

**BROOKLINE SCHOOL BOARD
APRIL 18, 2017
MEETING MINUTES**

A regular meeting of the Brookline School Board was conducted on Tuesday, April 18, 2017 at 6:00 p.m. at the Captain Samuel Douglass Academy.

Chairman Matthew Maguire presided:

Members of the Board Present: Lauren DiGennaro, Vice Chairman
 Alison Marsano, Secretary
 Kenneth Haag

Members of the Board Absent: Erin Sarris

Also in Attendance: Gina Bergskaug, Assistant Superintendent
 Kristen Maher, Assistant Business Administrator
 Dennis Dobe, Principal, Captain Samuel Douglass Academy
 Daniel Molinari, Principal, Richard Maghakian Memorial School

AGENDA ADJUSTMENTS - None

CORRESPONDENCE/RESIGNATIONS/NOMINATIONS

Assistant Superintendent Bergskaug read the following communication into the record:

“Dear Mr. Maguire,

This is to inform you that the Brookline Teachers’ Association, NEA-NH, desires to bargain a Master Contract for the contract year beginning July 1, 2018. This notification is in accordance with the requirements of RSA 273-A:3. Members of the Negotiations Team would like to gather with the representatives from the School Board to set ground rules and dates for meetings. Please contact Karin Pillion to suggest possible dates in May or June. Sincerely, Karin Pillion, President, BTA”

As Ms. Pillion was in the audience, Chairman Maguire responded that he would speak with her later in the week, and look to set up a meeting date.

Assistant Superintendent Bergskaug informed the Board of the Administration’s recommendation of Lisa Manzo for the position of Preschool Teacher/Case Manager for the 2017-2018 school year. Ms. Manzo comes to the District with a BS and M.Ed. from the University of New Hampshire as well as additional BCBA Certification. The recommendation is Masters +15, Step 1, and an annual salary of \$45,870.

MOTION BY MEMBER DIGENNARO TO ACCEPT THE SUPERINTENDENT’S NOMINATION OF LISA MANZO FOR THE POSITION OF PRESCHOOL TEACHER/CASE MANAGER AT A MASTERS +15, STEP 1 AND A SALARY OF FORTY FIVE THOUSAND EIGHT HUNDRED SEVENTY DOLLARS (\$45,870)

MOTION SECONDED BY MEMBER MARSANO

MOTION CARRIED

4-0-0

APPOINTMENTS

Chairman Maguire announced the following committee assignments:

Negotiating Team: Brookline Education Support Staff (BESA): Members Sarris and Haag

Negotiating Team: Brookline Teachers Association (BTA): Members DiGennaro and Maguire

Regional Services Educational Center (RSEC): Member Marsano

PUBLIC INPUT – None

PRINCIPALS' REPORT

Principal Molinari informed the Board students at the Richard Maghakian Memorial School (RMMS) completed the Smarter Balanced Assessment (SBA) the previous week. He thanked the Teachers for their efforts and the 3rd grade students for their outstanding efforts on the ELA and Math portions of the test.

Principal Molinari spoke of the numerous upcoming events at RMMS, a great many of which are funded by the PTO.

When asked, he explained all students enrolling in Kindergarten in the fall are screened. The desire is to gain a snapshot of where each student is. This assists in the process of class placement. The children come in for a period of approx. 45 minutes, and participate in different stations, e.g., Math, Reading, etc. Teachers take the students around from station to station at the conclusion of which they are provided a snack. He spoke of the Kindergarten orientation program meeting that was conducted the previous week during which the process was discussed with parents, and parents were able to sign up for a time. Parents were informed they could expect to receive feedback from the screening as well as placement information in June.

Principal Dobe spoke of the SBA noting there was some apprehension regarding the transition from the paper and pencil version to the computer/adaptive version. The transition has been very smooth thanks to the good work and careful study of the District technicians and Teachers.

- Presentation - Reading Specialists

Shannon Dwyer and Kim Beaudette, Reading Specialists, RMMS, and Betsy Black, Reading Specialist, Captain Samuel Douglass Academy (CSDA), provided a [PowerPoint](#) presentation on what ELA looks like in Brookline.

