

**BROOKLINE SCHOOL BOARD**  
**JUNE 22, 2022**  
**MEETING MINUTES**

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

Kenneth Haag, Chairman, presided:

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

Members of the Board Absent:

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

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**AGENDA ADJUSTMENTS**

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

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

**CORRESPONDENCE/RESIGNATIONS/NOMINATIONS**

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 The majority of the items located in those areas are outdated and will be properly disposed of.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

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

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

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

## ON THE QUESTION

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

The letter read as follows:

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

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

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

### **MOTION CARRIED**

**5-0-0**

A Letter of Resignation has been received from Kathleen Milewski, 2<sup>nd</sup> grade teacher at RMMS.

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

### **MOTION SECONDED BY MEMBER JEW**

## ON THE QUESTION

In her letter, she states:

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

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

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

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

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

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

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

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

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

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

**MOTION CARRIED**

**4-1-0**

*Member Zakar voted in opposition*

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

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

**MOTION SECONDED BY MEMBER JEW**

**MOTION CARRIED**

**5-0-0**

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

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

**MOTION BY MEMBER HAAG TO ACCEPT THE SUPERINTENDENT’S NOMINATION OF ANGELA WYAND FOR THE POSITION OF READING SPECIALIST AT THE RICHARD MAGHAKIAN MEMORIAL SCHOOL AT A MASTERS PLUS 30, STEP 14 AND A SALARY OF SEVENTY THREE THOUSAND THREE HUNDRED TEN DOLLARS (\$73,310)**  
**MOTION SECONDED BY MEMBER JEW**  
**MOTION CARRIED**  
**5-0-0**

**APPROVAL OF MINUTES**

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

*The following amendments were offered:*

Page 5, Line 28; replace the “period” with a “comma”  
Page 8, Line 30; replace “that” with “than”

**MOTION BY MEMBER HAAG TO ACCEPT, AS AMENDED**  
**MOTION SECONDED BY MEMBER JEW**  
**MOTION CARRIED**  
**5-0-0**

Brookline School Board - **1<sup>st</sup> Public Hearing** ..... [May 25, 2022](#)

**MOTION BY MEMBER HAAG TO ACCEPT, AS PRESENTED**  
**MOTION SECONDED BY MEMBER JEW**  
**MOTION CARRIED**  
**4-0-1**

*Member Marsano Abstained*

Brookline School Board - **2<sup>nd</sup> Public Hearing** ..... [May 25, 2022](#)

**MOTION BY MEMBER HAAG TO ACCEPT, AS PRESENTED**  
**MOTION SECONDED BY MEMBER JEW**  
**MOTION CARRIED**  
**4-0-1**

*Member Marsano Abstained*

Brookline School Board - **Non-Public** ..... [May 25, 2022](#)

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

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

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

**PUBLIC HEARING**

- Brookline Maintenance Expendable Trust

**MOTION BY MEMBER HAAG TO RECESS UNTIL THE CONCLUSION OF THE PUBLIC  
HEARING  
MOTION SECONDED BY MEMBER MARSANO  
MOTION CARRIED  
5-0-0**

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

**PUBLIC INPUT**

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

Rebecca Leedberg, 5 Clover Hill Way

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

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

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

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

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

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

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

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

Leanne McHale, 42 Westview Road

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

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

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

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

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

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

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

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

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

Karen Dalton, 29 Hillside Drive

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

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

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

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

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

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

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

Barbara Dipalma, 17 Pigeon Hill Road

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

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

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

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



Stephanie Kendall, 112 Route 13

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

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

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

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

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

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

Stephen Brogan, 9 Hollis Lane

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

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

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

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

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

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

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

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

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

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

Melissa McGoldrick, 17 Wildwood Drive

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

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

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

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

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

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

Candice Cunha, 1 Baldwin Drive

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

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

Mallory Risler, 14 Hobart Hill Road

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

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

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

Shannon Sinclair, 1 Lancy Brook Road

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

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

Rebecca Leedberg, 5 Clover Hill Way

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Julia Fries, 24 Laurelcrest Drive

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

Stephanie Kendall, 112 Route 13

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

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

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

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

Melissa McGoldrick, 17 Wildwood Drive

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

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

Rebecca Leedberg, 5 Clover Hill Way

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

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

Rebecca Leedberg, 5 Clover Hill Way

Remarked there is a vicious rumor going around the school.

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

Rebecca Leedberg, 5 Clover Hill Way

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

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

Leanne McHale, 42 Westview Road

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

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



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

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

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

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

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

Rebecca Leedberg, 5 Clover Hill Way

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

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

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

## PRINCIPALS' REPORT

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

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

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

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

### School Safety

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

### Academics

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

### AimsWeb Data

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

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

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

Grade 3 had a 6% increase for Tier I for ELA and 19% increase for math. Grade 4 shows 17.6% increase 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% increase in math.

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

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

### Community Outreach

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

### Open Positions

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

### Summer Events and Projects

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

### Looking Ahead to 2022-2023

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

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

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

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

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

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

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

## **DISCUSSION**

### - Suicide Prevention Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### - Curriculum Presentation

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

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



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

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

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

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

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

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

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

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

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

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

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

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

- Revenue & Expense Update

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

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

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

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

- Special Education Trust Fund Update

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

- Facilities Updates

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

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

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

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

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

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

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

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

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

### **DELIBERATIONS**

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

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

**MOTION SECONDED BY MEMBER JEW**

**MOTION CARRIED**

**5-0-0**

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

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

## ON THE QUESTION

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

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

### **MOTION CARRIED**

**5-0-0**

- To see what action the Board will take regarding the bond resolution

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

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

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

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

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

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

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Alana Justice, District Clerk

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

ON THE QUESTION

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

**MOTION CARRIED**

**5-0-0**

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

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

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

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

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

ON THE QUESTION

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

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

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

**MOTION CARRIED**

**6-0-0**

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

*Given its second reading;*

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

**MOTION SECONDED BY MEMBER JEW**

ON THE QUESTION

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

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

**MOTION WITHDRAWN**

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

**MOTION SECONDED BY MEMBER JEW**

**MOTION CARRIED**

**5-0-0**

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

*Given its second reading;*

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

ON THE QUESTION

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

**MOTION CARRIED**

**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.



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

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

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

**MOTION CARRIED**

**5-0-0**

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

*Given its first reading;*

**MOTION BY MEMBER HAAG TO ACCEPT THE FIRST READING OF POLICY IHAM - HEALTH EDUCATION & EXEMPTION FROM INSTRUCTION**

**MOTION SECONDED BY MEMBER MARSANO**

ON THE QUESTION

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

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

**MOTION CARRIED**

**5-0-0**

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

*Given its second reading;*

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

**MOTION SECONDED BY MEMBER MARSANO**

ON THE QUESTION

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

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

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

**MOTION CARRIED**

**5-0-0**

NON-PUBLIC SESSION

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

**MOTION SECONDED BY MEMBER JEW**

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

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

5

Nay:

0

**MOTION CARRIED**

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

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

**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 \_\_\_\_\_