

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

BROOKLINE SCHOOL BOARD
JUNE 22, 2022
MEETING MINUTES

5 A regular meeting of the Brookline School Board was conducted on Wednesday, June 22, 2022 at 6:01
6 p.m. at the Captain Samuel Douglass Academy.

8 Kenneth Haag, Chairman, presided:

10 Members of the Board Present: Karen Jew, Vice Chairman
11 Colleen Micavich, Secretary
12 Alison Marsano
13 Kelly Zakar

15 Members of the Board Absent:

17 Also in Attendance: Andrew Corey, Superintendent
18 Gina Bergskaug, Asst. Superintendent of Curriculum and Instruction
19 Lauren DiGennaro, Director of Student Services
20 Donna Smith, Assistant Business Administrator stated
21 Daniel Molinari, Principal, Richard Maghakian Memorial School
22 Patricia Bouley, Principal, Captain Samuel Douglass Academy

25 **AGENDA ADJUSTMENTS**

27 Chairman Haag spoke of the need to amend the agenda to include Board action on the requested
28 expenditure from the Building Maintenance Expendable Trust.

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

32 **CORRESPONDENCE/RESIGNATIONS/NOMINATIONS**

34 Superintendent Corey informed the Board the cleanout process has begun for the basement and other areas
35 impacted by the upcoming project. The majority of the items located in those areas are outdated and will
36 be properly disposed of. Per policy, should there be any items believed to have value the information
37 would be brought before the Board in August.

39 He spoke of communications received by the Board concerning a personnel matter, which would be
40 discussed with the Board in non-public session.

42 Superintendent Corey informed the Board of a Letter of Resignation received from Lisa Talcott, 3rd grade
43 teacher at the Richard Maghakian Memorial School (RMMS).

45 **MOTION BY MEMBER HAAG TO ACCEPT, WITH REGRET, THE RESIGNATION OF LISA**
46 **TALCOTT AS A TEACHER AT THE RICHARD MAGHAKIAN MEMORIAL SCHOOL WITH**
47 **AN EFFECTIVE DATE OF JUNE 30, 2022**
48 **MOTION SECONDED BY MEMBER JEW**

1 ON THE QUESTION

2
3 Asked if a letter was delivered to the school concerning this resignation, Superintendent Corey stated there
4 was.

5
6 The letter read as follows:

7
8 *“I have truly enjoyed my 16 years teaching at RMMS where I have grown as both a teacher and*
9 *learner. I have been fortunate to have many great opportunities, fond memories, strong student and*
10 *family connection, and wonderful friendships with our staff. As you may know, I have two*
11 *grandchildren. They are in need of a family daycare provider. I have decided that this is an*
12 *important time for my grandchildren, and I will be resigning from my grade 3 teaching position to*
13 *be able to cover daily care for them.*

14
15 *My last day will be June 30, 2022. I have always loved children and being a teacher. I am excited*
16 *about my new journey and to be able to offer daily care and educational experiences for my*
17 *grandchildren at such an important time of their life. Thank you for your understanding.”*

18
19 Vice Chairman Jew commented on this being a huge loss. She wished Ms. Talcott well.

20 **MOTION CARRIED**

21 **5-0-0**

22
23 A Letter of Resignation has been received from Kathleen Milewski, 2nd grade teacher at RMMS.

24
25 **MOTION BY MEMBER HAAG TO ACCEPT, WITH DEEP REGRET, THE RESIGNATION OF**
26 **KATHLEEN MILEWSKI AS A TEACHER AT THE RICHARD MAGHAKIAN MEMORIAL**
27 **SCHOOL WITH AN EFFECTIVE DATE OF JUNE 30, 2022**

28 **MOTION SECONDED BY MEMBER JEW**

29
30 ON THE QUESTION

31
32 In her letter, she states:

33
34 *“It is with mixed emotions that I let you know that I will not be returning to RMMS. Please accept*
35 *this email as my formal resignation from employment within the Brookline School District.*

36
37 *I have spent my entire 21 years of teaching career in the district. I have loved my job. I have been*
38 *wholeheartedly dedicated to the children of Brookline, and I am a better person for it. My career*
39 *of 21 years has been spent at RMMS, 6 Principals, 3 positions within the school, hundreds of*
40 *students and families. It has been a true pleasure to be part of it all.*

41
42 *Over the past few years, there has been a significant shift in the focus and priority of education in*
43 *general. It does not feel good professionally or personally. The top down authoritative style of*
44 *education leaving teachers and students, the core of and reason for education, at the bottom is a*
45 *failed structure.*

46
47 *Decisions that directly impact staff and students are made by those who do not work with students*
48 *and therefore don't see or know the impact of those decisions. On top of that, when there is no*

1 *collaboration, respect, consideration or kindness given to those working directly with the social*
2 *emotional sensitive days, day in and day out, the very foundation of the top down approach*
3 *crumbles.*

4
5 *No matter the transitions that RMMS went through, one thing stayed tried and true; it was the*
6 *absolute compassion, dedication, and heart at the core of the school. Never was there a doubt that*
7 *those children weren't absolutely priority number 1 in the eyes of the staff that was with them*
8 *during every minute of every day. The selflessness is beyond compare. The teachers and support*
9 *staff that work within those walls are the most compassionate, dedicated, hardworking, and simply*
10 *good humans I have ever met.*

11
12 *They are people that not only show the patience, resilience, and kindness to the students but the*
13 *same level of support, compassion, and solitude for each other. The collegial net that is created by*
14 *those of us in the foundation, the trenches, is unlike anything you have experienced anywhere. It is*
15 *for these reasons that the children grow and are loved, safe, taught challenged, and cared for and*
16 *despite the crumbling within, the SAU still looks good from the outside. Wishing you reflection."*

17
18 Chairman Haag spoke of having had the opportunity to know Ms. Milewski and sharing deep regret
19 for her resignation. He wished her well.

20
21 Member Zakar commented on this being upsetting to her. One of the first things she asked for as a
22 member of the Board was a way to do a working environment assessment of our schools knowing that
23 our teachers have been through a lot in the past few years. It was unfortunate that was seen as a way
24 for grievances to be aired and something that unions deal with.

25
26 She spoke of the practice in hospitals to do healthy work environment; 360 evaluations of each other,
27 the leadership, those who are beside them, people they delegate to, etc. Having heard some of these
28 concerns back in March/April, it was one of the first things she asked for, as a member of this Board.
29 With that, she will vote against acceptance of the resignation.

30 **MOTION CARRIED**

31 **4-1-0**

32 *Member Zakar voted in opposition*

33
34 Melissa Ennulat was nominated for the position of kindergarten teacher at RMMS. She comes to the
35 district with her bachelor's in music from UMass Amherst and master's in early childhood education from
36 Merrimack College. She would be at a master's step 1 and a salary of \$46,601.

37
38 **MOTION BY MEMBER HAAG TO ACCEPT THE SUPERINTENDENT'S NOMINATION OF**
39 **MELISSA ENNULAT FOR THE POSITION OF KINDERGARTEN TEACHER AT A MASTERS,**
40 **STEP 1 AND A SALARY OF FORTY SIX THOUSAND SIX HUNDRED AND ONE DOLLARS**
41 **(\$46,601)**

42 **MOTION SECONDED BY MEMBER JEW**

43 **MOTION CARRIED**

44 **5-0-0**

45
46 Angela Wyand was nominated for the position of Reading Special at RMMS. She has her bachelors in
47 elementary and special education from Rivier University, her master's in technology in the classroom from

1 Walden University and masters in reading and writing from Southern New Hampshire University. She
2 would be at a masters plus 30, step 14, and a salary of \$73,310.

3
4 **MOTION BY MEMBER HAAG TO ACCEPT THE SUPERINTENDENT’S NOMINATION OF**
5 **ANGELA WYAND FOR THE POSITION OF READING SPECIALIST AT THE RICHARD**
6 **MAGHAKIAN MEMORIAL SCHOOL AT A MASTERS PLUS 30, STEP 14 AND A SALARY OF**
7 **SEVENTY THREE THOUSAND THREE HUNDRED TEN DOLLARS (\$73,310)**

8 **MOTION SECONDED BY MEMBER JEW**

9 **MOTION CARRIED**

10 **5-0-0**

11
12 **APPROVAL OF MINUTES**

13
14 Brookline School Board [May 25, 2022](#)

15
16 *The following amendments were offered:*

17
18 Page 5, Line 28; replace the “period” with a “comma”

19 Page 8, Line 30; replace “that” with “than”

20
21 **MOTION BY MEMBER HAAG TO ACCEPT, AS AMENDED**

22 **MOTION SECONDED BY MEMBER JEW**

23 **MOTION CARRIED**

24 **5-0-0**

25
26 Brookline School Board - 1st Public Hearing [May 25, 2022](#)

27
28 **MOTION BY MEMBER HAAG TO ACCEPT, AS PRESENTED**

29 **MOTION SECONDED BY MEMBER JEW**

30 **MOTION CARRIED**

31 **4-0-1**

32 *Member Marsano Abstained*

33
34 Brookline School Board - 2nd Public Hearing [May 25, 2022](#)

35
36 **MOTION BY MEMBER HAAG TO ACCEPT, AS PRESENTED**

37 **MOTION SECONDED BY MEMBER JEW**

38 **MOTION CARRIED**

39 **4-0-1**

40 *Member Marsano Abstained*

41
42 Brookline School Board - Non-Public [May 25, 2022](#)

43
44 **MOTION BY MEMBER HAAG TO ACCEPT, AS PRESENTED**

45 **MOTION SECONDED BY MEMBER JEW**

46 **MOTION CARRIED**

47 **5-0-0**

1 **Special** Brookline District Meeting [June 9, 2022](#)

2
3 **MOTION BY MEMBER HAAG TO ACCEPT, AS PRESENTED**
4 **MOTION SECONDED BY MEMBER JEW**
5 **MOTION CARRIED**
6 **5-0-0**

7
8 **PUBLIC HEARING**

- 9
10 • Brookline Maintenance Expendable Trust

11
12 **MOTION BY MEMBER HAAG TO RECESS UNTIL THE CONCLUSION OF THE PUBLIC**
13 **HEARING**
14 **MOTION SECONDED BY MEMBER MARSANO**
15 **MOTION CARRIED**
16 **5-0-0**

17
18 *The Board recessed at 6:14 p.m.*
19 *The Board reconvened at 6:20 p.m.*

20
21 **PUBLIC INPUT**

22
23 Policy [BEDH](#) allows for a maximum of 15 minutes to hear public comment. The period may be extended
24 by a majority vote of the Board. Individual speakers will be allotted three minutes per person. Speakers
25 may not relinquish allotted time to another speaker.

26
27 Rebecca Leedberg, 5 Clover Hill Way

28
29 Is disappointed, disheartened, disgusted. She built a home in Brookline so that her child would get the best
30 educational experience, which is not the case. Dyslexia was not identified by the special education team,
31 and he was not evaluated when referred by his kindergarten teacher. When bullied last year, nothing was
32 done about it. When bullied this year, nothing was done about it. His favorite teachers were fired. The
33 resignation by Ms. Gordon was forced in what she feels was wrongful termination. She has spoken with
34 many parents and is hopeful a motion could be made to hear from more than just 5 of those in attendance.
35 Most have very similar experiences where their requests were not responded to, and their grievances not
36 heard.