A slide was displayed, which identified the blocks of time that are incorporated into all of the classrooms to address the different components of balanced literacy: Reader's Workshop, Writer's Workshop, Phonics/Word Study, and the Interactive Read Aloud. In terms of the Phonics/Word Study (spelling program); at RMMS there is System 44 whereas CSDA utilizes Read 180. Interactive Read Aloud is intended to engage the readers, get their metacognition going; thinking while reading, to do a lot of modeling of what is expected of them through reading time, making inferences, etc. The interactive read aloud can be with chapter books, novels, a chapter to demonstrate a certain strategy, and could also be a picture book.

The Workshop Model is the same format for reading and writing; the focus lesson starts the workshop where the Teacher is doing explicit strategy teaching. During that lesson there is typically an active engagement piece where students may turn and talk and practice the skill the Teacher is teaching. It gives them the opportunity to practice the skill being taught while the Teacher is there watching and coaching along as the students are talking with their partners.

From there the Teacher sends students off with a job to do during their workshop time. During the time when students are independently reading or writing the Teacher may be conducting one-on-one conferences with students or small group instruction. In the lower grade levels, it could be a guided reading lesson where all of the students are reading at the same level and the Teacher is helping them through a text that she/he selected or it could be a strategy group lesson where there might be students reading at all different levels, but they are coming because the Teacher noticed they were having a difficult time retelling a story in sequence; they all bring their own books, the Teacher would give them the strategy, and they would practice it together.

Toward the end of the workshop there is a group share where everyone comes together. The group share can take lots of different forms, e.g., the Teacher may decide he/she needs to reteach the conflict, maybe something amazing happens that needs to be shared, e.g. a student showed a particular strategy that had been practiced and shares how he/she did it, etc.

Ms. Black commented at CSDA, they follow the same workshop model. With grades 4-6 they look at more critical reading and deeper texts. Focus lessons often center around a mentor text; the Teacher will model the Author's organizational strategy or structure; looking deeply in how text is organized, etc. Students enjoy the one-on-one time with the Teacher during conferences; taking notes, etc. Strategy group lessons at times may look like a literature study group; studying an Author or certain genre.

In terms of Response to Intervention (RTI), the three specialists see students along with classroom Teachers to provide necessary supports in classrooms. There are situations where students are pulled out during What I Need (WIN) time for small group instruction. At RMMS there is the Level Literacy Intervention (LLI) program, which has had good results. At CSDA, there are times when students are pulled into a small group and taught the needed strategy. There are times when students are pulled out; work in a cubby area for privacy and times when a Paraprofessional or Specialist will push into the classroom and meet with students there. CSDA has both System 44 and Read 180 in action with many students participating.

Slides were displayed depicting Kindergarten students participating in various activities designed to engage them in reading, etc. Additional slides depicted grade 6 students engaged in activities that had them analyzing and annotating poetry. It was noted the two Language Arts grade 6 Teachers start every reading workshop out with the poem of the day. The poems force the students to think above and beyond very critically. Students read it and annotate, e.g., write notes, notice patterns, etc., and conclude with a share.

Efforts are made to reach out with parents to show the students that reading happens in the summer, at home, etc. Students participate in reading nights at RMMS (3 times/year); a book exchange is offered, music and popcorn are provided and a read-aloud is done. The events have been well received.

They have been reaching out a great deal more this year to the Brookline Public Library. Mrs. Hill, Children's Program Coordinator, Brookline Library, has been a great resource for the District. A meeting was conducted the previous day to plan their summer reading kickoff. There is a home program offered to all children in addition to the program run at the library. The District has also enjoyed some author visits this year. The Read Across American week conducted at both schools includes a good many fun activities for students centered around reading.

Poetry Out Loud is in its second year. A parent in the community wished to try a poetry segment as part of the Writer's Festival. It was held during the Writer's Festival for about ½ an hour. Students wrote original poems and presented them. They also created artwork for them. Attendance/participation was great, and the event was a great addition to the Writer's Festival. This year the Write's Festival will be held the Thursday after returning from vacation.

It was noted a lot occurs around professional development to ensure all units of study are up to date. Information gained through attendance at workshops/trainings is shared with the Teachers. There is currently a book study going on at RMMS for Teachers on the writing strategies book, which is a great resource. Some peer observation/instructional rounds were done this year where Teachers were paired up with another Teacher to observe in their classroom and have a chance to collaborate.

