

BROOKLINE SCHOOL BOARD  
DECEMBER 20, 2016  
**MEETING MINUTES**

A meeting of the Brookline Board was conducted on Tuesday, December 20, 2016 at 6:01 p.m. at the Captain Samuel Douglass Academy.

Chairman Matthew Maguire presided.

Members of the School Board Present: Patricia Lynch, Vice Chairman  
Erin Sarris, Secretary  
Lauren DiGennaro  
Kenneth Haag

Members of the School Board Absent:

Also in Attendance: Andrew Corey, Superintendent  
Gina Bergskaug, Assistant Superintendent  
Dennis Dobe, Principal, Captain Samuel Douglass Academy  
Daniel Molinari, Principal, Richard Maghakian Memorial School  
Brian Rater, Brookline Finance Committee

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AGENDA ADJUSTMENTS

Superintendent Corey requested a brief discussion of the Start-Time Committee be added.

*There being no objections, the agenda was adjusted as requested.*

NOMINATIONS / RESIGNATIONS / RETIREMENTS / CORRESPONDENCE

Superintendent Corey informed the Board of his receipt of a letter of Intent to Retire received from Cathy Ingram. In her letter, Ms. Ingram stated she will finish her teaching career having spent the last 20 years happily in the Brookline School District. She thanked the Board, Superintendent, and her colleagues for their support. The effective date of retirement is June 30, 2017.

**MOTION BY MEMBER SARRIS TO ACCEPT, WITH REGRET, THE LETTER OF INTENT TO RETIRE RECEIVED FROM CATHY INGRAM WITH AN EFFECTIVE DATE OF JUNE 30, 2017**  
**MOTION SECONDED BY MEMBER LYNCH**  
**MOTION CARRIED**  
**5-0-0**

Superintendent Corey informed the Board of his receipt of a letter of Intent to Retire received from Barbara Koonz. In her letter, Ms. Koonz stated her intent to retire at the end of the 2016-2017 school year. She leaves SAU41 very proud of the work she achieved over the past 19 years having begun her career in SAU41 in 1998 teaching Kindergarten at HPS. In the spring of 1999 she traveled down the hill into Brookline to begin the task of implementing public kindergarten at the Richard Maghakian Memorial School (RMMS). She enjoyed the 12 years she worked with her Kindergarten children and their families. At the end of this school year, she will end her career as a Preschool Teacher/Case Manager at RMMS. She spoke of the challenges and rewards associated with growing the Preschool Program for the past five years, and stated the success of the program to be the result of a dedicated preschool team and the guidance and support of Karen Kulick.

**MOTION BY MEMBER LYNCH TO ACCEPT, WITH REGRET, THE LETTER OF INTENT TO RETIRE RECEIVED FROM BARBARA KOONZ WITH AN EFFECTIVE DATE OF JUNE 30, 2017**  
**MOTION SECONDED BY MEMBER HAAG**  
**MOTION CARRIED**  
**5-0-0**

Chairman Maguire thanked Ms. Ingram and Ms. Koonz for their years of dedication and service to the students and community of Brookline.

PUBLIC INPUT - None

## PRINCIPALS' REPORT

Principal Molinari spoke of the recent tabletop exercise around the scenario of an intruder in the school. Emergency personnel from Brookline and Hollis along with Administrators and staff gathered to discuss how they would handle this type of situation. He commented he and Principal Dobe are working diligently to educate staff on the proper response, protocols, etc. Principal Dobe added the discussion of an intruder is a difficult subject to broach. Nonetheless the difficult work that was necessary was done. Principal Molinari noted training on COPSync will take place next month.

Principal Dobe spoke of the Canis Lupus Project, which is an all-encompassing project to add to and enhance the regular school curriculum. They teach to school curriculum standards in all subject areas. Beyond that, one of their main goals has been to help develop programs and personalize education so that students have opportunities to learn things they might not otherwise. Enrichment programs in the Arts have been in place for some time. There have been some academic enrichment programs as well. There have been programs held during and after the school day.

It appeared the time had come to organize those efforts and provide guidelines for how we look at, approve and evaluate these programs. They put the brakes on a little bit this past fall as they worked to organize. In doing so, they formed a committee of staff and parent volunteers. They developed a document they titled Canis Lupus (Latin for Wolf). Most all of those programs will be rolled out following the holiday break.