37
38 She is concerned with the safety of the school. She drove by the school and witnessed the back doors
39 propped open. When she called the front desk, she was told a milk delivery was taking place and the
40 cafeteria personnel were inside the door.

41
42 RMMS is disorganized and dysfunctional. Our teachers do not feel supported. Our parents do not feel
43 supported. She spoke of the amount of turnover at RMMS, which she believes is due to the culture. There
44 is a pattern behind non-tenured teachers not reaching tenure. She believes there to be a pattern of forcing
45 resignations or terminations before teachers have the opportunity to reach tenure. She commented she did
46 not have all of the information and would need to look into it.

47

1 The special education department needs to be looked at. There are illegal practices such as her child not
2 being given accommodations he should have, not being given his entire IEP, his teacher and case manager
3 not being made available, the current updated IEP he is supposed to have. It is an absolute disaster.

4
5 She is hopeful she will be able to run for the Board at some point as she wishes she were in the Board's
6 shoes. She encouraged the Board to hear from the parents. There should be no tolerance for bullying or
7 with special education services not being fully given to the standards of the IEP. The procedures and
8 practices of the school are not being followed, and teachers are not given access to what they need.

9
10 Paraprofessionals in Hollis are paid at a higher rate. We need to offer benefits and good money. We
11 cannot be sending a secretary to handle an out-of-control child. They are not able or trained to handle that
12 situation. If asking the Superintendent she is told they are fully staffed, but if going to the Principal she is
13 told they are not fully staffed, and more staffing and resources are needed.

14
15 She asked why Ms. Healy and Ms. Gordon were let go when they both had impeccable records and were
16 seen as the gold standard for a teacher at that school. Her child is devastated. These two have advocated
17 for him. The week they were let go there was a behind closed doors meeting with the Administration,
18 which was probably 2 people, and the decision was made. That week was the first time she had ever not
19 consented to an IEP, the first time she told the Principal she would be getting an education attorney because
20 they couldn't get her child's reading past the kindergarten level b because he is dyslexic and they weren't
21 doing with him what they should have been doing, and it was the first time she had stated she would
22 probably go for an out-of-district placement if they couldn't get him reading at grade level.

23
24 That happened to be the week that Ms. Healy and Ms. Gordon were suddenly terminated out of nowhere
25 for no good reason. She is hopeful whatever attorneys get involved do not find out that this was possibly
26 done because of the advocacy that they did for their children as she has reason to believe that is the case.

27
28 Leanne McHale, 42 Westview Road

29
30 Stated many were in attendance as confused and frustrated parents to offer unwavering support in the face
31 of the forced resignation of Ms. Valeri Gordon. She was a wonderful teacher. Ms. Gordon got her child
32 from not reading at all to reading above a 2nd grade level in 1st grade. She went above and beyond.

33
34 She was offering input to shed light on an alarming and disturbing pattern that has been uncovered by the
35 collection of parents as they evaluated what is happening with the attrition of some of our highest and most
36 respected performers at RMMS. We are told year after year, as we pay one of the highest tax rates in the
37 state, how important our facilities, compensation packages, and overall operation is to attracting and
38 retaining the best possible employees; yet, for the last several years we have watched as some of those
39 teachers and support staff we know to be the best and most respected quietly vanish from our ranks.

40
41 These departures are never addressed. We watch as the pattern repeats the very next year, and we are told
42 there is nothing to see here. Your days of hiding the truth from us are over. As you know parents talk not
43 only to each other but to those departed professionals with whom we have built relationships during the
44 school year. We have learned there is a common thread to these departures of our most adored
45 professionals.

46
47 Many have shared their observations in conversations with the Superintendent. The consistent thread that
48 has been shared is the lack of transparency, communication, and integrity by our RMMS Principal. Ms.

1 Gordon's resignation should be a matter of public record, but it was not included in any of the minutes.
2 Fortunately, she had the courage to share her resignation letter, so they knew exactly what happened.
3 There are many others like Ms. Gordon who have experienced this utter unprofessionalism and lack of
4 integrity described in her letter.

5
6 Teachers who try to escalate unreported acts of violence were told to be quiet. Teachers who refused to
7 comply with the ridiculous window policy, teachers who were more lenient on masking, teachers who tried
8 to get services for their children, were told not to let their parents know that the district was not meeting
9 their needs. In short, not being a yes person for the incompetence of our Principal seems to result in your
10 departure.

11
12 They have experienced similar problems as parents. When we raise concerns the RMMS Principal spends
13 more energy avoiding issues than solving them. Parents are constantly required to escalate to the
14 Superintendent over the consistent inaction and abdication of responsibility.

15
16 Superintendent Corey has made the mistake of sharing with them when the RMMS Principal has
17 mishandled the situation of our children frequently apologizing for his behavior. As they share these
18 findings with each other the numbers are staggering. Many parents who could not attend have sent letters
19 to the Board. Many are afraid to speak up over fear of retaliation. What has been stated is not news to the
20 Board. Behind the small set of examples are dozens more. Parents and former employees are willing to
21 speak up, document, and publicize exactly how your tolerance of this ineptitude has failed all of us.

22
23 It is time to bring leaders of integrity, honor, and transparency to our district. She questioned if the Board
24 is co-conspirator of this incompetence or here to serve the best interests of our children and community.
25 Parents will keep collaborating, documenting, and uncovering the wrongdoing until competence, trust, and
26 transparency are restored. It sounds like forced resignations have become a favorite past time around here.
27 We all know exactly which one needs to come next.

28
29 Karen Dalton, 29 Hillside Drive

30
31 Has been a Brookline resident for 7 years. Two of her four children are currently enrolled in the district.
32 They have had a total of 9 different teachers. All but one has been phenomenal. It was brought to her
33 attention by a fellow parent that Ms. Gordon would be leaving RMMS after just one year. At first, she was
34 simply sad to see the district lose a great teacher, she assumed she had received another opportunity or was
35 leaving for personal reasons. She was shocked and dismayed to learn that was not the case.

36
37 Everyone understands that running a school in a district is just like any other business and internal
38 personnel matters are confidential. No one was asking for the divulgence of any confidential personal
39 information. As a parent of a student who had the pleasure of having Ms. Gorton as a teacher, she feels it
40 important she and others voice their concern over the district's handling of the situation.

41
42 She also understands there are two sides to every story, and it is unfortunate that the district will not explain
43 its reasoning behind forcing a qualified, well-liked teacher like Ms. Gordon to resign from her position.
44 They have all received and reviewed Ms. Gordon's resignation letter. It is not only forced, but the threat to
45 provide false information to a perspective employer as punishment for not doing so is blackmail and quite
46 frankly abhorrent.

1 Even if there was a personnel matter at hand, it clearly was not egregious enough to warrant termination
2 during the school year. Instead of hiding behind the legality of not having to disclose the reason for her
3 contract termination as her employer, why would the district not provide her with the feedback necessary to
4 help her learn and grow from whatever the issue was or address via a performance plan? We can only
5 assume, given her positive reviews by her boss as well as the feedback she has heard from parents and
6 students, there was no personnel issue. She questioned why we are losing this wonderful teacher from our
7 district. We certainly do not have an over-staffing problem to contend with, which would be the only other
8 logical reason.

9
10 She spoke of her child entering Ms. Gorton's class last fall slightly behind his peers in math and reading.
11 Ms. Gordon immediately recognized he needed some additional assistance and contacted her to let her
12 know. She suggested he receive math and reading intervention. She encouraged her to do whatever she
13 thought was needed to get him up to speed with his classmates in the shortest amount of time. He finished
14 1st grade reading at a level J. He reads full books now. In his end of year memory book he wrote his
15 favorite subjects are math and reading.

16
17 He has had a few behavioral issues over the course of the year; he is 6. It resulted in a call from Ms.
18 Gordon at the end of the school day and she calmly explained what occurred, prepared her to address the
19 issue at home, if necessary, and let her know how it had been addressed during the school day.

20
21 She always handled herself professionally and appropriately. Ms. Dalton stated she recently read to the
22 class, and while only there for 20 minutes, watched Ms. Gordon interact with the children witnessing
23 everything she would want a teacher to be for her child. She spoke of how positively her son has spoken of
24 Ms. Gordon and of her desire for the Board to review the reason behind Ms. Gordon's termination as well
25 as any others who may have been put into this situation through no fault of their own.

26
27 Barbara Dipalma, 17 Pigeon Hill Road

28
29 Recently learned that Ms. Healy was terminated as part of the process. She is uncertain what was behind it
30 but wished to state that these teachers are dealing with a lot because of COVID. Her child comes home
31 everyday and speaks of all of the behavioral issues that he witnessed. Instead of hearing what a great day
32 her child had, all she hears over and over again is all of the trouble with the kids. She has herself witnessed
33 a child being punched.

34
35 She requested the teachers receive the needed support as they are going above and beyond dealing with not
36 only teaching and supporting the students, but with all of the behavioral issues on top of that, for which
37 they are not responsible.

38
39 She spoke of going through the special education process for her child and being declined. Her child's
40 writing is awful from being behind due to COVID. Ms. Healy took it upon herself to work with him to get
41 his handwriting back. Without being asked, she brought extra math for her child to work on because he
42 was so far ahead of the other students.

43
44 These teachers need us to support them not turn our backs on them. She stated she was in attendance to
45 represent Ms. Healy and in support of her son to help these teachers get what they need.

1 Stephanie Kendall, 112 Route 13

2
3 Was not intending to provide input as she came to support Rebecca. Feels this is a tale of two cities; she
4 has raised 6 children between Hollis and Brookline. She left Brookline in 2019 because her spouse was
5 abusive, and she had a restraining order. The culture in Hollis, which is a district she saw 4 children go
6 through, and the culture in Brookline and the support more specifically that is offered Brookline teachers
7 by RMMS Principal is glaring. When she came to Brookline in 2019 Mr. Molinari went out of his way
8 from day one to make certain that she and her children felt safe and taken care of. Ironically, her older
9 child is a behavior problem. He has been an extreme behavior problem because of the abuse that he
10 endured. She does not want to see people that she knows would lay down their lives for her children be in
11 a situation where what she can see from the outside looking in, is disproportioned resource allocation.

12
13 She questioned why Mr. Molinari does not have an Assistant Principal, why the paraeducators do not get
14 offered benefits and are paid less than their counterparts in Hollis. Teachers whose jobs do not entail
15 handling her older son's behavioral issues are volunteering to help. Everybody in that school, including
16 Mr. Molinari, is deeply passionate about the care, support, and progress the children have. What she sees is
17 that it is resources.

18
19 In Hollis, you have basically everything you need. Why doesn't Brookline have what Hollis has? There
20 are just as many children. Why did Hollis get the complete overhaul of their school and Brookline is just
21 now seeing this?

22
23 She hears parents concerns about the safety of their children and the way that things are being operated.
24 Again, she is in a unique position of knowing that the reason that this staff operates for this building is
25 because they really do not have another choice. They are doing the best they can. Where is the resolution?
26 She does not feel like people need to be hung for doing the best they can with what they have. You need to
27 give everybody what they need. That is not easy in terms of budget, but it is necessary.

28
29 Chairman Haag questioned the will of the Board relative to extending the period for public comment.

