

**BROOKLINE SCHOOL BOARD  
AUGUST 20, 2020  
MEETING MINUTES**

A regular meeting of the Brookline School Board was conducted on Thursday, August 20, 2020 at 6:35 p.m. at the Captain Samuel Douglass Academy.

Kenneth Haag, Chairman, presided:

Members of the Board Present:           Erin Sarris, Vice Chairman  
  Karen Jew, Secretary  
  Rebecca Howie  
  Alison Marsano

Members of the Board Absent:

Also in Attendance:                       Andrew Corey, Superintendent  
  Gina Bergskaug, Assistant Superintendent of Curriculum and Instruction  
  Bob Thompson, Assistant Superintendent of Student Services  
  Kelly Seeley, Business Administrator  
  Daniel Molinari, Principal, Richard Maghakian Memorial School  
  Patricia Bouley, Principal, Captain Samuel Douglass Academy

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**AGENDA ADJUSTMENTS**

Superintendent Corey requested the agenda be amended to include deliberation of Policy GCQA - Reduction in Instructional Staff Work Force. The voters approved the Collective Bargaining Agreement (CBA). Recommended changes would align the wording with CBA language.

Additional amendments would include, under Deliberation, a proposal for early dismissal on Friday afternoons to accommodate Professional Learning Community (PLC) work and teacher collaboration, and an item around staffing. Under the heading of communications, he wished to provide a quick update in regard to his thoughts on the Resolution received last month.

*There being no objection, the agenda was amended as requested.*

**APPROVAL OF MINUTES**

Brookline School Board . . . . . [July 21, 2020](#)

*The following amendments were offered:*

- Page 19, Line 9; replace “our” with “or”
- Page 19, Line 47; insert “will” before “be”
- Page 27, Line 17; insert “expected” before “to be”

**MOTION BY MEMBER SARRIS TO APPROVE, AS AMENDED  
MOTION SECONDED BY MEMBER HOWIE  
MOTION CARRIED  
5-0-0**

Brookline School Board ..... [July 28, 2020](#)

*The following amendments were offered:*

- Page 2, Line 2; delete “are” before “offer”
- Page 3, Line 47; replace “expose” with “exposed”
- Page 5, Line 2; replace “the” with “they”
- Page 12, Line 17; replace “of” with “or”

**MOTION BY MEMBER SARRIS TO APPROVE, AS AMENDED**  
**MOTION SECONDED BY MEMBER HOWIE**  
**MOTION CARRIED**  
**5-0-0**

**NOMINATIONS/RESIGNATIONS/CORRESPONDENCE**

Daniel Molinari, Principal, Richard Maghakian Memorial School (RMMS), provided the Board with information on staffing for the 2020-2021 school year (copy attached). Highlighted were grade level changes as well as new hires. Grade 4 shows a TBD, which is the result of a retirement. There is also a TBD for Art; however, the hiring process is ongoing. A Case Manager position is being hired due to needs coming into the District. A Speech Pathologist has been hired in place of what was contracted services last year.

- Community Resolution on Racism

Superintendent Corey has conducted a wealth of research around this topic, spoken with different programs and consultants, and wished to share his thoughts and direction for moving forward. He has decided to approach this from a strategy similar to what has been done with the pandemic; will put together an advisory board for the Superintendent. He will reach out to community members and begin with a core group that will work with him. They will expand that into conversations, forums, and discussions across the SAU. At that point, they would come back with recommendations to the group. A consultant was looked into. The fee, just to gather the data for an approx. two-month period of interviewing students, etc. would be around \$24,000. To go through a year with a consultant would be in the neighborhood of \$100,000 - \$150,000.

He spoke of where the budget is at currently, and commented on needs for staffing and other items in addition to an uncertainty utilizing a consultant would result in a better product. He has been very impressed by the format the Assistant Superintendents helped to construct around the re-opening plan, and believes it to be one that can be used on this critical topic.

From the COOP School Board perspective, it aligns very nicely. Pre-pandemic the Board and Administration were engaged in discussions of the vision for what a Cavalier should look like when graduating high school; what were the qualities and skillset we want our students to graduate with. To him, this becomes a K-12 piece of that.

We have teachers who have already started to lead book groups and teachers who have talked about what they can put in their curriculum or more importantly what they already have in their curriculum, and how to emphasize that.

If all goes well, the intent is to come before the Board in September with an update on committee membership, and work with this and the other two school boards to move forward towards the goals and objectives. Moving forward, the intent is to incorporate those elements into the Strategic Plan so that it is not just addressed in a single school year, but more here is what the next 5 years looks like. Then we can look at ways of tracking our own data.

The SAU had already started incorporating the Choose Love program. That program is a good deal around mental health, but has a component that also talks of these elements. Rather than have multiple things occurring, the SAU will look at the Choose Love program and see how we, as a school district, can incorporate specific items to help us move the ball forward in this critical area. Once the work is started, the Board can expect updates approximately every other month.

