

## Impact of Cuts if Override Does Not Pass

### Cuts made in 2023-2024

In order to balance the budget last year, in addition to the \$938,697 of one-time funding from the town, the school district cut an additional \$729,357 from the budget. These cuts included expense and salary line items and resulted in the elimination/reduction of the following positions:

- 1.0 Clyde Brown Elementary Teacher
- 1.0 Clyde Brown Pre-K Teacher
- 1.0 Clyde Brown Paraprofessional
- 1.0 Middle School Reading Interventionist
- High School 21st Century Learning Coordinator (part time)
- 0.5 reduction of Tech Support Technician
- 0.5 reduction of MS Custodian
- 0.5 reduction of MS-HS Library Aide
- 0.4 reduction of MS Spanish Immersion Unified Arts Teacher
- 0.4 reduction of High School Art Teacher

These cuts have had an impact on the quality of programming we are able to offer, the cleanliness of our buildings and grounds (we've had to shuffle responsibilities in the custodial/maintenance department), and our ability to provide students with appropriate supports and interventions.

### Proposed cuts for 2024-2025 if override does not pass

Clyde Brown	Millis Middle	Millis High
2.0 Kindergarten Paras	1.0 ELA Teacher	1.0 English Teacher
1.0 Reading Specialist	1.0 ELA Teacher	1.0 Bridge Counselor
1.0 Technology Teacher	1.0 Math Teacher	1.0 PE Teacher
1.0 Spanish Assistant	1.0 Math Interventionist	0.6 TV Production Teacher
1.0 Reading Tutor	0.4 TV Production Teacher	0.2 Spanish Teacher
1.0 Math Tutor	0.2 PE Teacher	0.2 VHS Teacher
0.2 Art Teacher		

### Impact

#### Clyde Brown

- Reduced assistance in K classes; a negative impact on students' foundational learning

- when they are just starting school
- Reduced exposure to direct instruction in reading, the most essential skill in elementary learning
- Struggling readers will receive less support; gaps between students at- and below- grade level will widen
- Math support will be significantly reduced, again causing struggling learners to fall further behind
- Elimination of direct instruction in technology (skills, concepts, safe use); loss of core integration of technology in classrooms
- Elimination of support for Spanish Immersion students, particularly impacting those students just beginning in the program
- Exposure and engagement with Art will be reduced

#### Millis Middle School

- Elimination of “Doubles,” core academic instruction in ELA and Math. This program was developed to address student deficits in reading and math about 10-12 years ago. One result has been that MS students are now consistently performing well above the state average on ELA and Math MCAS exams –these gains would be lost.
- Elimination of additional supports in mathematics for students below- grade level (again widening the gap between at- and below-grade level learners)
- TV and PE cuts would reduce Unified Arts offerings, impacting classes that are of high-interest to some students, creating larger class sizes in remaining UA classes, and could result in students having “study halls” instead of classes –not good for middle school students.

#### Millis High School

- Increased class sizes in core English classes
- Probable elimination of AP English Language course for juniors
- Elimination of the Bridge Program; an essential program getting students back to school (medical, concussions, mental health) and, for some, staying in school.
- Increased PE class sizes and reduction of PE electives; likely reduced PE time for students
- Elimination of TV Production, an award-winning program that has been a hallmark of the district and created incredible opportunities for our students (during high school and beyond).
- Increased class sizes in Spanish
- Reduction of opportunities for online learning