The Captain Samuel Douglass Academy collected new shoes and RMMS collected pajamas for children and donated them to SHARE, a charitable organization out of Milford.

Principal Dobe noted the Smarter Balanced Assessment and NECAP results have been provided. Those results are a snapshot in time. They are looked at and valued in a constellation of other indicators about the quality of program and rates of student success. Although the results would indicate we do really well by State standards, there is room to grow. Principal Dobe commented on the anticipation, with the work that has been taking place in Literacy and Mathematics and what has been done to personalize learning, they will continue to see increased achievement in the students moving forward.

## PRESENTATIONS

- Math Specialist

Karin Pillion, Math Specialist, CSDA, noted each topic in the series is broken down into smaller lessons (4-11 lessons in each topic area). The lessons are broken down into three parts; 1/3 reinforces conceptual background, 1/3 reinforces symbolic or teachers algorithm or skill, and the remaining 1/3 is more the application of using those skills, e.g., word problems, etc.

Each lesson consists of the same components:

- Solve and Share

Is designed to engage students by connecting their prior knowledge to new ideas; trying to get them to do brainstorming and think about what they will be learning in the particular lesson. A great deal of discussion takes place. Students talk to each other about their ideas.

- Visual Learning

All of the teachers use on a regular basis. There is an interactive video students watch, which is like a bridge between what they were thinking in the Solve and Share to the math concepts they will learn in the particular lesson.

- Guided Practice

The teacher lead guided practice gradually releases and has students do more independent work.

- Quick Check

Typically there is a quick check where students might do 3 problems, and the quick check is used to differentiate what they will be doing for either classwork or homework, and to see how well they understood what they were just taught.

- Independent Practice

During this time, students work independently on problems that practice the skill and apply their knowledge of the skill.

After the quick check, students go to their independent practice.

Mathematical Practices are ways we want students to engage in mathematics. They are interwoven throughout the lesson. The information provided with the agenda identified the 8 Mathematical Practices.

- Math Centers

Activity centers offer an opportunity for students to work in smaller differentiated groups. As the students rotate through the centers, they might be working with a teacher, playing a game with other students to reinforce the skill, working on the skills of the lesson on a computer, or working on a science problem-solving activity using the skill they have been working on.

- Online Teacher Tools

Students take assessments online where the computer grades it and provides the teacher with immediate feedback. Some teachers use the quick checks. They have those on the computer so students can do the three problems and the teacher can find out immediately whether or not they understood what was happening in the lesson. Students have access to online tools at home.

Lisa Winters, Math Specialist, RMMS, remarked, at RMMS they created a form to anonymously survey the teachers to see what components of the program they are using; what is working well, what is challenging, etc. The only difference between RMMS and CSDA is that at RMMS teachers are, for the most part, doing their assessments in the paper/pencil form rather than online. With paper/pencil students show their work, which allows the teachers to identify where they may have gone wrong.

The survey showed the following items as what is working well in the classroom:

- Math centers and activities to reinforce the skills
- All students are asked to explain their thinking in addition to problem solving
- The program is flexible enough to adjust the format to fit the classroom needs (flipped classroom)
- The program addresses the needs of the student population
- The format and structure of the program is predictable so students know what to expect each day

The survey showed the following items as challenges:

- No practice buddy for grades K-2
- Lacking daily enrichment activities
- Most lessons take more than one class period to complete
- More topics to cover than there are school days
- Difficulty with access to online lesson components (either Wi-Fi issues or website issues)
- Inconsistent classroom support during the math lesson and centers

*A video was presented of student input.*

Principal Molinari commented from his travels around the school and what is occurring at RMMS, students seem invested in the program. Their engagement level has increased. The teachers have embraced the program and are doing their best to implement it in its first year. He commended their efforts to differentiate, and remarked, from what he has seen, it has been a positive program.

Greg Snoke, 6<sup>th</sup> grade Teacher, remarked one of the most striking things to come out of this program is the visual lessons. We all know there are auditory, verbal, and kinesthetic learners, but this particular generation and probably going forward, is made up largely of visual learners; the vast majority is connected to devices.