Chairman Haag questioned if the committee would explore professional development opportunities around this to have teachers be advocates. Assistant Superintendent Bergskaug remarked that is already in place. Teachers have been doing different sessions throughout the summer. She received an email earlier in the day from one of the book study groups stating the desire to continue their work during the school year, and begin to engage others in the conversation. Superintendent Corey commented on training provided to one or two teachers from each of the districts who go away and immerse themselves in this and then come back and become the building experts.

**PUBLIC INPUT** - None

## **DISCUSSION**

- Budget/Financial Update

Kelly Seeley, Business Administrator, informed the Board of the hiring of Lance Finamore for the position of SAU Facilities Director. Mr. Finamore comes to the District from the Berklee School of Music in Boston having served as the Life Safety Director. He has education, facility, and life safety experience.

The auditors completed their in-house work on Monday. It may be the November timeframe before the report is available. The savings received from FY20 going into remote learning has made it possible for the District to purchase a lot of the supplies needed for the re-opening. The expectation is that approximately \$350,000 will be available at year end to be returned to the tax base. That amount could change based on the auditor's report.

Assistant Superintendent Bergskaug noted there to be a significant amount of Unexpended Fund Balance being returned to the tax base from the COOP School District as well. The estimated figure provided at the COOP School Board meeting was \$900,000.

Asked about areas in addition to transportation that resulted in savings, Ms. Seeley noted budget line items associated with salary for substitutes and professional development.

Vice Chairman Sarris questioned if any of the purchases made were related to HVAC. Ms. Seeley stated those items would be addressed with FY21 funding. The analysis was not completed in time to utilize FY20 funding.

- Registration Data Update

Assistant Superintendent Bergskaug stated, at the moment, there are 395 students returning to in-person, 134 have opted for remote learning, 17 students have opted for home school or charter options, and we are missing 43 registrations (7%). Those 43 registrations will be critical as we try to finalize class rosters and staffing needs. There are some areas where they could swing and push us over capacity.

In all of our grade levels, we are offering 1 section of remote learning. At the moment, the numbers range from 10 in K to 19, 20, 23, and 22. There are some grade levels with up to 9 students that have not completed registration. Looking at the resulting in-person sizes, K has 3 sections (18, 18, and 19), 1<sup>st</sup> grade; 3 sections (16, 16, and 17), 2<sup>nd</sup> grade; 3 sections (15, 15, and 16), 3<sup>rd</sup> grade; 3 sections (21, 21, and 21), which is just a bit over what can fit in our classrooms. In addition to that there are 7 outstanding registrations. We don't really have the flexibility to accommodate the number of students in building that we already have for that grade level. Being looked at is the addition of a section of in-person 3<sup>rd</sup> grade. Grade 4 has 3 sections (20, 19, and 19), 5<sup>th</sup> grade has 3 sections (18, 18, and 17) and 6<sup>th</sup> grade has 3 sections (21, 21, and 22) with 5 who have yet to register. Once again, those sections are too large to accommodate the physical distancing we have identified as part of the re-opening plan. We are looking to add a section in grade 6.

That can be covered with positions that already exist in the budget, but the request is made for one additional teaching position that was not part of the budget.

Chairman Haag remarked there was 1 science teacher position open, which will cover the cost of one of the two positions. He asked for clarification the full-time substitute position discussed at the last meeting was to be funded through the substitute line item and not the open science position. Assistant Superintendent Bergskaug stated that to be correct adding as a result of the lack of available substitutes, that line item typically goes underspent.

Chairman Haag requested a projection of when teacher assignments might go out to the public. Assistant Superintendent Bergskaug responded the matrix of who is in-person and who is remote changes by the moment. As soon as a registration comes in, it is updated. That will have an impact on classroom assignments. Until the 43 outstanding registrations are received, class rosters and teacher assignments cannot be provided. Another reminder of the importance of the registration process would be sent out the following day. The goal is to share with families what teacher assignments will be for this school year on September 2nd.

Vice Chairman Sarris commented on talk that there were teachers indicated at one point on PowerSchool. She questioned if that information is still posted there. Assistant Superintendent Bergskaug responded that is not visible. Folks looked at current student report cards, but students are not currently in school so that was just something that wasn't an actuality. Whatever was there is certainly not going to be what the student teacher assignment is for next year.

Chairman Haag questioned the amount of feedback received regarding laptops, and was informed information has been provided and the devices are available to those who have identified a need. There are additional devices coming in over the coming weeks due to grant funding that was available for remote learning. There is no budgetary impact anticipated in that regard. Assistant Superintendent Bergskaug spoke of the volume of information that will be communicated with families in their regular newsletters beginning the following day. One piece that will be critical is how to pick up that device, and if a remote learner, how you pick up material.

