



*Georgetown School Committee*  
*Budget/Finance Sub-Committee Meeting*  
Wednesday, March 6, 2024  
**Approved 3-14-2024**

3:39 PM

Dr. Ferrick, Mike Cassidy, Laurie Greenwood

Michael Hinchliffe, John Cancellara (by phone)

- 1) Budget transfers:
  - a) 1st transfer: Intra-special ed: tuitions, transportation, regular expense (from different mix of placements)
  - b) 2nd transfer \$350,000
    - i) Taking money out of supply lines. At this point in the year, all supplies should be purchased (except for things like copy paper and such)
    - ii) Sick leave buy back was underfunded
    - iii) Day to day subs underfunded
    - iv) Spring coaches - athletics needs to be looked at. Not sustainable.
    - v) Curriculum (\$120,000 to match the grant we received)
    - vi) Legal Services (negotiations & Title IX) has exceeded budget
    - vii) Maintenance underfunded (\$16k over budget, and additional \$11k for code compliance on elevators)
      - (1) Day to day subs and maintenance have been re-budgeted to actual spending levels in the proposed FY25 budget
  - c) 3rd transfer: \$13k for website development and general public relations to align with the town.
- 2) Perley Pre-K Budgeting: proposing 5% increase for preschool
  - a) Current carryover is \$326,000 - would be drawn down within 3 years as we transition back to all DESE certified teachers
  - b) Better to increase tuition incrementally and not just big jumps
  - c) Goal is to stay on top of the program so that it doesn't bleed into the regular school budget
  - d) Need to review cost structure for school vs pre/extended day and explore opportunities to better manage the non-academic part of the program.
  - e) Perley remains competitive with other in-town providers
- 3) FY25 Budget Conversation

- a) Budget cannot exceed the 6.32% previously discussed with the town/FinCom. They are running with this number and it's too late in the process to make any upward revisions.
- b) Budget is not about cutting staffing, it's about creating a sustainable budget that provides kids what they need. By every measure, kids aren't getting what they need today and this starts to turn the ship in that direction
- c) Kindergarten: if class size exceeds 21, open an additional class
- d) Margo to work with administrators to clearly define what math intervention looks like to make those who have kids receiving the services understand what it will look like and that they're not losing out.
- e) Curriculum vs teacher
  - i) This conversation was never about curriculum or teacher. How do we best allocate resources in town to provide an education that helps all students excel.
    - (1) Interventions work best when you're helping those with different needs than others. In a world where 66% aren't meeting expectations (ie math), this isn't about helping individual students and allocating a teacher directly to them, it's about helping everyone.
    - (2) Redesigning WIN block to make it still be instructional time where kids are getting what they need. We can know what they need by using iReady data that tells us where the gaps are and then gives the students what they need to directly fill those gaps.
  - ii) This isn't about reducing teachers, it's about keeping our classrooms in the range they've always been and trying to identify resources to help those teachers become more effective
    - (1) This is all designed around helping teachers - new curriculum (which they're all asking for) - ie New curriculum that isn't 1989 Algebra
    - (2) Remodeling the schedule K-12 so that there is more effective time to learn in class (ie 43 minute classes at the HS). Longer ELA block at Penn Brook, coupled with longer Math
  - iii) Assistant principals are student facing, we're doing it wrong. They are analyzing data to see where kids are, they're coaching teachers to better reach kids, they're managing WIN blocks to make sure that it's valuable.

Meeting adjourned: 4:45PM

Submitted By,

Michael Hinchliffe  
School Committee Chair