He spoke of the visual aspect noting the videos have identified breaking points, which are areas for teachers to stop the video and engage in discussion. He commented there has not been one lesson this year where he has not paused at other points as well. The video is intended to be 3 minutes in length, but typically lasts 10 minutes.

With more and more of the data being available to teachers, they are quickly able to track who is in need of additional assistance. He spoke of the tools available for both teachers and students particularly through the online components. The program encourages perseverance in the students, which is what is desired. The program provides question help. If students are struggling with homework, for example, hopefully before even going to Mom and Dad for assistance, they are taking advantage of the question help. It provides a sample problem to help the user solve the problem. If that question help area did not resolve the problem, there are other video tutorials available. Having that package available at their fingertips is useful. For any student scoring below a certain threshold, the program offers additional practice.

With regard to cons, Mr. Snoke stated the desire to be able to differentiate the work for a particular student, and for the program to be adaptive, e.g., if a student is doing well with a particular skill the program would become more challenging for that student, and conversely if a student is struggling he/she could be brought back to the core skill to refresh the lesson.

Mr. Snoke commented the traditional math text that his generation grew up with, e.g., two pages per lesson; one page had a picture, sample problems, and explanation and then the other had 22 standard problems and say 3 word problems at the bottom of the page. This program is almost flipped so that there are 22 of the heavy-duty word problems and maybe 3 of the others. He stated his belief it would behoove Pearson to not forget the core skill. If students cannot do the core skill it will be challenging to the point of frustration with regard to the high order thinking skills found within the word problems.

Mr. Snoke commented the program suggests the teachers can create their own assessments and quizzes. However, he has found this to be challenging. You can only make one assessment per homework assignment, and the assessment cannot be shared.

Assistant Superintendent Bergskaug commented she and Principal Dobe went to RMMS and walked through every Math class at the beginning and circled around again to see the progression of the lesson over time. They hit many of the classrooms at CSDA. The 6<sup>th</sup> grade was doing a project so they were unable to see 6<sup>th</sup> grade Math. She commented it is great to see kids talking about math, using math language, thinking about the world in terms of math, and really just becoming mathematicians rather than just doing a worksheet and solving problems. It is really transforming the way kids think about math and the way teachers approach it.

Chairman Maguire commented early on mention was made that there are a lot of topics and not enough days. He questioned the ratio. Ms. Pillion stated there to be about 15 different topics. This year, as the first year going through it, sometimes a lesson may take more than a day. They are trying to stay on track.

Chairman Maguire spoke of the online component, and questioned the percentage of traditional work that is done, e.g., do students utilize paper/pencil work, how do workbooks factor into that work, etc. Mr. Snoke responded there are a lot of word problems, and when you do it digitally there is the algorithm that says hey it is right if it is this or it is wrong if it is that. That is definitely a challenge. What he has found is he has to bring back the paper/pencil with regard to those word problems because the subjectivity of them doesn't lend itself well to where we are digitally right now.

Ms. Winters remarked at RMMS the Solve and Share is up on the screen and the students do the visual learning with the video, but the bulk of the work is done in workbooks.

Ms. Sarris questioned if it is imagined there will be an opportunity for teachers to adjust the program as time goes on. Ms. Pillion stated after each lesson, teachers at both RMMS and CSDA are capturing in a Googledoc what was challenging, what could be changed for next year, etc. A running record of that information is being kept as a means of evaluating each lesson for next year.

Assistant Superintendent Bergskaug added every two weeks there is a math meeting. Conversations are already taking place around how the program will be adjusted.

Chairman Maguire questioned if Pearson has a mechanism for providing feedback. Principal Molinari stated the District has contacts at Pearson through whom they provide feedback on a regular basis. They have been very responsive. Principal Dobe commented on the enormity of putting together a program like this. There is more material associated with this program, than a teacher could ever teach a student if they taught every day for 12 months a year.

Principal Dobe stated Pearson does change things with some regularity. The District received a lot of teaching materials last year when doing the pilot program. Entirely new teacher kits were provided when formal implementation began this year because of the adjustments that had been made to the program in the interim.

Ms. Sarris commented on the huge shift for those students who have spent the past four years with something totally different and are now moving on to this program. She questioned how students are adapting to the change. Ms. Pillion stated she has seen a huge difference from the beginning of the year. She is of the belief students have adapted quite well to the program.