30
31 ***The Board unanimously supported extending the period for public comment.***

32
33 Stephen Brogan, 9 Hollis Lane

34
35 Spoke of being shocked by some of the comments provided. He had not been privy to some of the details
36 he is hearing and was surprised. His family moved to town about 5 years ago because Brookline was one
37 of the highest rated school systems in the State. He drives an hour and 20 minutes and his wife an hour
38 every day to get to work to be in this district. They understand and recognize there are budgetary
39 constraints. His wife was unable to be in attendance, but wished to make the following statement:

40
41 *"This evening we are gathering to share concern over the recent resignation of Valerie Gordon, a*
42 *first grade teacher at RMMS. As a parent of one of her students I'm both shocked and disheartened*
43 *to hear that Ms. Gordon was forced to resign from this position. As with many first graders, this*
44 *was our daughter's first classroom experience after completing kindergarten via Zoom.*

45
46 *This was a challenging transition for our daughter as I am sure it was for pretty much everybody,*
47 *and Ms. Gordon as a new teacher in the district with a classroom full of students who had never*
48 *been in a structured classroom environment.*

1 *A few months into the school year Ms. Gordon reached out and recommended additional help for*
2 *our daughter as she was not at the expected levels for reading and math, which we had been*
3 *concerned about after a year of remote learning. Ms. Gordon advocated on our daughter's behalf*
4 *to ensure that she received the help that she needed and kept us up to date with her progress and*
5 *provided recommendations on how we could expand her progress at home.*

6
7 *When our household was hit with COVID shortly after April break, we were concerned that*
8 *multiple weeks out of school would deteriorate any progress she had made. Ms. Gordon hand-*
9 *delivered stuff to my house with all kinds of notes, tons of schoolwork, and very comprehensive*
10 *instructions to ensure that our daughter didn't lose momentum and didn't fall behind. Over the last*
11 *few months we have seen our daughter's confidence blossom and she is now doing equations at*
12 *home of her own will, reading stories to us, and her little brother as well as writing her own stories*
13 *and cartoons.*

14
15 *Schools have not been unscathed by the great resignation and many areas have seen an exodus of*
16 *teachers and an increase in student enrollment. To my knowledge, there has been no disciplinary*
17 *action against this teacher who I can only commend for all of her work this past school year. I*
18 *cannot imagine why this Administration would force the resignation of a teacher who has worked*
19 *so hard for our children."*

20
21 Mr. Brogan asked if anyone has ever planted a fruit tree; spent months and months building the soil,
22 fertilizing, planting and watering the tree, weeding and mulching. It takes a long time to get it to bear fruit.
23 The relationship between his daughter and Ms. Gordon was that fruit tree, and they bore fruit this year. He
24 stated he could not commend Ms. Gordon enough for the amount of work and effort she had to put in not
25 only for his daughter but for all of the kids, and the nonsense that they had to deal with because of COVID.

26
27 He does not understand what is going on and the reasons behind it, and he knows he is not supposed to
28 because it is a personnel matter. He also gets that there are budgets involved. However, you are chopping
29 down the tree before it has a chance to bear more fruit.

30
31 He questioned if there is a projected decrease in student population for the incoming first grade class and if
32 the school budget was increased or remained the same from last year. If there was an increase, and if there
33 is an increase in students, he does not understand what is happening.

34
35 Mr. Brogan stated his opinion Mr. Molinari has done a good job and has been responsive to any questions.
36 He is uncertain if it is a matter of miscommunication or a top level or low level thing, but it sounds like
37 there is a culture issue that needs to be figured out before we lose more teachers.

38
39 Melissa McGoldrick, 17 Wildwood Drive

40
41 The schools have a bullying problem. It is the responsibility of the school to provide a safe environment
42 that promotes learning for all students. She called to the Board's attention one apparent issue that , if
43 resolved, would immediately improve school safety; the absolute and total disregard by the administration
44 to follow the school's own handbook and relevant bullying behavioral issue guidance. This is emboldened
45 by two key factors; 1) an apparent lack of checks and balances as this incident occurred and 2) a lack of
46 auditing of disciplinary cases.

1 This spring her child was assaulted at school. In conversation with the Principal she asked what
2 disciplinary measures would be taken against the aggressor. He replied what do you want me to do? I have
3 to follow the handbook. I do not suspend kids. Thinking his hands must be tied with a lack of options and
4 possible policy guidance, she reviewed the handbook herself and came to learn that several pages are
5 dedicated to this topic, with sections on student development and age appropriate guidance, helpful
6 guidance and three tiers of escalated behaviors with examples of actions and corresponding disciplinary
7 measures.

8
9 In this case, it would fit the definition of Tier III offense giving the Principal literally every option to
10 consider when confronted with the citations from the handbook, and yet when asked how this would be
11 handled, he instead went on to downplay the incident. It was very clear that the Principal took no interest
12 in following the handbook and no interest in any disciplinary measures that would discourage bullying
13 from occurring again.

14
15 What her child observed was that nothing, no missed recess, no detention, no guidance counselor visits
16 occurred. What a terrible lesson for a young child to learn that when something bad happens and you go to
17 an adult for help, they will do nothing.

18
19 There were a lack of checks and balances at the time of the incident. The Principal served as judge, jury
20 and executioner. She finds it shocking that one person would be empowered with that much authority to
21 independently decide such matters. As the saying goes, all power tends to corrupt, and absolute power
22 corrupts absolutely. The only thing worse than sole decision making authority is when it is accompanied
23 by zero oversight. The Board approves the handbook and policies within it. How do you know how well
24 they are performing, how often they are being utilized, was it correctly understood? This is the opportunity
25 to dig in; compare the documents and incidents and outcomes to policies. Is the Administration living up to
26 the expectations and following the direction set by the Board through these policies?

27
28 You need an audit. It is time to act; create the checks and balances, the oversight and auditing, step in and
29 ensure the Administration fulfills their responsibilities to keep students safe by adhering to our handbook or
30 remove them from their job and find ones who will.

31
32 Candice Cunha, 1 Baldwin Drive

33
34 Commented as the Superintendent read Mrs. Milewski's letter of resignation she felt a hole inside of her.
35 When her son was assigned to Ms. Milewski over the summer, she knew right away that was going to be
36 the teacher that was going to turn him around. It is a huge loss that our district is losing teachers like her.
37 Ms. Milewski has done a lot for her son as she did for her daughter who she had for a very short year
38 because of COVID.

39
40 She is unaware of what is occurring but does believe if there is a culture problem within the community
41 these children who deserve the best education, need to be given that.

42
43 Mallory Risler, 14 Hobart Hill Road

44
45 Her child had Ms. Milewski this year. She kind of saw this coming for some time. She moved to the
46 district for the school system before having a child who was identified as someone having ADHD and
47 needing a 504. Ms. Milewski did everything in her power to make the classroom experience a positive one.
48 We need to get to the point where we are lifting up our students and our teachers before we have more

1 children that they have to choose between. That is what we are doing to them right now because we are not
2 supporting them enough, we do not have enough staff. Her child is constantly left unattended for his
3 breaks. She cannot get a 504 meeting, which she asked for. She is disappointed. We have a lot of kids
4 who need a lot of help. It disappoints her because she is told well her child is not the worst one, the biggest
5 problem, but that is her child, and he is not thriving.

6
7 She has trust in the Board, and requested they build that trust back. She is unsure what is happening, but it
8 needs to be fixed. We need to work together as a community to figure it out. She wants that trust back as
9 she feels it is broken right now. We need to put the kids first and then everything else will solve itself.

10
11 Shannon Sinclair, 1 Lancy Brook Road

12
13 Is a teacher in the building. She does not have all of the answers, does not know all of the information, and
14 wishes there were greater transparency knowing that is a typical normal public school thing. She has a lot
15 of family members who are teachers, and this problem is global right now.

16
17 In that building, every day your children are cared for, they are thriving, and are loved. She personally
18 guarantees that and knows a ton of people who do. Although she does not have all of the answers and does
19 not necessarily know if things are perfect in the building, the children are loved and cared for and are
20 learning. It will get better when we have a lot more support as the rest of the world will get more support
21 as we all recover from this chapter.

22
23 Rebecca Leedberg, 5 Clover Hill Way

24
25 Stated Ms. Gordon would like to read her Letter of Resignation into the record.

26
27 Noted was that policy BEDH states “The Board will provide a maximum of fifteen minutes to hear public
28 comments from residents at the beginning of each regular Board meeting.” As Ms. Gordon is not a resident
29 of Brookline, the public input period does not extend to her.

30
31 Ms. Leedberg requested the Board allow Ms. Gordon to read her resignation letter. Chairman Haag stated
32 the need to adhere to the policy language. He restated the language of the policy and requested those in
33 attendance not make the situation contentious.

34
35 Ms. Leedberg stated she was not being contentious; It was not made public, and the request is that it be
36 read aloud. She asked if a motion could be made to allow for the reading of the Letter of Resignation.

37
38 Unidentified members of the audience yelled from their seats for the policy language to be read. Chairman
39 Haag requested again that members of the public not make the issue contentious. He read a portion of the
40 policy language aloud.

41
42 An unidentified member of the audience noted that a previous speaker was permitted to read into the record
43 a letter written by another, and that was not contested.

44
45 Chairman Haag remarked we are not at odds, the Board is listening to those providing comment, taking
46 notes, and will discuss the matter in non-public session following this meeting.

1 Several members of the audience were speaking out simultaneously without being recognized. As a result,
2 the audio is inaudible.

3
4 Member Marsano stated one of the reasons why she did not bring up a resident reading a statement from
5 another was because it was the spouse of a Brookline resident. In her view, because the discussion is
6 around someone who is not a resident of Brookline is why it should not be included in public comment.

7
8 Members of the audience again began speaking out without being recognized.

9
10 Member Marsano remarked if, during the Board portion of the meeting, the Board wishes to have an
11 agenda adjustment to allow for the reading of the letter, she would not be opposed to it.

12
13 An unidentified individual called out without being recognized stating the letter was supposed to be read.

14
15 Superintendent Corey stated he does not recommend this based on his discussion with legal counsel earlier
16 in the day. In March, as part of the process, the Administration brings to the Board the nominations of
17 staff. Once that nomination list goes through, people who are not on the nomination list will end
18 employment with the district. On the timeliness of when the resignation was received, versus when the
19 nomination list went through, there is a large disparity. He will gladly give the Board further information
20 during the non-public session.

21
22 Ms. Leedberg stated May 25th to be the date the resignation was received and questioned if it was reviewed
23 at the Board meeting in May. Superintendent Corey responded the nomination list for employees went to
24 the School Board in March. Ms. Leedberg stated the resignation letter has not been presented to the School
25 Board yet. Superintendent Corey stated the nomination was done in March. He will explain to the Board
26 further in non-public session.

27
28 Ms. Leedberg stated the letter was provided on May 25th and it was not brought to the School Board
29 meeting. She has an email from the Chairman stating it was not included in the correspondence section. If
30 it were not included in the correspondence section, it would be included in the correspondence section
31 tonight having been turned in on May 25th. Chairman Haag stated he did not say that. Ms. Leedberg
32 offered to bring up the email. Chairman Haag stated he informed her that they were looking into why it
33 was not in correspondence. Ms. Leedberg stated you were looking into why it was not in the
34 correspondence section. Chairman Haag stated that was the end of his statement. He had not stated it
35 would be under correspondence tonight. Ms. Leedberg added if it were a resignation by a teacher and it
36 was handed in on May 25th, would you as the Board expect to review that resignation in May or June?
37 When will you review it?

38
39 Member Marsano replied not necessarily. The Board has received plenty of resignations without reviewing
40 the letters that came along with them.