Vice Chairman Sarris commented on supply lists that have come out. She questioned if there would be a change to the one supply list per grade (remote versus in-person), and if there would be follow-up with regard to laptop needs. She had anticipated supplies would be tapered down. Principal Molinari spoke of the work that went into the supply lists to ensure they addressed the needs for the year. At RMMS, they added a few different options, e.g., towel, masks, clothespin, paper bag, cup. When students go outdoors, there is the need to store masks. Other than that, lists are pretty similar to past years. A lot of inquiries have been received from remote families with regard to going by the list. The items on the list are suggested for those who are remote. Most of the work will be through the platforms that are used at the grade level, e.g., in K they are using Seesaw and in 1<sup>st</sup> through 6<sup>th</sup> grades they are using Google Classroom. A lot of assignments will be paperless, which may eliminate the need for a spiral notebook, etc. He shared with some of the families that once we begin planning when the teachers are back, we will have discussions with the remote teachers about getting the expectations out to remote families around what will be needed and how it will look.

Patricia Bouley, Principal, Captain Samuel Douglass Academy (CSDA) added there is the desire to utilize outdoor classroom time; therefore, notebooks and items such as that will continue to be needed for those in-person students. Principal Molinari spoke of efforts to ensure items that were previously shared would not be.

Noted were vacancies in the area of a permanent and daily substitutes as well as 6 open para-educator positions. Salary for para-educators has been a stumbling block. Assistant Superintendent Bergskaug stated the District is fairly competitive in terms of pay. Other districts might have a better benefits package. Based on the length of the day, the District does not offer benefits to the para-educators in either elementary districts, but the COOP district has a longer day, which makes them eligible for benefits. Superintendent Corey noted that is a difficult piece across the State.

- Updates to Reopening Plan

Assistant Superintendent Bergskaug spoke of the proposed updated language regarding masks and daily symptom monitoring, which was included as part of the [agenda](#) packet. She read the proposed mask language into the record:

*“Students and staff in the Brookline School District will be required to wear an administrator-approved face-covering when physical distancing guidelines, as determined by the Centers for Disease Control (CDC), are not able to be achieved.*

*Teachers will build in periodic breaks that allow for students to physical distance per CDC guidelines and remove their face coverings.*

- *Student exemptions to the face coverings guidelines will take place as part of a formal IEP, 504 or IHP team meeting.*

*All students & staff will be required to wear a face-covering when: riding the bus, entering/exiting the building, arriving to/leaving a classroom, engaging in small group classroom activities, walking in the hallways and other common areas as determined by the building principal, and when asked to do so by an employee of the school District.”*

The Administration is in the process of acquiring two 20' x 20' outdoor permanent structure tents for each of our school buildings (high school will have 3). They will be installed with the intent of protecting students from the elements during mask breaks and outdoor instruction.

The Administration is of the opinion the language, as written, shares the intent that students are wearing masks. The most important aspect of the language is “when asked to do so by an employee of the school district”.

There will be spaces that are zoned as 100% mask use, and will be clearly labeled as such. That might be due to either a student or faculty member's health concerns. Breaks would have to be in another space, e.g., outdoors.

As with any of our protocols delineated in the student handbook, when an employee of the district asks a student to do something they are to comply. That is part of the instruction we offer. We teach kids how to sit appropriately at circle time, we will teach them how to appropriately put on their mask, keep it on, and how and when to ask for a mask break.

Member Marsano stated her only concern about any of the language is the administrator approved face covering. That is what was changed from the last version. She spoke of the vagueness of the statement, and the need for the definition to be provided in a handbook.

Assistant Superintendent Thompson remarked the specific language was originally included, and there was discussion around making it more generalized to provide the administrator the ability to make some decisions for their building. You could have the administrators present to parents and students a list of the currently approved face coverings. One of the things seen over the past few weeks has been a lot of studies that have come out in regard to the efficacy of certain masks. It is changing. Some of these studies are not peer reviewed and continue to go through the process of determining the effectiveness, e.g., the gaiter. He believes additional information will come out prior to the start of the school year. The intent of the generic language was to provide the flexibility to the buildings to determine what face coverings would be appropriate when school starts.

Member Marsano commented she does not disagree with that. She likes the idea, but thinks there should be a direction provided on where to look for that definition.

Asked if the DHHS or CDC offer guidelines, Assistant Superintendent Bergskaug responded the CDC does not specifically. You do see some of that in the DHHS information; however, again what you will see is a lot of studies that give guidance. Unfortunately, the documents that are put out by these agencies don't get updated at the same frequency that some of these studies come out. The Administration pulls information mainly from the CDC, which doesn't offer a lot of language around masks, but also the DHHS, which does. This has been a topic for the nurses and something that has been discussed at length based upon recommendations provided them by the DHHS.

Chairman Haag requested the definition of administrator approved face coverings be posted on the front page of the SAU41 website. Vice Chairman Sarris stated the desire to have the definition included in the newsletter. Assistant Superintendent Bergskaug stated once the language around this issue is finalized by all three of the school boards, the re-opening plan can be finalized, and shared with families. Included in the communication can be direction to where to find specific information. The buildings will each also reiterate that same message; let families know where they can find specifics on the school pages as well as the SAU page.