Principal Molinari commented the Reading Specialists go above and beyond to meet the needs of all of the students, are a great support to the Teachers, but also work with the most struggling readers and help support the high achieving readers. The Brookline Library has been a great support to the school.

Mr. Haag requested additional information on the Read 180 program. It was explained, it is an approach to reading; generally for students needing additional strategy work. It is very direct, systematic, and the computer software is but one aspect of the program. In many ways it is like the Reader's Workshop model because there is a whole group, strategy lessons, very sequential, students have a book they write in so there is a writing component, and for the hour and 15 minutes they are seen and have that full group instruction. Then they go on the computer for a 20-minute segment. It is very sophisticated computer adaptive technology/software. Students learn spelling strategies, read passages, watch and listen to videos, have headphones with a speaking microphone so that their fluency is recorded; they can hear back, and they can send it to the Teacher who can then listen to it on his/her computer, and can rate it using a fluency scale. There is a third piece of reading independently. There is a library of books that are provided that students self-select, and then there are written responses (journal).

Mr. Haag questioned, with the Writer's Workshops where students are breaking off and doing independent writing, if they come back together and share what they have written. The response was that sometimes they come back together to read what they wrote, sometimes they will have a partner share; will help edit each other's work, sometimes will do a group celebration where they will share or publish their pieces.

Assistant Superintendent Bergskaug added the COOP School District has the Read 180 and System 44 programs in use, and what they have seen with the former 6th graders is with that extra year of the program at the younger grade, the gains

they are making at the COOP are through the roof. They are very pleased with the work being done at the elementary level.

Principal Molinari remarked the Reading Specialists have worked really hard to develop the model, which has been really helpful when transitioning that into the Math as well. The Teachers are accustomed to using model teaching, which has been nice for the enVision Math program this year as well.

Principal Dobe stated very quietly, almost under the radar, Reading Specialists have made a very strong program all that much stronger over the past year and a half – two years. Their contributions have been significant. There has been a lot of attention on Math and STEM, but the Literacy Program has been strong for a number of years due to their efforts and the contributions of the Teachers. It seems as though this area of our practice is moving up into the next level as well, not only because of what is being done with poetry and with Teachers really embracing and implementing that Readers and Writers Workshop to a level of mastery now, but also with the addition of System 44 and Read 180. We're really reaching all students in a way we never have before. He noted not all students participate in Read 180; just those believed will benefit most from it.

Principal Dobe spoke of the work of the Special Education Case Managers and others. He introduced Amy Fessenden, Instructional Assistant, who works closely with Ms. Black to make the literacy program what it is.

Ms. DiGennaro commented she feels as though there is some sort of enrichment that takes place with some of the students who are taking off with reading, and questioned how/when that occurs. Ms. Black responded it depends on the grade level. For 4th grade she has an enrichment group; three times a week they are pulled during the last half of the reading block. It is dependent on scheduling. At the 5th and 6th grade level, students are trained to choose just right books that are at their level.

It was noted during WIN time for 1st grade the Librarian has a group she works with to do some of those extension type things. The Workshop is naturally differentiated; students are reading books at whatever level they are at, and teachers meet with them in small groups.

Principal Molinari spoke of internal moves that have occurred: Nichole DeDecker is currently a grade 2 Teacher, and will be moving down to 1st grade to fill in the void created by the retirement of Kathy Ingram, and Shannon Dwyer will be the new Grade 2 Teacher.

- Kindergarten Tuition

Principal Molinari requested the Board consider a small increase to the Kindergarten tuition. Tuition has been at \$350/month since the program began. The request was to increase that by \$25/month for the next school year.

As of this time, there are 66 students (approx. 55 full-time). Last year, at this time, enrollment was at 64. Current enrollment is at 81.

DISCUSSION

- Health Insurance - Update

Assistant Superintendent Bergskaug noted the District had originally been quoted a Guaranteed Maximum Rate (GMR) of increase of 15.9%, which is what was budgeted for. The actual rate came in at an increase of 7.3%. The actual amount represents a savings of \$34,225 to the District and \$51,172 to the employees (based on current plan selections).

