL.
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# Program Evaluation

- Evaluation shall include but is not limited to:
  - a description of the processes by which school-based teams monitor the progress of English learners and former English learners;
  - a review of the amount, frequency and effectiveness of English as a second language instruction;
  - a review of the administration and coordination of English learner education programs
  - a review of the programs and services provided to ELs;
  - a review of the dropout, graduation, discipline and special education incidence rates of the of current and former English learners in the district;



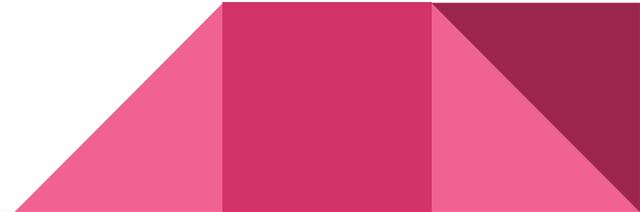
# Data and Reporting

- Additional data that districts must annually report to Department:
  - Program compliance with federal and state minimum requirements;
  - Opportunities for students to develop and maintain native language;
  - Plan to evaluate the effectiveness of EL programs in achieving proficiency and academic standards; readiness to join mainstream classes; evaluations and measures; steps taken to address an identified deficiency;
  - Record of parents withdrawing from/refusing participation in EL program; meetings with parents/guardians on students not making progress;
  - Training for staff to work with culturally and linguistically diverse students;
  - EL participation in regular and advanced programs & extracurriculars.



# State Seal of Biliteracy - OPTIONAL

- Directs the MA Board of Education to establish a State Seal of Biliteracy.
- Districts may award the seal to students who meet the state criteria in attaining a high level of proficiency in English and at least one other language.



# PreK English Learners

- Expands the requirement for districts to include English learners who are in pre-kindergarten during annual SIMS submissions.





# BUDGET IMPLICATIONS

# Language Acquisition Programming

*Estimated Costs for the Addition of **ONE** New Program*

<b>Staffing</b>	\$147,116 (2.0 fte)
<b>Materials</b>	\$6,750 (45 students at \$150 each)
<b>Professional Development</b>	\$2,400
<b>Total</b>	<b>\$156,266</b>

# Benchmarks and Success Plans

*Estimated Costs for 12 EL Teachers to Serve as Team Facilitators*

<b>Stipends</b>	\$6,000 (12 staff at \$500 each)
<b>Total</b>	<b>\$6,000</b>

# Additional Responsibilities

*Estimated Time for District-Level ELE Staff per Academic Year*

<b>Parent/Guardian Input</b> <ul style="list-style-type: none"><li>● Transfer Requests</li><li>● New Program Requests</li><li>● ELPAC</li><li>● Program Site Visits</li></ul>	25 hours
<b>Program Evaluation &amp; Data and Reporting</b>	80 hours
<b>SEI Endorsement Support</b> <ul style="list-style-type: none"><li>● Prep Workshops</li><li>● Study Groups</li><li>● Data Verification</li></ul>	10 hours
<b>Identification of PreK Students</b>	135 hours ( <i>90 students at 1.5 hours each</i> )
<b>Total</b>	<b>250 hours</b>

# Budget Estimates

<b>Language Acquisition Programming</b>	\$156,266
<b>Benchmarks and Success Plans</b>	\$6,000
<b>Additional Responsibilities</b>	\$21,250 <i>(250 hours at \$85/hour)</i>
<b>Translation/Interpretation</b>	\$8,000
<b>Oversight/Supervision</b>	\$90,000
<b>Total</b>	<b>\$281,516</b>



# Thank You

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