Principal Molinari commented during the center time/workshop model, what perhaps was not captured in the previous math program is that students are learning from each other. They are using their own kid language to teach each other. That is enriching in itself.

#### DELIBERATIONS

- To see what action the Board will take regarding the proposed calendar change for March 2017 (Voting Day).

Superintendent Corey stated the Administration had been before the Board at its November 15<sup>th</sup> meeting with a request for the Board to consider identifying March 14, 2017 as a day of no school for students and professional development for teachers. The Board approved the request.

The Administration then approached the other school boards with a similar request. The dilemma at the COOP School District is related to AP testing. They are not in favor of a day off at that point in the school year. It was commented students attending school down south begin school much earlier than our students, yet the testing day for all is in May. By starting so late, our students are already somewhat behind the 8 ball. The COOP School Board did not take a formal vote on the request. They did request that the Brookline School Board reconsider.

Superintendent Corey stated he has spoken with Principal Dobe, and they discussed additional security being placed around voting. From a Board and budget standpoint, there is the opportunity to hold school on different days, but that would result in a transportation cost. Transportation is budgeted based on the SAU not the individual district.

Superintendent Corey stated he wished to put the issue back on the table for consideration having the feedback from the COOP School Board, further discussion with Principal Dobe, and knowing they could speak with Police Chief Quigley on the issue of additional security. The Administration has determined next year's school calendar will identify voting day as a no school day for students and a day of professional development for staff.

Chairman Maguire questioned the possibility of alternative polling locations. Superintendent Corey stated he could reach out to the Town Administrator to determine if another facility is available. Vice Chairman Lynch commented on previous discussions of utilizing a back entrance to the school to keep the general public separate from the students. However, she was uncertain how the logistics of lunch, recess, etc. would be worked out.

Principal Dobe stated that would be an issue, and stated his belief the current way it is set up is the right way for the school, e.g., all staff park out back to free up as much parking space as possible, have cones set up that provide a visual barrier to make guests aware of the limited access area. In addition to that, a Police Officer is in-house. He stated his opinion it is probably the safest day of the school year as they have an officer on campus while the students are onsite. It would be best if it were not a school day or if voting could be moved to another location. However, he has no safety concerns. When asked about a back entrance, Principal Dobe stated the concern would be with Physical Education and Health classes as well as recess that generally occur behind the building. He believes it would be best to route the public through the front of the building.

When asked, Assistant Superintendent Bergskaug stated traditionally there has been a Professional Development day in the month of March. Ms. Sarris questioned the impetus for going from the scenario where voting takes place while school is in session to consideration of closing the schools. Superintendent Corey stated the only change that has occurred is a debate that is ongoing regarding the Federal Law of gun free school zones versus the State law. Last year the SAU was notified if an individual had a permit to carry a concealed weapon, they were allowed to do that in the polling location. That is the only thing that has changed. He stated his support of the suggestion to speak with the Town Administrator to see if there is an alternative polling site. If that is not the case, the necessary steps could be taken to accommodate voting at the school understanding the intent that next year voting day would be a day of no school for students.

Superintendent Corey stated an update could be provided at the January meeting. He stated his opinion the best course of action around transportation, etc. is for the school to remain open.

## INFORMATIONAL

- Discussion of Smarter Balanced Assessment Results

Superintendent Corey noted the District scored very well. The Administration is excited about the results, and looks forward to seeing what differences the new math program and really the focus on STEM will have in the future.

- New Hampshire School Board Association (NHSBA) Update

The 2017 Annual NHSBA Hot Topics and Delegate Assembly meeting will take place on January 21, 2017 at 25 Triangle Park Drive, Concord, NH between the hours of 10:00 a.m. and 3:00 p.m. During the afternoon session, the NHSBA Delegate Assembly will occur which is where delegates will discuss, debate, and adopt NHSBA legislative resolutions.

This is where issues such as proposals around Kindergarten will be discussed, e.g., if it becomes an all-day program, will the State fund it as an all-day program.

- Start-Time Committee

Superintendent Corey informed the Board the next meeting of the Start-Time Committee will be conducted on January 13, 2017. At that meeting, a date will be set for a public forum. The Committee will also discuss the potential need for an updated survey. Superintendent Corey questioned if there were certain issues the Board wished the Committee to take up at its January meeting.