- Start Time Committee

Assistant Superintendent Bergskaug informed the Board that in May, the COOP School Board will report out on what they will do moving forward. There will be no change to the elementary school districts, and no substantial change to the COOP School District. The proposal will look at a minor adjustment based on what the buses can allow for in the next year. The change will likely result in a 15-20 minute shift in start time by getting buses from point A to point B in a shorter amount of time by rolling them instead of holding them all and releasing them all at once. The Brookline model works well, and is not the same model utilized in the Hollis School District or the COOP School District.

Chairman Maguire questioned if the discussion would continue next year. Assistant Superintendent Bergskaug responded the committee has morphed over time, and she believes it to be the intent to start a new group more along the lines of instructional practices and really rethinking what the school day looks like for COOP students as a way to gain time, but also making sure that we're making the best use of the time that we have the students with us.

When asked if there has been discussion of sharing with parents information learned on managing time outside of school, Assistant Superintendent Bergskaug responded that is a really interesting topic that is very personal for some parents. The District does offer quite a few parent workshop nights. She commented there is not one quick solution or it would have been done already.

- Last Day of School

Assistant Superintendent Bergskaug stated the last day of school, for students, will be a half day on Tuesday, June 20, 2017.

DELIBERATIONS

- To see what action the Board will take regarding Principal Molinari's recommendation for an increase in Kindergarten tuition for 2017-2018.

**MOTION BY MEMBER HAAG TO ACCEPT THE RECOMMENDATION OF PRINCIPAL MOLINARI TO INCREASE THE COST OF TUITION FOR KINDERGARTEN BY SETTING THE MONTHLY RATE AT THREE HUNDRED SEVENTY FIVE DOLLARS (\$375.00) FOR THE 2017-2018 SCHOOL YEAR
MOTION SECONDED BY MEMBER DIGENNARO**

ON THE QUESTION

Chairman Maguire commented when the program was established the stated intent was for it to be self-funded. He questioned if the \$25/month increase would allow the program to continue to be budget neutral. Principal Molinari stated the increase would sustain the program the way it has been functioning.

Chairman Maguire questioned if not approving the increase would jeopardize the self-funding status. Ms. DiGennaro suggested it would depend on enrollment levels. Principal Molinari remarked a good deal depends on enrollment, but he believes the District is appropriately budgeting to retain the self-funding status. Assistant Superintendent Bergskaug suggested it to be a good practice to regularly review the program to ensure it is able to retain that status. Principal Molinari stated he conducted a comparison of other areas providing a full-day option, and the District is in line with others; still on the lower end of comparable costs.

Mr. Haag questioned if the cost is driven by expense. Principal Molinari responded revenue generated covers all costs associated with the operation of the program.

**MOTION CARRIED
4-0-0**

APPROVAL OF MINUTES

Brookline School Board – **Organizational Meeting**. March 28, 2017

The following amendments were offered:

Page 4, Line 19; replace "in" with "on"

**MOTION BY MEMBER DIGENNARO TO ACCEPT AS AMENDED
MOTION SECONDED BY MEMBER HAAG
MOTION CARRIED
4-0-0**

NON-PUBLIC SESSION

**MOTION BY MEMBER DIGENNARO 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
MOTION SECONDED BY MEMBER HAAG**

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

Yea: Matthew Maguire, Kenneth Haag, Lauren DiGennaro, Alison Marsano, Matthew Maguire 4
Nay: 0

MOTION CARRIED

The Board went into non-public session at 6:54 p.m.

The Board came out of non-public session at 7:16 p.m.

**MOTION BY MEMBER DIGENNARO TO ACCEPT THE RECOMMENDATION OF THE SUPERINTENDENT AND ASSISTANT SUPERINTENDENT REGARDING COMPENSATION FOR ALLIED HEALTH AND NON-UNION EMPLOYEES
MOTION SECONDED BY MEMBER HAAG
MOTION CARRIED
4-0-0**

ADJOURNMENT

**MOTION BY MEMBER DIGENNARO TO ADJOURN
SECONDED BY MEMBER HAAG
MOTION CARRIED
4-0-0**

The April 18, 2017 meeting of the Brookline School Board was adjourned at 7:19 p.m.

Date _____ Signed _____