In the older grade levels, the concern is not just how well the masks are working but if they meet dress code, and if the mask is appropriate. There are different concerns with different ages of students. She does not want to address that with the elementary students as she does not believe it to be a concern PreK-6. The student handbook has already gone out through the registration process so all but 250 of our families have already agreed to it, and that language isn't there. Although it could be added there, she would like to make it bold; here it is, it is on our homepage, etc. That can be updated if more information comes out. Member Marsano agreed with not providing the specific definition in the Plan understanding that the information is subject to change at any time.

Vice Chairman Sarris asked for clarification, because of the way the classrooms are set up, this language indicates once students get to their desks they can take their masks off unless their teacher or an employee wants them to keep it on. The expectation is that they should be able to take their masks off unless they hear otherwise from the adult in the classroom.

Assistant Superintendent Bergskaug responded if all students sit still and don't move we are good. But if a student needs to get up to use the restroom or get a tissue that is not at their desk, or whatever happens throughout that seven-hour period of time, we've walked through that 6' of distance. Although it states that, *the intent is that students are wearing masks*. If we have that distance in the classroom a mask break might be allowed in the classroom if the district employee identifies it as an appropriate time. Looking at some of our class sizes, sometimes we might have very small sections with some of our grade 1 students where we have more space and we are still learning compliance with mask wearing and toleration so you might see that more with some of our younger learners than in the older grades.

Vice Chairman Sarris asked for clarification the expectation is that parents will relay to their children that they are going to have to wear masks in school. There will be times when they can take it off, but it will be up to the teacher.

Superintendent Corey commented we do this every year with everything for the little ones. This is just something new. We teach them fire drills and lockdowns, and all of those different things. We also understand that this is a learning curve, so it is not necessarily a discipline issue, especially at this age, it is more how do we teach them. The intent is to start pretty rigid as it is always easier to loosen things up.

Chairman Haag stated his appreciation for the Plan and this language. He noted the DHHS website states in part: "Students and staff who can consistently wear cloth face covering should." He questioned if that should be added to the very end of the first paragraph; however, he was open to not doing so if the will of the Board.

Member Jew remarked in reality the students will be wearing masks the entire day and in a lot of the classrooms there won't be the physical distance to permit them being taken off. The teachers will recognize that, and if it is the case that there isn't enough physical distancing those mask breaks may be outdoors and not in the room. The students will be wearing the masks all day long and they can do that, and if the recommendation is now shifting more and more to wearing them, she can see why half of that first sentence was removed.

Vice Chairman Sarris suggested rather than adding more language that the last part be removed. She stated support for the language as presented, but is concerned it sounds like you only need to wear a mask in these certain situations rather than you need to wear a mask all the time, unless there is an employee that feels comfortable with you taking it off when meeting those guidelines.

Member Marsano stated as a parent you have to really analyze what it will be like to have 20 students in a classroom maintaining 6' of distance, and understand that when someone walks between that space everyone has to put a mask on. We are abiding by what is written. Twenty students sitting in a classroom 6' apart means that students are wearing masks. That is the reality of it. She has faith teachers will do their utmost to take the students outdoors and provide breaks. The reality is that while they are sitting in the classroom a good deal of the time, especially with the little ones, they are going to be moving, are going to be kids, and there are going to be days when they are going to break the 6' rule and they are not going to have their mask on because they are 6 years old, and it is going to be okay.

Assistant Superintendent Thompson commented one of the benefits to the design of both of these buildings is that many of the classrooms have exterior doors; particularly at CSDA where students have the ability to go outside even under the supervision of the teacher. He agrees that if within the classroom environment masks

need to be worn, there is still a tremendous amount of opportunity for them to go outside quickly to be able to have that mask break either in small groups or as a whole class.

The standard is masks. All of the procedures that have to be followed are going to come from teachers, and kind of naturally because they do it all the time. He believes the language covers what the District is after. The Administration has not received any feedback on the revised language. If it is learned it is not working, they have given the authority to the Principals to make adjustments. He believes the intent is there, and the community understands it. The Administration would be pleased to give the Board a report on progress after speaking with teachers and administrators following implementation.

Member Jew spoke of the need for students to be able to hydrate particularly during the hot months. Superintendent Corey responded the students will be trained on how to do this. There are bubbler dispensers to refill bottles. The ones for CSDA are on order and attempts are being made to expedite those. It is a valid point, and something that will have to be emphasized to all.

Principal Bouley commented on having worked with a lot of the teachers who have asked if they could bring in a pop-up tent. Many community members have reached out to teachers offering to lend pop-up tents for their classrooms. We are really emphasizing the fact that we will go outdoors as much as possible.