41
42 Superintendent Corey stated she was correct on the date that the letter was presented. It was presented to
43 him. On the advice of legal counsel, it was not read because when we read things at the Board, we have to
44 be very conscious of the ramifications to the Board and the district. That is why it was not read. He
45 conferred again with legal counsel today, and he intended to explain that in non-public but could not go
46 into further detail in public session.

1 Ms. Leedberg stated if there are forced resignations it is possible that you will make it so that we as parents
2 and community members do not hear what is in the contents of the resignation letters if they speak poorly
3 of the Administration.

4
5 Superintendent Corey responded that is not what he was saying. Member Marsano noted State RSA that
6 addresses reputation.

7
8 Members of the public spoke out without being recognized. Member Micavich requested that a single
9 individual speak at a time noting difficulty following the comments of several speakers speaking
10 simultaneously.

11
12 Member Zakar asked for clarification noting before she joined the Board the decision had been made about
13 who was being offered contracts for the next year and who was not. She did not know any of those
14 people's names. Her understanding is if a teacher is not offered a contract, then they do not have a position
15 to resign from. Superintendent Corey stated that to be the case.

16
17 Member Zakar reiterated she is not aware of the situation, but as she was listening to the public input she
18 was wondering if that might be the situation. She asked for the letters of resignation to be read for the two
19 teachers who submitted tonight because she knew they were tenured faculty with professional status. She
20 wanted to know why they were leaving. She knew it was not a situation where they did not have their
21 contracts renewed because they were not chosen to be rehired. She wished to make that clarification as she
22 believes the conversation is about apples and oranges.

23
24 Superintendent Corey responded it goes to the heart of the non-public discussion.

25
26 Chairman Haag stated there to be employment laws that the Board cannot pass over. The Board is not at
27 odds with the public and this discussion is not meant to be contentious. Members of the Board are hearing
28 the input and will look into this.

29
30 A member of the audience spoke out without being recognized stating the next speaker is a resident and
31 deserves to be heard. Chairman Haag stated if the speaker is a Brookline resident she will be permitted to
32 speak, but if intending to read the letter of resignation that is not allowed per policy. He stated that to be
33 the end of the discussion on that matter.

34
35 Members of the audience spoke out without being recognized and after the Chairman had called the
36 discussion to an end. One individual stated "She can read the dictionary if she so chooses. This is the
37 public input session. Ms. Gordon said that she could read it."

38
39 Chairman Haag stated if the letter begins to be read, the period for public input would be closed.

40
41 Members of the public again spoke out from the audience without being recognized stating you have not
42 coated the explosives and she is already standing there. She would like to speak.

43
44 Chairman Haag remarked the back and forth discussion is ridiculous and adversarial.

45
46 Members of the public continued to speak over the Chairman and each other shouting out from their seats.

47
48 An unidentified speaker yelled out from the audience we want you to do your job.

1 Chairman Haag began to state we are trying to, and we are going to before he was interrupted with
2 continual shouting from the audience.

3
4 Chairman Haag stated the period for public input would be closed. As there was a speaker at the
5 microphone, he once again offered her the opportunity to speak and provide her own input.

6
7 Julia Fries, 24 Laurelcrest Drive

8
9 Thanked the District, Principal Molinari, Charlene in the office, and Ms. Farwell. Last year she moved her
10 children from out-of-state on a dime's notice and within less than a week they accepted her two children
11 into the school with loving arms. It was a really difficult transition for her children. She was worried about
12 this year for her son who is entering 1st grade, and he went into Mr. Gordon's 1st grade class and had a
13 wonderful year. She could not be happier with the education and experience he had. She wished to
14 provide her support to Ms. Gordon.

15
16 Stephanie Kendall, 112 Route 13

17
18 Stated she is diagnosed with conflict PTSD and gets stressed out and forgets things. She had one last thing
19 she would like to state.

20
21 She had started to speak about her son and his behavior issues and has had many meetings. Her younger
22 son also has an IEP and has had many meetings. Her older son is being pushed on to third grade although
23 he is also only reading at a kindergarten level. She does not blame anyone in the school for what is going
24 on right now. What she sees is a really epic disparity in resources. Her youngest son was recommended to
25 be held back before all of a sudden it became almost impossible to get a child held back a grade in school.
26 Her concern there is why.

27
28 The difference between her youngest son and oldest in terms of how quickly they got their IEPs is that his
29 teacher has been with the district for 25 years. Her oldest son did not really need any support in terms of
30 getting nominated for 504s and IEPs because his behavior advocates for himself.

31
32 She is hearing all of these things and is being asked to say why was her younger son who was advocated for
33 a 504 and IEP by a tenured teacher handled differently than these other children.

34
35 Melissa McGoldrick, 17 Wildwood Drive

36
37 There are a lot of people that would like to address the Board, but they are afraid to come into a public
38 setting. She suggested the Board create a day or two to set aside for parents to come in and discuss issues.

39
40 Chairman Haag stated the meeting got heated for a moment, and he wished to ensure the public understood
41 the Board was hearing the input provided. He wished for that to be loud and clear that the Board is not at
42 odds with the public. If anyone wishes to email the Board, members will read, and hear everything that is
43 said. They have made notes, have requested the non-public session so that detailed information can be
44 provided. The Board is committing that it will look into this. He wished for the public to understand that is
45 what is occurring. The feedback is appreciated, and the Board will be looking into the matter.

1 Rebecca Leedberg, 5 Clover Hill Way
2

3 She supports the suggestion made by Melissa. There are many parents who have said they would have
4 come but were concerned with the potential for retaliation. She was told that after the teacher's union no
5 confidence vote was made the Principal went around to all of the classrooms and stood for a period of time
6 in each, which the teachers saw as an intimidation thing. The Principal also talked to each of them if they
7 complained about their lunch or their planning time being infringed on. If their lunch and planning time
8 was infringed on, they were put on a list and then they were questioned by the Principal after that vote of
9 no confidence was made. Teachers as well as students and parents worry about retaliation or other types of
10 things.

11
12 Superintendent Corey stated he met with the union President, and there was never a vote of no confidence.
13 He met with her the previous Thursday after hearing that rumor. There has never been a vote from our
14 union of no confidence.

15
16 Rebecca Leedberg, 5 Clover Hill Way
17

18 Remarkd there is a vicious rumor going around the school.

19
20 Superintendent Corey stated that to be why he wished to address it.

21
22 Rebecca Leedberg, 5 Clover Hill Way
23

24 There is a vicious rumor going around that there was a vote of no confidence by the teachers union and the
25 teachers who complained about lunch or planning time being infringed on were talked to, which could be
26 seen as a form of retaliation because they were questioned as to why they brought that up. Also, every
27 single classroom was visited where the Principal just stood there.

28
29 Member Micavich stated her son had Mrs. Milewski. Board members are all parents in this district, and
30 they hear the public on that, which was a huge loss. The only way we are going to resolve any of these
31 problems is if we work together, we understand that we are all on the same page with that, and that we are
32 committed to change. What she is not committed to is making accusations without facts. The Board is put
33 in an unfortunate situation of not being able to respond to some of the comments because of legal concerns.

34
35 Leanne McHale, 42 Westview Road
36

37 Questioned if it is possible that as a Board, they could be present during some of these evaluations so that it
38 does not feel as though it is just one versus the other. It is a second set of eyes. Member Micavich stated
39 her belief Board members are not permitted to. Ms. McHale suggested it could be the Superintendent.

40
41 Superintendent Corey stated there are always two administrators and they are always allowed to have a
42 union representative with them. That is by contract. The Brookline Teachers Union is a strong union. If
43 we were not following policies and procedures, we would hear about it and the Board would hear about it.
44 He stated the matter would be taken very seriously. A non-public session is scheduled to discuss it. As
45 was stated by a Board member, we do not get to provide all of the information because of some of the laws
46 that we are required to adhere to.

1 Member Zakar spoke of being pleased to see so many residents in attendance. It means a great deal to see
2 members of our community involved in this process and providing feedback. In response to what Ms.
3 McGoldrick asked for, she is uncertain if the Board can conduct ad hoc meetings. One thing that she has
4 talked to a few parents about is the desire to, on her own, host a listening session with parents. She is
5 aware there are a lot of special education concerns. Being a parent of a child who has had an IEP and a
6 child who has had a 504; one who thanks to a teacher at CSDA was able to blossom because of the
7 disability that they detected, it is very important to her to ensure special education concerns are addressed.
8 When she can determine the best time to do it, she will post something on the Brookline Facebook page.
9

10 In response to what was stated about fruit trees, she commented when her family moved into their home in
11 Brookline there was a tree that looked like a pair tree. She had no idea what it was. Three years ago they
12 picked up two cherry trees. After planting the cherry trees the pair tree started growing fruit. Sometimes it
13 is cutting down the tree before it gets to bear fruit and other times it is surrounding the tree with the
14 resources it needs so that it can bear fruit. She appreciated the analogy and believes in the need to ensure
15 everyone has the resources around them to bear fruit.
16

17 Vice Chairman Jew commented it was brought up that there is disparity between the districts. She was not
18 saying that any result of action could result in budgetary changes, but if there are, this passion is great;
19 show up at our deliberative session, which is typically the first week of February. That is where the budget
20 is presented, and people can change the budget on the floor. It can be reduced on the floor and when it
21 goes to the polls in March, residents may be voting for a reduced budget or resources that have been
22 removed. She encouraged participation.
23

24 Chairman Haag spoke of appreciation for the passion and asked that residents be vocal about this
25 throughout the year especially during the budget season. The district has about a \$4.5 million reduced
26 budget compared to Hollis. There is a disparity. That is just fact. We have had a tougher climate of
27 getting things through. For those that were involved two weeks ago, getting the RMMS expansion was
28 quite a thing. You know what happened there. He encouraged feedback and emails, however, noted a
29 quorum (3) of the Board cannot sit together legally to discuss matters it has authority over because it would
30 constitute a Board meeting. We will have to figure out something with that.
31

32 Chairman Haag commented some of this, until Friday, was a bit of a surprise to even him. There was some
33 misinformation out there around the Board as well. He committed to the Board looking into this matter.
34

35 Rebecca Leedberg, 5 Clover Hill Way
36

37 Commented on the difference in budgets between Brookline and Hollis. She questioned what the parents
38 can do to support remedying that.
39

40 Chairman Haag stated this to be a good step; talking about additional resources and continuing with that
41 discussion. That is what is needed. The Board would love more resources. They try to walk the line of
42 budget conscious and more resources.
43

44 ***The period for public input was declared closed.***

1 **PRINCIPALS' REPORT**

2
3 Daniel Molinari, Principal, Richard Maghakian Memorial School (RMMS) noted the enrollment history
4 provided as part of the report.

5
6 Patricia Bouley, Principal, Captain Samuel Douglass Academy (CSDA), commented over the last week
7 June enrollment for the 2021-2022 school year was 594. A chart was provided that showed the breakdown
8 by grade level as well as the projection, as of June 15th, for the 2022-2023 academic year (total 566). Right
9 now we are seeing a projection for 60 students in kindergarten compared to the 80 from this year.

10
11 Also provided was an updated staff structure/listing for the 2022-2023 school year. Those bolded are
12 current staff changing positions and those underlined are new staff.