Chairman Maguire stated if there is to be a change to the elementary grades such that it pushes back the start time, there will be an impact on all working parents. That is his greatest concern, and he would like to see feedback sought from the community on that issue. He suggested the Board would need to identify the number of students that can attend the before-school program, e.g., current capacity, what would be involved within creasing capacity, if necessary, etc.

Ms. Sarris stated one of the proposals would involve the elementary schools starting the school day at 8:45 a.m. The Committee has reached out to poll the after-school program. They are looking at the number of students they have after school as a potential gauge for the number that may be looking for before-school care. Based on that, they do not foresee a difference in level of attendance. She commented this very question is something that would be expected to come up at the public forum. She suggested the Board could also invite the public to speak at a Board meeting.

Superintendent Corey stated the intent of the Committee to conduct public forums in both Hollis and Brookline with the understanding each would both be open to residents of both communities.

Mr. Haag commented he is uncertain the number of students currently attending an after-school program would equate to those that would be looking for before-school care. He too would like the Board to be provided with information on possible changes that would be required for before-school care. Ms. DiGennaro commented on having spoken with some parents. Some of the feedback she received included a request for a new survey to be sent out, via email, addressing all of the practical impacts on families, e.g., the possibility of before-school care reaching its space limitations, etc. Ms. DiGennaro stated a desire to be provided with the exact start times being proposed. She noted the current staggered start times, and questioned if that would continue. The question has been raised of whether the day would be too long, particularly for those young students who would be attending a before-school program.

Ms. DiGennaro commented if the issue being discussed is geared towards students being provided additional sleep time, there is the need to identify the number of students that would be benefiting from a later start time. If the result is a greater number of students having a longer school day, that would eliminate their benefit. If looking at the good of the community and an even playing field for all students, it is really important to be reasonable and look to achieve a compromise. She stated her support of investigating later start times.

Ms. DiGennaro questioned the thought process for 8:00 a.m. for a start time for the High School as opposed to easing into a change and starting at say 7:50 a.m. If the High School schedule does change, will students have to be dismissed early for extra-curricular activities based on the schedules of surrounding schools? If a later start time is established, will the Library be open for students arriving early? She questioned if traffic issues were reviewed as part of the proposal being considered.

Superintendent Corey commented the Committee has a great deal of work remaining. He stated appreciation for the feedback being provided to the Committee, and commented the Committee is starting to get into the details and potential

solutions. Ms. Sarris commented examples of practical survey questions would be helpful. Another survey is something the Committee has discussed, but sending out the same survey would not have the desired result. The initial survey was generalized, and the intent is to gain feedback on more specific questions. Chairman Maguire stated a desire for the survey to reach families that do not yet have students in the school system.

Chairman Maguire questioned what the financial impact would be if the start time for the middle and high schools were pushed back, but the elementary schools were not, e.g., cost implications with regard to transportation.

Ms. DiGennaro stated the desire to understand all of the options/impacts.

Superintendent Corey stated an update would be provided to the Board at its January meeting.

#### BUDGET WORKSHOP

- Evaluation of the FY18 Brookline School District Budget

Superintendent Corey noted the updated information provided with the [agenda](#).

Were every Warrant Article approved, the result would be an increase of 4.36% (\$388,093.24) over the FY17 approved budget. That total includes the additional costs associated with special education (\$149,405.75 or an approx. 1.6% increase), which was discussed at a previous meeting. Prior to the additional special education costs, the budget was at an increase of \$238,687.87 or 2.68%.

Superintendent Corey spoke of the current balance in the Maintenance Trust Fund (Fund) (\$55,000), and noted the Warrant Article proposes to add \$40,000 bringing the total to \$95,000. He questioned the will of the Board and the Finance Committee with regard to moving the cost of seal coating the parking lots (\$23,298) out of the operating budget, and paid out of the Fund. In addition, he proposed working with the Principals to identify other areas of maintenance that could also be funded through the Fund in an effort to get the operating budget to an increase smaller than 4% (could be achieved by utilizing another funding mechanism for \$35,000 - \$40,000 worth of expenditures). Superintendent Corey reminded the Board there is not yet a finalized Teachers' agreement. The number listed is a placeholder. Voters would have an operating budget increase closer to 2.5%, would vote on the Teachers' contract, the allocation to the Fund, and establishment of a Special Education Fund.