Superintendent Corey remarked, from an educational point of view, math, science, and history are not the priority in the first few weeks; it is social/emotional, teaching how to do mask, how to do procedures. We have to rethink how to do fire drills because we need to train every student, but we don't necessarily want to have every student in the hallway at the same time. If it is truly an emergency, COVID takes second place to a fire, but from a practice standpoint, one class might be taken out on Tuesday and shown how to go through the hallway and another class on a separate day.

Asked for clarification of how lunch will be handed, Principal Bouley responded, the gym has been set up to fit 3 classes at a time in there for lunch; 2 students per table. The cafeteria would accommodate the 4<sup>th</sup> classroom. Asked if it would have to be a nut free lunch if students are out of the classroom (prior you could bring nuts with your lunch but not for a snack). Principal Molinari stated there will be assigned seats for all students at lunch. There is the need to look at what we have for students coming in that have allergies. That re-evaluation occurs every year. If safe to do so, we can have assigned seats at lunch. Seats are cleaned after every lunch. There is really no change. If having a student with a peanut allergy at 1<sup>st</sup> grade lunch they would not have had a student at the table prior to that lunch who had peanut butter. Anyone that has a peanut allergy is sitting at the same table to ensure a peanut safe area.

Principal Bouley stated she would have to evaluate it because the way it is currently set up, in order to have all the students be able to eat between the cafeteria or gym, they will be in specific seats based on their class and where they sit in their classroom; it is all about contact tracing. If there are students having peanut allergies she may be able to identify them and put them in a particular location. But again, she does not want to contaminate the cohorts of the classrooms.



At RMMS, there are designated bathrooms. The gym bathroom will be the grade 2 bathroom. Before going to the lunch room students need to use their designated bathroom. He noted there will be opportunities for lunch outdoors as well.

Assistant Superintendent Bergskaug spoke of the daily symptom monitoring noting the language was approved as part of the Plan. The opening paragraph has not changed, which states in part “respond to questions similar to those below” and is followed by examples of questions which have changed based on feedback from the Advisory Committee. These questions will likely continue to change over the course of the year.

*“Daily symptom monitoring will be required of both students and staff. Parents must complete the symptom monitoring form through PowerSchool prior to the designated time each school day. Parents will be required to respond to questions similar to those below as they pertain to their child’s health:*

- *Has your child had a fever (100.0°F or above) in the past 12 hours?*
- *Has your child been in contact with a person known or suspected to be infected with COVID-19 in the past 72 hours?*
- *Has your child had any of the following symptoms: (fever, cough, sore throat, runny nose, shortness of breath, fatigue, chills, muscle aches, loss of taste and smell, difficulty breathing, diarrhea, vomiting, or abdominal pain)?”*

The questions are to be answered each morning by a particular time, which varies based on whether the student is at the elementary or COOP level. A link to this daily symptom monitoring will be sent out as both an email and text alert every morning to remind parents to complete the form. After the submission deadline has passed, administrators will be able to print out reports. One simply lists those who did not complete the form. Those parents will be contacted prior to the start of school to go through the questions. The other is a list of families who have responded yes to any of the questions. After submitting yes, a pop-up screen will appear informing the parent not to send their child to school or place them on the bus. That list will be shared with the school nurse. Throughout the course of the day, the nurse will reach out to every one of those families to gather additional information. We will be able to have that conversation of Johnny is experiencing his typical asthma as he always does in October, etc. The nurse, who is the medical professional, will know Johnny’s medical history and will be able to provide guidance for that family. It might be the guidance suggested is it sounds like you might want to go for a COVID test. We can’t force anyone to, but that might be the guidance. If going in that direction we are looking at a quarantine regardless of the results of the test.

Chairman Haag commented on being concerned with the issue of runny noses. Every kid will have a runny nose. Superintendent Corey remarked after you have talked to the nurse, and we know that is an ongoing issue, we are not looking for the parent to answer yes every morning thereafter. Things would need to change. That is why we want to leave it to the medical professional to make that call. The expectation is that at the beginning, the list will be long, and it will dwindle over time.

- Staffing Update

Assistant Superintendent Bergskaug remarked the Administration is looking, based on physical distancing and classroom needs, to add 1 teacher position, which was not previously budgeted for.

Chairman Haag stated concern the truancy policy with the State will be in jeopardy this year. He questioned if there is some leeway on that. Principal Molinari stated there really is not in terms of the guidance received from the State. They are really pushing for us to hold students accountable who are non-attenders, obviously with some flexibility. During the time we were in remote learning, the District was not filing delinquency petitions but were working closely with families to try and get their students to engage. The same will occur

this school year. There is an expectation that you are attending school either in person or remotely. If not, we need to work with families to develop truancy plans. If instructed to stay home because of answering yes to the daily monitoring it would be an excused absence. Truancy is defined as a non-attending student. The registration form provides an area to identify environmental allergies, which would spark a conversation with the nurse.