13
14 The Year in Review document provided as part of the [agenda](#) packet identified several areas:

15
16 **School Safety**

17
18 Each building has a Building Safety Committee in addition to the District-wide Health and Safety
19 Committee. The committees look at all practices. An audit is conducted every 3 years. Principal Molinari
20 spoke of the security measures in place. An overview was provided of the work conducted this year. The
21 schools met and exceeded the required number of drills, reintroduced lunch with Safety Officials at
22 RMMS, building based safety meetings with local safety officials, and district-wide Health and Safety
23 Committee quarterly meetings.

24
25 **Academics**

26
27 Principal Bouley remarked we have our academics and along with that we try to have some fun by
28 incorporating different field trips, etc. This year at RMMS they had their Field Day, TIGER performance,
29 Scholastic Book Fair, the 2nd Grade Spring Concert, Kindergarten Friendly Farm trip, 1st Grade Squam
30 Lake Science Center trip, 2nd Grade visit from Mystic aquarium and the grade 3 Geodomes. At CSDA,
31 there is the Turkey Trot, 6th grade graduation, Scholastic Book Fair, Field Day, Virtual tour of the Freedom
32 Trail, Squam Lake Wildlife Animal Handler, Matt Wilhelm Anti-Bullying Assembly and the egg smash,
33 dash, and crash event.

34
35 **AimsWeb Data**

36
37 Principal Molinari noted the kindergarten data from the fall and spring for English Language Arts (ELA)
38 and Math. Tier I consists of all students in the class, the yellow Tier II and the red Tier III. Students in
39 Tier II receive a different teacher, e.g., reading or math specialist, and those in Tier III receive intervention.
40 In kindergarten there was a 57% increase in Tier I based on the spring tests. For math, there was 50%
41 movement to Tier I.

42
43 Principal Molinari commented the data for grades K-3 shows more degrees of movement, which is the
44 result of the hard work of our staff, specialists, and interventionists. Meetings are conducted 2-3 times/year
45 on top of weekly Professional Learning Communities (PLCs) to discuss student progress. They are
46 constantly reviewing data, observations in the classroom, etc. to determine if anything will change the
47 learning profiles.

1 Similar data was presented for grades 1-6; 81% increase in ELA for grade 1 (fall to spring) and about 72%
2 movement in math. Grade 2 saw a 57% movement in tier I increase from the fall to spring for ELA and
3 80% for math.

4
5 Grade 3 had a 6% increase for Tier I for ELA and 19% increase for math. Grade 4 shows 17.6% increase
6 in Tier I from fall to spring in ELA and 18.75% in math. Grade 5 had a 11.4% increase for ELA and 56%
7 increase in math.

8
9 Principal Bouley spoke of being proud of the teachers and the support they provide. Students get to see
10 that growth after that testing. They get to ask the teachers how they are doing. This also gives the teachers
11 a snapshot to see how all of the students are doing. That data is gathered so that the teachers having the
12 students in the following year will be provided with it. When the testing is conducted in the spring there
13 will be the ability for a comparison.

14
15 Asked if the data is translated up to the middle school, Assistant Superintendent Bergskaug stated
16 AimsWeb does not continue up at the middle school. Other than the localized assessments and the NHSAS
17 for 7th grade, they delay until 8th grade when they do the PSAT 8/9.

18 19 Community Outreach

20
21 The RMMS Food Pantry Project donation totals for the 2021-2022 school year were outlined.

22 23 Open Positions

24
25 A list was provided of positions currently open for both RMMS and CSDA. Asked to provide clarification
26 of the MTSS paraeducators, Principal Bouley stated MTSS is the Multi-Tiered System of Supports. She
27 provided the example of the data provided from the AimsWeb testing noting the different tiers identify the
28 tiers of support required.

29 30 Summer Events and Projects

31
32 Principals Molinari and Bouley detailed the summer events and projects identified as part of the report.

33 34 Looking Ahead to 2022-2023

35
36 RMMS will conduct an in-person open house, BOOKS Program, school-wide assemblies, and family
37 learning nights. At CSDA, events will include the in-person open house, science fair, student and family
38 Turkey Trot, and school-wide assemblies. Throughout the Hollis Brookline District, they are looking into
39 having a STEM fair and announcing they have secured Lynn Lyons to do a presentation on August 30th for
40 both the Hollis and Brookline communities. Lynn is a licensed therapist who specializes in anxiety with
41 children, families, and school communities.

42
43 Member Marsano questioned if the district has ever experienced a lockdown/shelter in place, and if so, was
44 there discussion with the students around the reasoning for it. She spoke of being in other districts where
45 lockdowns have occurred and the level of paranoia that comes about when that happens and it is not part of
46 a drill, but can be for a very simple reason, e.g., there was a medical emergency and rooms were locked so
47 that EMTs could get people out. Because the students were not made aware of what the situation was, the
48 rumors had grown extremely frightening.

1 Principal Bouley noted that at CSDA all teachers are required to sit with their class and she and the
2 guidance counselor will go around, if necessary, or if it is felt they need to have a follow-up. She and the
3 teacher will talk to the students. They explain the drills. There is a chart for the teacher to go over each of
4 the types of drills. We will say this month we will have a fire drill. Usually we will have fire drills the first
5 week or so of the year. Teachers will speak with students to explain what the drill is and the expectation.
6 They tie in with incoming 4th grade students; if there is a high anxiety level for a student such as the sound
7 of the alarm, their name will be placed on a list so that the Principal can inform the teacher that a drill will
8 occur in approximately 10-15 minutes, and the student will know what to expect or we need to have that
9 student outside before the alarm goes off.

10
11 As far as lockdown drills, they conduct practice drills. They speak about them a week or so in advance of
12 the drill to address any questions. Were there a medical emergency they notify the students of whether it is
13 a drill and how they are to conduct themselves. Once the students are in a classroom, she will provide
14 additional information/explanation. If there are further questions the teacher will call her down to the class
15 to speak with the students.

16
17 She and Principal Molinari worked closely with the police and fire departments. Through those
18 interactions and other trainings they have participated in, it has been made known the clearer you can
19 present the information, the less the anxiety.

20
21 Member Marsano questioned if the district has looked into the possibility of grant funding for the MTSS
22 positions. Assistant Superintendent Bergskaug responded the district does not qualify for a lot of the grant
23 funding. However, those positions are fully funded in the budget. We are just unable to hire for them.
24 Member Marsano questioned the qualifications that are sought and was told a bachelors level would be
25 perfect.

26
27 Chairman Haag questioned the time period where we start feeling the change in enrollment for
28 kindergarten. Principal Molinari stated we are currently at 55. He added 5 more since the report was
29 generated.

30 31 **DISCUSSION**

32 33 - Suicide Prevention Plan

34
35 Lauren DiGennaro, Director of Student Services, provided a presentation (can be viewed [here](#) beginning at
36 tape counter 2:06:27).

37
38 The intent of the presentation was to provide an overview of the Suicide Prevention and Response Plan
39 (copy included as part of [agenda](#) packet).

40
41 The framework of the Suicide Prevention and Response Plan comes from [RSA 193-J](#), which went into
42 effect July 1, 2020. Even without the RSA, our students' social emotional needs and wellbeing are always
43 at the forefront of our work. In order to create the plan, used were the four elements that our practices need
44 to address per the RSA; annual training, education for students, crisis prevention resources, and
45 partnerships with community organizations.

46
47 A key component to student wellbeing is positive relationships and engagement. Adults in the building
48 working with students to foster positive relationships and build on student strengths both in and out of the
49 classroom. The schools utilize the Multi-Tiered System of Supports (MTSS) process to allow time for staff

1 to discuss student concerns and to consider input from a variety of stakeholders; classroom teachers, school
2 counselors, special educators, service providers, nurses, and administration. This practice supports a more
3 holistic view of our students and their needs.

4
5 What we heard tonight both from staff and the work that they do, the work that is done as a community in
6 the schools, as a whole, that speaks to this positive engagement that the students feel and the care that the
7 staff in the district feels for the students.

8
9 Educating staff begins at the start of each new academic year; the school counselor will review the building
10 safety protocol with staff. Staff learns when and how to follow
11 the protocol and under what conditions the protocol needs to be followed. In alignment with RSA 193-J,
12 staff are also trained annually. The district utilizes the NAMI Connect Program. There are Brookline
13 School District staff members who are currently trainers who will train the staff each year. A copy of the
14 safety protocol chart will be included in each classroom for easy reference.

15
16 Student education is as important as staff education. Our school counselors work with students through
17 curriculum and lesson plans. Many of their lesson plans include friendship, mindfulness, anger
18 management, problem solving, etc.

19
20 Fostering student engagement and community within the school helps the student feel connected. These
21 serve as preventative measures as well and can include building-wide themed days, climate and culture
22 school-wide assemblies, morning announcements, etc.

23
24 In addition, we are working on putting together resources to be available to families when needed. A
25 brochure is in development to be distributed as needed to families. It will include building contact
26 information, outside resources for safety assessments, guiding information regarding potential warning
27 signs for self-harm.

28
29 When we look at the Multi-Tiered System of Supports (MTSS), we are looking at this for academic growth,
30 social emotional needs, and in level of response to any warning signs we are seeing for our students. When
31 we look at Tier I we are looking at what do we do as a whole school or a community to support our
32 students and help them feel engaged, involved, and connected. Some of the examples are the activities,
33 before/after school pieces, classroom community. When we meet as a data team and look at some potential
34 warning signs from those stakeholders we discussed, we may reach out to students for that Tier II level of
35 need building in check-ins with the school counselor on a more frequent basis, providing different options
36 based on student need e.g., quiet lunch, breaks, extra connection with adults. Tier III supports could
37 involve school psychology services, there may be referrals to the Section 504 or the special education
38 process.

39
40 Should a student express an intent to harm themselves or others, the safety protocol is followed. Once an
41 intent is expressed, the school counselor and administrator will meet with the student to hear what the
42 student is feeling. Parents are called to meet with the school counselor and administrator who explain that
43 the student needs to be seen by a licensed mental health practitioner before returning to school. Resources
44 and phone numbers are provided to the family if the family does not currently work with an outside
45 therapist or if their therapist is not available. Upon the practitioner's clearance to return, a reentry meeting
46 is scheduled.

1 The reentry meeting begins the postvention process. The school counselors, administrator, parent and
2 student meet to discuss the practitioner's recommendations and any needs the student may have to return to
3 school. If possible and appropriate, school counselor may ask for a parent to sign a consent for release so
4 they can speak with any outside therapist or providers in order to bridge that support from the home to the
5 school setting. Regular check-ins with the school counselor are often part of the reentry plan. Depending
6 on the severity of need, a referral may be made to the Section 504 or special education process or if the
7 student already has a plan in place, that team may meet to discuss any potential or necessary changes to
8 their plan.

9
10 This process overall is an important one to support our students and families. At this foundational level to
11 talk about this at an elementary school level is a lot to wrap your head around. What we look for here is
12 that wraparound to the students to really recognize any warning signs and again build that connection with
13 themselves and the staff and themselves and each other in order to have them safely go through the school.

14
15 As we move forward, we continue to evolve and strengthen our prevention opportunities for our students
16 and their families and really focus on the Tier I and Tier II supports to catch it to help students as they need
17 is throughout the course of their day.

18
19 Member Zakar commented eventually districts realize that not only do we need suicide prevention, but we
20 need homicide prevention so that teachers know to take seriously if a student is not only joking about
21 hurting themselves but joking about other matters. If the plan could be expanded at some point that would
22 be beneficial.