### **DELIBERATIONS**

- To see what action the Board will take regarding the Superintendent's recommendation for the updated language regarding face coverings

### **MOTION BY MEMBER MARSANO TO ADD TO THE RETURN TO SCHOOL BUILDING PLAN 2020-2021 THE AMENDED LANGUAGE RELATIVE TO FACE COVERINGS**

### **MOTION SECONDED BY MEMBER HOWIE**

### **MOTION CARRIED**

**5-0-0**

- To see what action the Board will take regarding the Superintendent's recommendation to approve the hiring of one (1) additional teacher

### **MOTION BY MEMBER MARSANO TO ADD ONE (1) FULL-TIME TEACHER FOR THE FY2020-2021 SCHOOL YEAR**

### **MOTION SECONDED BY MEMBER SARRIS**

### **ON THE QUESTION**

Asked for clarification the additional position would be for the one school year, Chairman Haag responded this will be for the one school year. There will be two hires; one will be supported by the science position that was not filled. In the following year, assuming things clear up, we will go back to looking for a full-time science curriculum. This differs from the full-time substitute position previously discussed. As a way of supporting the physical distancing and allow for a safe environment, he believes this makes good sense.

Vice Chairman Sarris questioned the ability to hire for a one-year position. Principal Molinari noted the District has had some really strong applicants.

### **MOTION CARRIED**

**5-0-0**

- To see what action the Board will take regarding the Administration's recommendation for early dismissal on Friday afternoons

Superintendent Corey commented it is understood in the first month of school there is the need to review assessment data for all students to reflect on what we did and did not get to last year. This is going to be a very time-consuming process. It is something we do all the time, but typically for new students or students that are struggling through the RTI process. This is the first time we have done it looking at it through the lens of every student in the building; did we miss a concept during remote and how are we going to make that up.

Assessments that will be used have been identified (short and pointed assessments). The data gathered will go to the grade level PLCs. He spoke of a schedule adjustment where the District would provide teachers time on Friday afternoons to do that work via their PLC and collaboration time.

We want to close some gaps now by changing instruction and we also want to determine if it may be that we should be budgeting for the ability to conduct summer school for certain students.

Now that we have the registrations in and understand the number of in-person and remote students, we are guaranteed to have at least 1 remote section. We need to ensure that, on a weekly basis, that remote teacher and the in-person teachers are as close to seamless as possible so that they are all focusing in on our curriculum standards and looking at the assessments and gathering back that data. That is where the collaboration piece comes in that would occur every Friday.

In all of our buildings, we had anticipated being able to work with a company, which was going to assist with trash cleaning and pickup. That company recently notified us that they were not able to do that because of the clientele they typically work with. Custodial shifts have already been made to put more manpower on the 1<sup>st</sup> shift. Cleaning protocols are being established for each building. Standardized protocols across the SAU is something the new Facilities Director is working on. Friday afternoons is seen as an opportunity to get students out of the buildings, isolate the teachers, and conduct a deep cleaning, basically guaranteeing that when coming in on Monday, our building has been allowed to sit, the sprayers have worked, etc.

What the Board was asked to consider, which was already approved at the Hollis and COOP districts, is to go to an early release schedule on Fridays with dismissal somewhere around 1:30 p.m., based on bus schedule. The early release will assist with transportation as we were potentially going to incur costs because the COOP determined the need to do this.

Although realizing not ideal, the Administration is very concerned around standards and curriculum. The request comes first from an academic position, and being able to utilize staff in a professional development/collaborative model they already utilize. The timing of the PLCs will simply be changed. It is believed their work will allow for the gaining back of the potential instruction that was lost as it is known there were topics that were simply not covered.

Member Marsano questioned if this change would impact the already scheduled PLC/collaboration time, Superintendent Corey responded it would not impact the days identified in the calendar as many of those days are also being used as remote practice for the in-person students. It is likely in October, the Administration will be before the Board to discuss the calendar for the second semester.

Asked if the afterschool program would adjust for the Friday early dismissal, Superintendent Corey stated, once the decision of the Board is known, the Administration will reach out to the afterschool program.

Chairman Haag commented on the remote and in-person pacing noting under normal circumstances classrooms are paced differently. Superintendent Corey stated the district regularly has PLC discussions around curriculum; where we are at and where we are going. He was not intending to state that everyone would be on the exact same page at the exact same time, but we should be within a day of each other for a particular concept. It is being looked at two-fold; one teacher may have 15 students who because of the remote learning experience, missed a whole concept, where another teacher's students have other areas to be addressed. The desire is to be able to bring the teachers together to share that best practice/lesson. From a budgetary standpoint, it may assist the District with some of the compensatory education services by being able to close the gaps sooner and avoid some of those expenses. It may allow the district to target summer school for specific students, which in the

long run would be a savings because at some point that gap will show up, and if it were to become large enough students would be entitled to an IEP, and those costs will be incurred.

Vice Chairman Sarris questioned, since teachers may have to change grade levels, is there an opportunity to, and would it assist in the process, for teachers to stay with the students they had the previous year.