23
24 She commented on this being a K-6 building and the knowledge that suicides are occurring at a younger
25 age and have to be addressed. All staff should be told that the suicide protocol should be kept hidden from
26 the students.

27
28 Member Zakar questioned the regularity with which the MTSS meetings occur and was told it varies by
29 building.

30
31 Member Zakar remarked suicide prevention is the tail end of what we need to do, which is for kids to have
32 social emotional learning. Although that is sometimes a hot political issue, if we do not deal with that at
33 the Tier I level, and it sounds like we are and the community needs to know that we are dealing with that,
34 then we are going to deal with bullying and suicide as the kids get older.

35
36 What has been presented is great, but we also need a comprehensive social emotional learning program that
37 addresses this at Tier I. She spoke of the Choose Love Program and stated the desire for the community to
38 be provided with information on how that is being implemented. If not implemented with fidelity it is not
39 as useful.

40
41 Director DiGennaro remarked the goal is the prevention. It is very important that any comment is taken
42 seriously because there is always the fall back on, I was joking, and that is something that we talk about as
43 a staff and that we hear. They work with the staff to understand there is no joking comment and that does
44 go for the intent to harm yourself or someone else. The safety protocol is followed in both instances.

45
46 Member Micavich commented she is using this all the time. She works closely with teachers and guidance
47 counselors. They take any type of situation when a student makes a comment very seriously and address it
48 appropriately. She spoke of guidance counselors going into the classroom as well to talk about generalities,

1 e.g. you need to be kind to one another, to think about what your friends are saying to you, if you have a
2 friend that might be sad and you are not sure why they are sad, they can talk to their teachers. It is
3 addressed.

4
5 Member Zakar asked for information on how the Choose Love Program is used as part of this program. .
6 A community member brought to her attention the New Hampshire School Safe Threat Assessment Micro
7 Grant through the Department of Education. It looks like it was posted in October of 2021, but on the DOE
8 site it says it is still open for applications. It appears to provide resources and tools to conduct a community
9 assessment of your building, builds on the MTSS system and instead of silos it looks to build the team and
10 wrap the community in support.

11
12 Superintendent Corey stated the district has completed that process across the SAU as far as buildings. We
13 have Homeland Security here pretty much every summer. Member Zakar stated her belief this grant is
14 different. It is not a Homeland Security thing, but more a community assessment for what our strengths
15 and weaknesses are not from a building safety and security point of view, but what are our weaknesses as a
16 community and how can we use the resources available to us to build on that.

17
18 Assistant Superintendent Bergskaug responded that was done with the Office of Student Wellness years
19 ago. We looked at our community resources and that really gave us the jumpstart to put together our list of
20 providers, categorize them and figure out while our town might not have a whole lot what towns do and
21 what resources they have that we can easily reach out to. She will look to see if there is a component that
22 was not completed, but we did that in 2018.

23
24 Principal Molinari spoke an assessment done last year and noted the programs being utilized in the
25 buildings. Member Zakar questioned if there is ever an instance where it is greater than 24 hours between
26 the time a referral is made for a student to be evaluated by a licensed mental health provider and when the
27 evaluation takes place.

28
29 Principal Bouley stated the requirement is for that assessment and we require that the student not return.
30 The request is that parents seek an evaluation immediately. We provide them with resources and typically
31 send them into the Nashua area. Asked if she is hearing from parents that they are unable to do that within
32 a timely manner, she indicated there have been a couple of instances where the parents contacted their
33 general practitioner and, in most cases, they have been able to find someone. Director DiGennaro had
34 mentioned the mobile crisis unit. That has been utilized in the past month. Nashua recently opened up
35 another location where they are guaranteed that they can actually walk in to receive services.

36
37 Director DiGennaro remarked there have been periods of time when there was a delay. If a parent called us
38 saying s it has been a day and we are trying, the district will make calls and reach out on their behalf. We
39 will help to find those resources.

40
41 Principal Molinari stated it to be a pretty comprehensive process. He commented on the mobile unit being
42 a wonderful resource, but this past spring there was a backlog.

43
44 Member Marsano noted the system has changed. You do not actually call into Greater Nashua any longer.
45 The 1-800 number to mobile crisis no longer exists. You now dial a 1-800 number that goes to Beacon and
46 they will then transfer your call out to the next available resource. You may or may not get someone from
47 Nashua depending on availability, but you should be able to get a mobile crisis evaluation done within 24
48 hours. That backlog happened at the changeover where people could not reach Greater Nashua because
49 they disconnected their 1-800 number.

1 Member Marsano questioned if the district looked into the legality of requiring students be seen by a
2 mental health professional before returning. She has heard that it is not a legally bound requirement.
3 Principal Bouley commented sometimes you are assessing risk of having a family agree this does not make
4 sense for your child to be back in the school building if they are not safe. The presentation mentions we do
5 that.

6
7 Director DiGennaro stated it is a conversation and a discussion. That is why the parents come in and are
8 involved with speaking with the school counselor and administrator to really look at the big picture and this
9 piece. As a school district we stand by the practice that they be seen. She has not, in her experience here,
10 encountered any difficulty with that because it is the school community and parents working together in
11 that support and understanding that it is let's look at what is going on with the student and how we can best
12 support them and get recommendations and insight from a licensed mental health practitioner who can
13 provide that clearance.

14
15 Member Marsano Asked if there is intent or an idea, at some point, to educate the parent population about
16 warning signs for suicide. Having our parents have those tools and knowledge would really be important.
17 Having kids know about it is not a bad thing. Opening up conversations makes it less of a taboo and less
18 scary.

19
20 She asked if there is a reason the district has not used Greater Nashua, Harbor Homes, or any other entity
21 that offers student services within the school setting. Director DiGennaro responded in different buildings
22 across the SAU we have looked into that. We take things on a case-by-case basis, on a circumstantial
23 basis. We have used Harbor Homes and the mobile crisis where they come to the school setting for that
24 risk assessment piece also. This is an ever-evolving process. We will decide as districts what will work
25 best for the students in that moment.

26
27 To go back to the education piece, she is in complete agreement. They are building the resources to be
28 available on the website for the community. A brochure is being developed having a great deal of
29 information on how to talk to your child, how to talk as a family, etc. If there are any other measures, we
30 want to use as a building or district they will be explored as well.

31
32 Vice Chairman Jew remarked training for staff and volunteers is directed by RSA. The training for
33 volunteers is quite onerous and feels like that as you go through it. At the end of the school year people
34 were allowed back into the building and there will be even more opportunities for that next year. It is
35 important to go through that training even though it is a lot. Anyone that has eyes and ears in the building
36 can be a resource to help teachers and administrators.

37
38 - Curriculum Presentation

39
40 A presentation was provided (can be viewed [here](#) beginning at tape counter 2:31:56).

41
42 In the last school year Fridays were early release days and our teachers worked together and focused on
43 what they were seeing in the classroom, what they could do as grade level teams to work with the students
44 given their needs, and to review the curriculum and see how and what would need to be tweaked. At the
45 end of the 2020-2021 school year, teachers worked to provide specific details about our students; what
46 strengths they were demonstrating as well as areas of need in terms of direct standards so that the
47 information could be transferred to the receiving teacher.

1 In the fall, the receiving teacher reviewed the data, made adjustments, and understood how they would start
2 the year. The Board approved early release dates throughout the year. As they went through the year they
3 continued to regroup as grade level teams, look at the growth being seen in the classroom, and do cross
4 references with the curriculum that they all had internally. They had been asked to take a look at all of that
5 curriculum work they were doing on a more informal basis, and formalize that for publicly facing
6 documents with a focus on ELA and Social Studies and really identify what are absolutes that we will do,
7 what are extras, supporting documents, etc.

8
9 The [SAU website](#) breaks down the curriculum for each building/grade level/class. Identified are each of
10 the units, the expected learning, content objectives, and standards the work is tied to. As curriculum is a
11 living document and might change from year to year, the standards remain the same, and the desire is to
12 ensure the focus is towards meeting and achieving the standards.

13
14 The website identifies the learning activities that support 21st Century Learning occurring in the classroom
15 to help students meet the standards, enrichment and expanded opportunities and remediation and
16 intervention activities. Also listed are the resources that will be utilized.

17
18 HB1612 came along a few years ago and required that we create another layer of transparency with our
19 technology tools. Any time we want to utilize an online resource whether a teacher showing something, a
20 student logging onto something, or a student utilizing a website with certain information (they are not
21 logging on but are still accessing information), all of that must be vetted, which is done by the Data
22 Governance Team.

23
24 Years ago the School Board approved the Data Governance Plan part of which includes a Data Governance
25 Team that reviews these resources every Thursday at 1:00 p.m. The Data Governance Team meets and
26 reviews any requests for technology approval, websites, licensed software, free tools, curricular resources,
27 etc.

28
29 Under the Administration tab, users can find the SAU41 District Software [List](#), which is presented in the
30 annual registration (over July), which parents are asked to approve. The list identifies the district that
31 utilizes a particular software, a description of the software, and links to the publishers website, privacy
32 policy, and terms of use.

33
34 If a teacher or administrator wants to bring a resource into the classroom, to the students, etc., they have to
35 submit a request with all of those links, their purpose, who they want to use it with, and why.

36
37 In addition to the licensed software list, users can view information on free tools, curricular resources,
38 chrome extensions, and paid library databases.

39
40 Curriculum is a living document, it is constantly changing, There was a lot of work done this year.
41 Beginning July 1, work will start on the comprehensive math curriculum review. We will look at what we
42 use in Visions 2.0 (entering year 7). We may end up continuing to utilize it or may not, but we will have
43 thoroughly analyzed all other options. They are also looking at it from a 7-12 perspective because they
44 want to know if the students are entering the COOP with the skills and knowledge that they need to be
45 successful long-term. As they do that work, they will add math to the publicized list.

46
47 Vice Chairman Jew expressed gratitude to all involved in this work and for the presentation to make
48 everyone aware of its existence and accessibility.

1 Asked if the State has come down with the new social studies curriculum, Assistant Superintendent
2 Bergskaug stated that committee has been vacated. There are no plans for any social studies work.

3
4 Member Zakar shared the sentiments regarding the work that has been done and the amount of information
5 available.

6
7 - Revenue & Expense Update

8
9 Donna Smith, Assistant Business Administrator, noted the district has been able to release some
10 encumbered funds as we near the end of the fiscal year. As of 6-13-22, the balance remaining on the
11 expense side of the ledger is \$168,049 (plus FY21 expense carry over of \$2,687). On the revenue side,
12 there is a projected balance of \$434,744 with an unreserved fund balance for food service of (\$326,871).
13 The result is a total unreserved fund balance of \$278,610.

14
15 The district is able to fund the FY23 allocations approved by the voters; \$75,000 to the Maintenance Trust
16 and \$25,000 to the Special Education Trust. The maximum fund balance the district is permitted to retain
17 is \$140,161. The result is a projected fund balance to be returned to the tax base of \$38,449. The numbers
18 remain estimates until the close of the fiscal year (June 30th).

19
20 Noted was the district recently had the RMMS walk-in refrigerator/freezer break down, which is going to
21 cost upwards of \$40,000 - \$45,000 to replace. Thankfully, the funds are available in the food service fund
22 balance. This is an example of the need for the fund balances.

23
24 Superintendent Corey stated food service will change next year as there will no longer be free lunches for
25 everyone.