Assistant Superintendent Bergskaug remarked looking at the potential needs for shifts in grade levels and the fact that cohorts have been split between remote and in-person, that is not necessarily feasible. There is the potential some teachers will be teaching in grade levels they have not taught in recently or at all, and we have a number of new staff members coming on board. This time is really critical to ensure we are doing right by our curriculum and standards.

When we went into remote in the spring, we were all in remote, so we were able to have all of our teachers work together in PLCs. They were working together far more hours than contractually required having the desire to move forward, but now the time is not built into the day because the majority of the teachers are in building, so we are now back to our contracted amount of PLC time. This allows for additional time to work with the remote and in-person teachers. We will need to do a lot of coordination with our support staff identifying very specific items that they will be working on with students both in-person and remote because our paraprofessionals are likely to have assignments that are partially remote with one class and partially in-person with another. There will be the need for a lot of collaboration, and there is just no time in the day.

Superintendent Corey stated a piece of this will be set aside for that student who is quarantined so the teacher has a guarantee on at least Friday to be able to check in and see how that week went. Hopefully that child is not showing any symptoms and is able to fully participate. Asked if this action is viewed as a one-year situation, Superintendent Corey stated it is.

**MOTION BY MEMBER MARSANO TO APPROVE THE ADMINISTRATION'S  
RECOMMENDATION TO HAVE AN EARLY DISMISSAL ON FRIDAY AFTERNOONS FOR THE  
PURPOSE OF PROFESSIONAL LEARNING COMMUNITY AND TEACHER COLLABORATION  
MOTION SECONDED BY MEMBER HOWIE**

ON THE QUESTION

Vice Chairman Sarris commented on the need for clear communication in regard to travel outside of New England. Chairman Haag noted, with both of the other districts having approved this change, were the Board not to support it, there would be a resulting increase in transportation cost.

**MOTION CARRIED**

**5-0-0**

- To see what action the Board will take regarding Policy GCQA - Reduction in Instructional Staff Work Force

Superintendent Corey requested the Board consider a first and final reading as it is the policy that coincides with the Collective Bargaining Agreement approved by the voters in March.

Section 2 is changed so that it reads:

“2. For purposes of this policy, classifications will be defined as follows:

- a. PK- Grade 6 (including math and reading specialists) and special education teachers with Elementary Certification and/or Early Childhood Certification;
- b. Specialized teaching areas including Art, Digital Learning Specialist, Foreign Language, Library Media Specialist, Music, and Physical Education;
- c. Special Education teachers without Elementary Certification or Early Childhood Certification;
- d. Nurse; and
- e. School Counselor”

An additional change is the deletion of the last sentence under section 7, which read: “No other personnel action, other than a reduction in force, may be considered under this policy.”

**MOTION BY MEMBER MARSANO TO ACCEPT THE FIRST AND FINAL READING OF POLICY  
GCQA – REDUCTION IN INSTRUCTIONAL STAFF WORK FORCE, AS WRITTEN  
MOTION SECONDED BY MEMBER HOWIE  
MOTION CARRIED  
5-0-0**

**ADJOURNMENT**

**MOTION BY MEMBER SARRIS TO ADJOURN  
SECONDED BY MEMBER MARSANO  
MOTION CARRIED  
5-0-0**

*The August 20, 2020 meeting of the Brookline School Board was adjourned at 8:04 p.m.*

Date \_\_\_\_\_ Signed \_\_\_\_\_

## Policy GCQA - REDUCTION IN INSTRUCTIONAL STAFF WORK FORCE

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A. When the Board finds it necessary to reduce the number of certified full-time and/or part-time positions for reasons of declining enrollments, budget reduction, change in or consolidation of Board-authorized programs, or for any other reason determined necessary or desirable by the Board, the following reduction-in-force policy will be implemented.

### Notice

1. As soon as a reduction in force becomes necessary, the President of the Association shall be notified in writing, specifying the nature of the proposed reduction.
2. For purposes of this policy, classifications will be defined as follows:

- a. Regular education PK-Grade 6~~PK-Grade 6~~ Grade 6 (including math and reading specialists) and special education teachers with Elementary Certification and/or Early Childhood Certification;
- b. Specialized teaching areas including Art, ~~Computer~~Digital Learning Specialist, Foreign Language, ~~Guidance, Nurse, Library, Mathematics, Media Specialist,~~ Music, and Physical Education, ~~and Reading~~ and
- c. Special Education ~~shall be classified PK-6~~teachers without Elementary Certification or Early Childhood Certification;
- d. Nurse; and
- e. School Counselor

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3. The School Board will accept any written presentations regarding the reduction in force from individual instructional staff or the public.

### B. Procedures for Determining Reduction in Force:

1. The School Board will make every reasonable effort to minimize the effects of reduction in force on the current staff by absorbing as many positions as possible through attrition (retirements, resignations, and refusal to contract).
2. If further reductions in staff are necessary, the School Board should retain those instructional staff members who, in its discretion, will be the best instructional staff for the school system and the students it serves.
3. Within these classifications, probationary instructional staff, as defined by RSA 189:14-a, shall be laid off first. If further reductions are necessary, then instructional staff on continuing contract will be laid off. A continuing contract instructional staff member is one who qualifies for notice, reasons, and a School Board hearing under the provisions of RSA 189:14-a. Among continuing contract instructional staff, the following criteria will be utilized:
  - a. New Hampshire certification
  - b. Academic and professional preparation beyond minimum requirements
  - c. Instructional performance as determined by previous evaluations
4. If these factors are substantially equal, then seniority shall determine the order of layoff, with the least senior instructional staff member being laid off first. Seniority is defined as the total years of uninterrupted service to the Brookline School District. Approved leaves or transfers to a non-bargaining unit position shall not result in loss of previously accrued seniority. However, resignation shall terminate all previously accrued seniority.

5. Instructional staff shall be recalled in reverse order of layoff for any open position within the classification in which the layoff occurred. The same conditions as A.2 shall apply to recall.

- a. Laid off instructional staff shall be eligible for recall for a two-year period following their final day of employment.
- b. Recall notice shall be mailed certified, return receipt requested. Instructional staff shall be responsible for notifying the Superintendent in writing of their current address.
- c. Instructional staff shall have ten (10) calendar days to respond to any recall notice. Failure to accept recall shall terminate the instructional staff member's rights under this Article.
- d. No new employees shall be hired for any vacancy within a classification while personnel laid off from those classifications are available to fill those positions.
- e. Any instructional staff member recalled shall retain previously accrued benefits such as seniority and sick leave.

6. Should a vacancy occur within a classification and no instructional staff are on the recall list for that classification, then that vacancy shall be offered to the most senior instructional staff member laid off from another classification who is certified and substantially qualified to instruct that position. If the laid off instructional staff member refuses the vacant position, his/her recall rights shall be retained.

7. This reduction-in-force procedure is the only procedure that may be used in a reduction in force. ~~No other personnel action, other than a reduction in force, may be considered under this policy.~~

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1st Reading: March 1, 2010

2nd Reading: March 23, 2010

3rd Reading: May 25, 2010

Approved: May 25, 2010

1<sup>st</sup> Reading & Adoption: August 20, 2020

**Bold – Change grade levels**  
**Bold/Underline – New Staff**

**Brookline School District Staff**  
**2020-2021**

Professional Staff

***Richard Maghakian Memorial School***

**Pre-K**

Shawna Cutler

**Grade 1**

Lisa Boucher

**Megan Healy**

Jill Robinson

**Darby Shaw**

**Grade 2**

Corrine Lozowski

Katie Milewski

Shannon Dwyer

Jessica Laflamme

**Grade 3**

**Kathryn King**

Nicole Machado

Lisa Talcott

**Caitlin Wirth**

**Kindergarten**

Lauren Arruda

Megan Dever

Emily Ekis

**Allie Hills Everett**

***Captain Samuel Douglass Academy***

**Grade 4**

**TBD**

Shelley Kosek

Lisa Lindsay

Joe Vitulli

**Grade 5**

Melissa Leafe

Jane Gauthier

Renelle Stone

Nichole Palmer

**Grade 6**

Hanna Furbush

Brittany Hicks

Tim Putnam

Greg Snoke

**Brookline School District Specialists**

**CSDA**

Sally Barnett - Reading Specialist

Lauren Melia – Reading Specialist

Adam Wallis - Band

Christina Catino- Music/Chorus

**TBD - Art**

Tammy Van Dyke- Phys. Ed./ Health

Maureen Lorden, Nurse

Jessica Visinski Bumpus - Guidance/504 Coord.

New - Library

Karin Pillion- Math Specialist

Suzanne Tetrault – Digital Learning Specialist

**RMMS**

Kim Beaudette – Reading Specialist

**Patricia Waller - Reading Specialist**

Shannon Sinclair- Music

Monica Boisvert- Art

Steven Martus - Phys. Ed./ Health

Cathy Burbee, Nurse

Deborah Bowry- Guidance/ 504 Coord.

Kristine Murray- Library

Lisa Winters - Math Specialist

**Special Education Staff**

**CSDA**

Sarah Griffin, Case Manager

**Kathy Harris, Case Manager**

Jaime Matylewski, Case Manager

**TBD, Case Manager**

Kimberly Frye, ESOL

**RMMS**

Amanda Bent, Case Manager

Karen Oppelaar, Case Manager

Stephanie Rogers, Case Manager

Amanda Finigan, Case Manager

**Lauren Saltalamacchia - Speech Pathologist**

Brooke Wilson- Speech Pathologist

**Lisa Aulbach - School Psychologist, RMMS/CSDA**

Mary Driscoll, Occupational Therapist RMMS/CSDA