26
27 - Special Education Trust Fund Update

28
29 Current Balance: \$185,180 - Assumes the full \$40k approved by the Board is used
30 To be added in FY23: 25,000
31 FY23 Expenditures: 0 - There is no anticipated use at this time in FY23
32 Resulting Balance: \$210,180

33
34 - Facilities Updates

35
36 Superintendent Corey spoke of the bond the Board would be discussing further along on the agenda. In
37 anticipation of that, the Administration submitted the bid drawings. The expectation is that numbers will
38 be available by mid-July. It is believed to be a very solid project to include two new classrooms where the
39 current library is, a brand new library on the first floor, another area of flexible space that will lead into the
40 faculty space as well as a flex space that is being considered more for meeting rooms and special education
41 spaces. At the top of the stairs will be a conference room that will be used for meetings. The main
42 difference is one of those staircases will be coming out to accommodate the new security entrance office
43 where people entering the school will check in.

44
45 The anticipation is destruction work will begin at the end of July. Construction will begin in August and
46 school can open even with the work taking place as the area is not an emergency exit. They will transition
47 to the Milford Street exit for primary entrance or exit.

48
49 An update on the complete schedule will be provided once the bid drawings are returned.

1 Superintendent Corey noted at the last meeting Member Zakar questioned a School Resource Officer
2 (SRO). He met with the Police Chief who has indicated he will put cost numbers together. It will be
3 brought before the Board in August. A fully loaded police position is going to be around \$85,000 -
4 \$100,000 (fully loaded position). The Chief was very willing to work with the district. The district will
5 seek out possible grant opportunities. They were able to take advantage of a grant in Hollis, and it is
6 believed that grant is re-opening. If that is the case, a grant application will be submitted. Typically grant
7 funding is for the first 3 years of the position and covers a portion of the cost.

8
9 Asked about the difference between an SRO and a CRO, Superintendent Corey stated in the elementary
10 schools in Hollis, working with the Chief, the decision was made to utilize a Community Resource Officer
11 (CRO) as the desire was to utilize that individual for many more things beyond the schools. At the COOP,
12 there is an SRO that is dedicated to those two buildings. Because of the volume of work that is justified.
13 The CRO, especially during the summer months, would allow the Town to take advantage of an officer
14 who could move from the schools back to patrol if the Chief saw fit as they would be an employee of the
15 Police Department. A Memorandum of Understanding would be created around how the officer is selected.

16
17 Superintendent Corey remarked were he to make a recommendation at this time, it would be for this to be a
18 separate warrant article for the voters to decide.

19
20 Member Zakar commented that is a great start. She is not convinced that is the solution. She believes there
21 to be a lot of other supports that the schools need. However, she likes the idea of a CRO versus an SRO.

22
23 Superintendent Corey remarked on a monthly basis, the district has police and fire in the buildings having
24 lunches with the students, etc.

25
26 Chairman Haag stated a desire for the August discussion to include concerns, if any, for the single point of
27 entry/exit.

28
29 **DELIBERATIONS**

- 30
31 ● To see what action the Board will take regarding the Building Maintenance Expendable Trust Fund

32
33 **MOTION BY MEMBER MARSANO TO AUTHORIZE THE BUSINESS MANAGER TO**
34 **PROCEED FORWARD WITH THE EXPENDITURES OUTLINED IN THE MAINTENANCE**
35 **EXPENDABLE TRUST FOR THIS SUMMER, IN THE TOTAL AMOUNT OF ONE HUNDRED**
36 **SIX THOUSAND FOUR HUNDRED FIFTY TWO DOLLARS (\$106,452), AS DETAILED IN**
37 **THE BOARD PACKET**

38 **MOTION SECONDED BY MEMBER JEW**

39 **MOTION CARRIED**

40 **5-0-0**

- 41
42 ● To see what action the Board will take regarding authorizing the Superintendent to hire, accept
43 resignations or terminate staff during the summer months

44
45 **MOTION BY MEMBER HAAG TO AUTHORIZE THE SUPERINTENDENT TO HIRE, ACCEPT**
46 **RESIGNATIONS, AND TERMINATE STAFF UNTIL THE SEPTEMBER BOARD MEETING,**
47 **AND REQUIRE NOTIFICATION TO THE BOARD OF SUCH ACTIONS**
48 **MOTION SECONDED BY MEMBER JEW**

49

1 ON THE QUESTION
2

3 Asked to clarify the intent behind notification to the Board, Superintendent Corey responded notification
4 would be provided after the fact. This authorization is typically granted for the summer months due to the
5 timing associated with filling positions and Board meetings. The example was provided of an individual
6 resigning during August and the ability to expedite the hiring process.
7

8 Chairman Haag spoke of the competitive labor market and the likelihood of the Board not meeting in July.

9 **MOTION CARRIED**

10 **5-0-0**

- 11
- 12 ● To see what action the Board will take regarding the bond resolution
- 13

14 **RESOLUTION TO AUTHORIZE \$1,500,000 GENERAL OBLIGATION BOND FOR ADA AND**
15 **SECURITY IMPROVEMENTS TO RICHARD MAGHAKIAN MEMORIAL SCHOOL**
16

17 The School Board of the Brookline School District (the “District”) hereby RESOLVES, as follows:
18

- 19 1. That pursuant to the Municipal Finance Act, RSA Chapter 33, all other applicable law, approval of
20 the voters of the District of Warrant Article 2 at the Voting Session of the Annual School District
21 Meeting held March 8, 2022, and approval of the voters of the District of Warrant Article 1 at a
22 Special District Meeting held June 9, 2022 (collectively, the “Authorizations”), the Superintendent
23 and Business Administrator, acting singly, are authorized to arrange and provide for the issuance
24 and sale of general obligation bonds of the District in a principal amount not to exceed \$1,500,000
25 and notes in anticipation thereof (the “Bond”) to finance costs to acquire and install an ADA
26 compliant elevator and entryway/security improvements for Richard Maghakian Memorial School
27 (the “Project”);
28
- 29 2. That the Bond shall be signed by a majority of the School Board and countersigned by the Treasurer
30 under the official seal of the District, if any, and bear interest at such rate as the signatories of the
31 Bond may approve; and shall be in such form as such signatories may approve; said approvals to be
32 conclusively evidenced by the execution and delivery thereof;
33
- 34 3. That the Treasurer is authorized to designate the Bond as a qualified tax-exempt obligation for
35 purposes of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended (the “Code”);
36
- 37 4. That (i) no part of the proceeds of the Bond shall be used, directly or indirectly, to acquire any
38 securities and obligations, the acquisition of which would cause the Bond to be an “arbitrage bond”
39 within the meaning of Section 148 of the Code, and (ii) the proceeds of the Bond and the project
40 financed by the Bond shall not be used in a manner that would cause the Bond to be a “private
41 activity bond” within the meaning of Section 141 of the Code;
42
- 43 5. That in connection with the issuance and sale of the Bond, the Treasurer is authorized to execute
44 and deliver on behalf of the District an Arbitrage and Use of Proceeds Certificate in form approved
45 by the District’s bond counsel, and to covenant on behalf of the District to file any information
46 report and pay any rebate due to the United States in connection with the issuance of the Bond, and
47 to take all other lawful actions necessary to ensure that the interest on the Bond will be excludable
48 from the gross income of the owners thereof for purposes of federal income taxation and to refrain

1 from taking any action which would cause interest on the Bond to become includable in the gross
2 income of the owners thereof;

- 3
- 4 6. That the Treasurer or Business Administrator in consultation with Bond Counsel is authorized to
5 implement written procedures with respect to the Bond for the purpose of: (i) ensuring timely
6 “remedial action” for any portion of the Bond that may become “non-qualified bonds,” as those
7 terms are defined in the Code and regulations thereunder; and (ii) monitoring the District’s
8 compliance following the issuance of the Bond with the arbitrage, yield restriction and rebate
9 requirements of the Code and regulations thereunder;
- 10
- 11 7. That the Treasurer and other proper officials of the District are authorized to execute and deliver on
12 behalf of the District such other documents and certificates, including such documents and
13 certificates as may be required by bond counsel, and to do or cause to be done all such other acts
14 and things as may be necessary or desirable in order to effect the issuance, sale, and delivery of the
15 Bond and the accomplishment of the Project herein authorized, and any such prior action by them is
16 hereby ratified and confirmed;
- 17
- 18 8. That if the Treasurer or member of the School Board for any reason is unavailable to, as applicable,
19 approve, execute, or attest the Bond or any related financing documents, the person or persons then
20 acting in any such capacity, whether as assistant, deputy, or otherwise, is authorized to act for such
21 unavailable official with the same force and effect as if such official had himself/herself performed
22 such act;
- 23
- 24 9. That if any of the officers or officials of the District who have signed, attested, or sealed the Bond
25 shall cease to be such officers or officials before the Bond so signed, attested, and sealed shall have
26 been actually authenticated or delivered by the District, such Bond nevertheless may be
27 authenticated, delivered, and issued with the same force and effect as though the person or persons
28 who signed, attested, or sealed the Bond had not ceased to be such officer or official; and also, any
29 such Bond may be signed, attested, or sealed on behalf of the District by those persons who, at the
30 actual date of execution of the Bond, shall be the proper officers or officials of the District, although
31 at the nominal date of the Bond any such person shall not have been such officer or official;
- 32
- 33 10. That the District hereby resolves and declares its official intent pursuant to Section 1.150-2(e) of the
34 Treasury Regulations that the District reasonably expects to use the proceeds of the Bond to
35 reimburse certain original expenditures from the District’s general, reserve, or other fund, paid not
36 earlier than 60 days prior to adoption of this Resolution or to be paid, which original expenditures
37 have been or will be incurred in connection with costs of the Project; and that the District
38 reasonably expects that the maximum principal amount that the District will issue to finance the
39 Project is \$1,500,000; and
- 40
- 41 11. That an attested copy of this Resolution be included with the minutes of this meeting.
- 42

43 A true copy as adopted by a majority of the School Board, attest:

44
45 _____
46 Alana Justice, District Clerk

1 **MOTION BY MEMBER HAAG THAT THE RESOLUTION ENTITLED, “RESOLUTION TO**
2 **AUTHORIZE \$1,500,000 GENERAL OBLIGATION BOND FOR ADA AND SECURITY**
3 **IMPROVEMENTS TO THE RICHARD MAGHAKIAN MEMORIAL SCHOOL,” BE APPROVED**
4 **IN FORM PRESENTED TO THIS MEETING, AND THAT AN ATTESTED COPY OF SAID**
5 **RESOLUTION BE INCLUDED WITH THE MINUTES OF THIS MEETING**
6 **MOTION SECONDED BY MEMBER JEW**

7
8 ON THE QUESTION

9
10 Member Marsano questioned whether work is being done at the Captain Samuel Douglass Academy and
11 was told it is not. Superintendent Corey noted that would have been the case had the \$2.9 million bond
12 passed.

13 **MOTION CARRIED**

14 **5-0-0**

- 15
16 ● To see what action the Board will take regarding the Superintendent’s recommendation regarding a
17 labor attorney for teacher negotiations

18
19 Superintendent Corey stated Attorney Closson has been the long-time attorney for the Hollis and Hollis
20 Brookline Cooperative School Districts and Town of Hollis labor negotiations. In Brookline, we had Will
21 Phillips, Esq., to provide support in this area. He was in private practice and was outstanding. He decided
22 to move to the New Hampshire School Board Association (NHSBA) and is now their attorney.

23
24 Attorney Closson has recently gone into his own practice, providing more flexibility with clients. He
25 resides locally (Nashua). Superintendent Corey highly recommended Attorney Closson and encouraged the
26 Board to consider him for labor matters. He is very familiar with the Uniserve Director who represents
27 Brookline because she represents Hollis and the COOP.

28
29 Superintendent Corey stated his belief it would be beneficial to have a single attorney handling contracts as
30 many times we try to get them as similar as possible in terms of wording. His rate is a reduction from what
31 we are paying. As he moves out on his own, he has less overhead than when he was with a large firm who
32 was across the country.

33
34 **MOTION BY MEMBER HAAG TO APPROVE THE SUPERINTENDENT’S**
35 **RECOMMENDATION TO SELECT TOM CLOSSON, ESQ. AS THE LABOR ATTORNEY**
36 **MOTION SECONDED BY MEMBER JEW**

37
38 ON THE QUESTION

39
40 Vice Chairman Jew spoke of having had the opportunity to work with Attorney Closson and that she found
41 him to be a wonderful professional, knowledgeable, and easy to speak with. She has a lot of confidence in
42 his ability.

43
44 Chairman Haag spoke of the district having utilized a labor attorney for the last labor negotiations.
45 Superintendent Corey stated the district had gone with James O’Shaughnessy from Drummond Woodsum.

1 Drummond Woodsum is the SAU's attorney for everything else. They do not necessarily specialize in
2 labor.

3 **MOTION CARRIED**

4 **6-0-0**

- 5
- 6 • To see what action the Board will take regarding policy **ACE** – Procedural Safeguards: Non-
7 Discrimination on the Basis of Handicap/Disability

8 *Given its second reading;*

9

10 **MOTION BY MEMBER HAAG TO ACCEPT THE SECOND READING OF POLICY ACE –**
11 **PROCEDURAL SAFEGUARDS: NON-DISCRIMINATION ON THE BASIS OF**
12 **HANDICAP/DISABILITY**

13 **MOTION SECONDED BY MEMBER JEW**

14

15 ON THE QUESTION

16

17 No changes have been proposed since the time of the last reading. The previous changes removed a lot of
18 the language and essentially referred users to the procedural safeguards handbook that is provided to all
19 families at meetings.

20

21 Member Marsano questioned the need for a third reading. It was suggested the policy could be adopted if
22 the desire of the Board.

23 **MOTION WITHDRAWN**

24

25 **MOTION BY MEMBER HAAG TO ACCEPT THE SECOND READING, WAIVE THE THIRD**
26 **AND ADOPT POLICY ACE – PROCEDURAL SAFEGUARDS: NON-DISCRIMINATION ON**
27 **THE BASIS OF HANDICAP/DISABILITY**

28 **MOTION SECONDED BY MEMBER JEW**

29 **MOTION CARRIED**

30 **5-0-0**

- 31
- 32 • To see what action the Board will take regarding policy **IGE** – Parental Objections to Specific Course
33 Material

34 *Given its second reading;*

35

36 **MOTION BY MEMBER HAAG TO AMEND POLICY IGE – PARENTAL OBJECTIONS TO**
37 **SPECIFIC COURSE MATERIAL, IN ITS ENTIRETY, BY REPLACING IT WITH THE COPY**
38 **PROVIDED WITH THE AGENDA AND ACCEPT THE SECOND READING, AS AMENDED**
39 **MOTION SECONDED BY MEMBER MARSANO**

40

41 ON THE QUESTION

42

43 Assistant Superintendent Bergskaug stated the Policy Committee reviewed the feedback. Some of the
44 proposed changes are simply rearranging language. There were efforts to provide consistency with policies
45 IHAM and KEC.

46 **MOTION CARRIED**

47 **5-0-0**

- To see what action the Board will take regarding policy **JICK** – Pupil Safety and Violence Prevention - Bullying

Given its first reading;

MOTION BY MEMBER HAAG TO ACCEPT THE FIRST READING OF POLICY JICK - PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING, AS PRESENTED
MOTION SECONDED BY MEMBER MARSANO

ON THE QUESTION

Vice Chairman Jew noted the policy had not been updated since 2010. There were legislative changes that have been incorporated. The Policy Committee referred to the NHSBA template and compared it with the Hollis policy. Assistant Superintendent Bergskaug noted most of the changes were regarding the timeline and appeals.

Member Micavich asked for clarification of the language in Section II (1); “Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or”. It references bullying that occurs on or is delivered to school property. Member Marsano stated her understanding an example would be if the school owns the Chromebook, and someone sent an email that you received on your school account.

Member Micavich commented she understands that when the district disciplines a student there is an inability to tell the other parties involved what discipline occurred. However, in this policy we are talking about process to protect people from retaliation (Section III (3)). She believes if it rises to that level that this plan that involves a victim should be communicated to the family. She is aware we are doing that but feels a lot of this is about what happens to the alleged perpetrator, but we are not saying this is bad enough that we will have a plan put together because a student believes they will be retaliated against. She knows it occurs in practice but should be outlined in policy.

Section VII addresses restorative measures, restitution, and mediation. She wished to make it clear that should a student have to participate in a restitution or mediation, as a victim, that their family is notified. There is language within the policy about notifying parents however, she wished for a review of the language to ensure it is clearly stated that must occur.

Superintendent Corey stated the feedback would be taken back to the Policy Committee and reviewed/highlighted prior to the second reading.

Member Marsano questioned if there is a reason bullying is called a single event, e.g., “defined as a single significant incident or a pattern of incidents”. Typical bullying is seen as a pattern of incidents. She provided the example of someone not wanting to play with another on the playground, which would not be considered bullying. Superintendent Corey responded it is more that single event that may be borderline assault, but when you are dealing with children who developmentally do not know what assault is. It gets that label of bullying, and if a parent wished to pursue something further, they would work with the Brookline Police Department.

Assistant Superintendent Bergskaug noted it can also be seen as some type of significant social media blast or inappropriate photo; it is a one-time thing, but it is pretty devastating and significant.

1 Member Marsano agreed commenting on her personal pet peeve for using the word bullying for a single
2 event as it is truly a repeated pattern of behavior.

3
4 Superintendent Corey remarked at times fights need to be called fights not bullying. We try to do a good
5 job of clarifying what it is because a one-time fight may come back again, or it may simply be two
6 individuals who had a bad day. That is where the principals have the responsibility of making that call.
7 That is one of the tougher pieces with the parents because it is not always black and white. At first or
8 second grade if I no longer want to play with you at recess that becomes a problem and parents will call us
9 about that. Yes, we will work on the issue, but it is not necessarily bullying.

10
11 Member Marsano suggested that be clarified that these are truly significant patterns and events versus more
12 minor, typical issues.

13 **MOTION CARRIED**

14 **5-0-0**

- 15
16 ● To see what action the Board will take regarding policy **IHAM** – Health Education & Exemption From
17 Instruction

18 *Given its first reading;*

19
20 **MOTION BY MEMBER HAAG TO ACCEPT THE FIRST READING OF POLICY**

21 **IHAM - HEALTH EDUCATION & EXEMPTION FROM INSTRUCTION**

22 **MOTION SECONDED BY MEMBER MARSANO**

23
24 ON THE QUESTION

25
26 Assistant Superintendent Bergskaug noted this to be a new policy for the district. State law governs this.
27 The district has been following the law but did not have a policy in place that told us to follow the law.
28 This is very specific about objection and request for exemption from health education. It is similar to the
29 policy we just spoke about, IGE, but is specific to health education. What is more specific about this and
30 why it is sort of pulled out from the rest is that it does require two weeks advance notice of the materials to
31 families.

32
33 Member Marsano questioned if a reference is needed in the last paragraph to policy IGE and was told that
34 is not necessary. That can be discussed with the Policy Committee to determined if there is the need for
35 clarity.

36 **MOTION CARRIED**

37 **5-0-0**

- 38
39 ● To see what action the Board will take regarding policy **KEC** – Policy on Reconsideration of
40 Instructional Material

41 *Given its second reading;*

42
43 **MOTION BY MEMBER HAAG TO AMEND IN THE SECOND PARAGRAPH BY ADDING**
44 **“THE COMPOSITION OF THE BOOK REVIEW COMMITTEE WILL VARY BASED ON THE**
45 **BOOK/MATERIAL IN QUESTION OR THE NATURE OF THE REQUEST” AND IN THE**
46 **THIRD PARAGRAPH BY REPLACING “HOLLIS” WITH “BROOKLINE” AND ACCEPT THE**
47 **SECOND READING OF KEC – POLICY ON RECONSIDERATION OF INSTRUCTIONAL**
48 **MATERIAL, AS AMENDED**

1 **MOTION SECONDED BY MEMBER MARSANO**

2
3 **ON THE QUESTION**

4
5 The suggestion was made to insert “to include an appropriate grade level teacher and a librarian” at the end
6 of the added language in the second paragraph. Assistant Superintendent Bergskaug responded with legal
7 advise of legal counsel, we are encouraged to not be that specific just based of what other districts have
8 experienced this year; however, that is the intent. It is based on the nature of the material. For example,
9 there was a question about a piece of literature read in 8th grade. The English teachers in the middle school
10 plus the librarian and English teachers at the high school and school counselors in both the middle and high
11 schools reviewed the book and made a statement to the principal about recommendations. We absolutely
12 want it to be comprehensive, but legal counsel has advised against being too specific as to corner us into a
13 requirement, e.g., what if at the time we did not have a librarian.

14
15 Asked if students are ever included in the curriculum review committees, she stated they are not at the
16 elementary districts. Asked if a student at a higher grade level may be asked to provide a student’s
17 perspective, Assistant Superintendent Bergskaug stated nothing prevents that from happening.

18
19 Chairman Haag questioned if there is a procedure around this and was told there is an internal standard
20 operating procedure. It is dependent on the nature of the concern/complaint brought forward, which directs
21 who is involved. However, it is a committee comprised of multiple individuals with various perspectives.

22 **MOTION CARRIED**

23 **5-0-0**

24
25 **NON-PUBLIC SESSION**

26
27 **MOTION BY MEMBER HAAG THAT THE BOARD, BY ROLL CALL, GO INTO NON-PUBLIC**
28 **SESSION PURSUANT TO RSA 91-A:3, II (a) THE DISMISSAL, PROMOTION OR**
29 **COMPENSATION OF ANY PUBLIC EMPLOYEE AND RSA 91-A:3, II (c) TO DISCUSS A**
30 **MATTER, WHICH IF DISCUSSED IN PUBLIC, WOULD LIKELY AFFECT ADVERSELY THE**
31 **REPUTATION OF A PERSON, OTHER THAN A MEMBER OF THE BODY OR AGENCY**
32 **ITSELF**

33 **MOTION SECONDED BY MEMBER JEW**

34
35 *A Viva Voce Roll Call was conducted, which resulted as follows:*

36
37 Yea: Alison Marsano, Kelly Zakar Colleen Micavich, Karen Jew, Kenneth Haag

38 5

39 Nay:

0

40 **MOTION CARRIED**

41
42 *The Board went into non-public session at 9:15 p.m.*

43 *The Board came out of non-public session at 10:15 p.m.*

1
2
3
4
5
6
7
8
9
10
11
12
13

ADJOURNMENT

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

The June 22, 2022 meeting of the Brookline School Board was adjourned at 10:16 p.m.

Date _____ Signed _____