Mr. Haag spoke of the risk that the Warrant Article for an additional allocation to the Fund not passing, and the additional \$35,000 - \$40,000 for seal coating, etc. coming out of the existing balance (\$55,000). Superintendent Corey responded the taxpayers could reject the request. However, he believes the community has come to understand the intent and value of the Fund. Vice Chairman Lynch noted the requirement for a Public Hearing (in the spring) to be conducted prior to the expenditure of any monies from the Fund. Superintendent Corey spoke of the potential for utilizing any end-of-year unassigned fund balance to offset some of the items in the following year's operating budget.

When asked about other items currently listed within the operating budget that could potentially be funded through the Fund, Superintendent Corey provided the examples of security upgrades at RMMS and playground safety chips at CSDA.

Mr. Haag commented a review of the proposed operating budget identifies very little opportunity to reduce the total. Superintendent Corey stated his belief what is proposed is a financially conservative budget. He noted had there not been an increase in enrollment, there may have been a savings. Earlier in the day Principal Molinari informed him of 50 students registered for Kindergarten next year. Enrollment numbers appear to be staying up. The steps taken, although do not solve all of the teacher-student ratios, make a large impact. Although students are moving on to the Middle School, the teacher that was at 6<sup>th</sup> grade will be reallocated to one of the other upper elementary grades. There are 81 students projected for 1<sup>st</sup> grade next year. To stay in that 17-19 class size, there will be a need for 5 sections. Enrollment numbers for 2<sup>nd</sup> grade are a little bit of a concern, 3<sup>rd</sup> grade numbers will be good as that is where the teacher was added this year. Principal Dobe will evaluate the 4<sup>th</sup> and 5<sup>th</sup> grade numbers.

Superintendent Corey noted there are no major capital items planned for the coming year requiring use of the Fund.

Brian Rater, Brookline Finance Committee, stated he has a bit of a concern with the approach noting his belief the Fund was established to offset major expenses to avoid large spikes in the budget from one year to the next. He stated concern with utilizing the Fund to supplant the operating budget thereby making it appear to be smaller than it really is. He commented when you lower the operating budget from year to year you are also lowering the expectation of what the operating budget would be the following year.

Mr. Rater stated concern with taking items such as playground safety chips out of the operating budget, and commented that does not allow the budget to reflect an honest identification of expenses for the year. Given the amount of money being discussed, he does not believe it would impact his support of the final budget one way or the other.

Superintendent Corey questioned if he would be more comfortable with purchases that occur on a less frequent basis. Mr. Rater responded the resealing of the parking lots is one he believes to be more appropriate than some of the smaller items discussed.

Superintendent Corey stated he would bring forth a proposal for items that could be considered for funding through the Fund. During the Public Hearing, information on the default budget will also be provided, and will include a breakdown of how it is derived.

Vice Chairman Lynch questioned the inclusion of Epipens in the budget; specifically, the requirement for schools to have Epipens on hand. Superintendent Corey stated he would have to check on the requirement. He is of the belief the practice has been for the school Nurses to have a few Epipens in their office for those students who may need to utilize one whose parents have not brought one into the school.

Ms. Sarris stated her belief it is also for the allergies that are not known, e.g., the emergency you cannot plan for. Vice Chairman Lynch noted the budget, under expendable supplies for health, is at \$1,375 for RMMS and there was almost \$6,700 for CSDA. She noted earlier in the day that was changed to \$4,300. She stated her belief items such as playground chips could be addressed through savings in other areas of the budget.

Vice Chairman Lynch questioned Line Item 10.1111.612.01/.02; Workbooks, Math; specifically if the total for those two line items should be stated as \$16,455.16. Principal Dobe stated that to be correct. Vice Chairman Lynch spoke of having reviewed the detail that was provided to her. She commented Kindergarten through 6<sup>th</sup> grade has this Math program, and she is unsure of what is meant by free student books, enrollment being 564 students (including preschool), and the projected enrollment; every single class is up 5 students. She stated her belief there is an excess of funds identified in this area. Principal Molinari commented the subscription was based off of 533 students. At the start of the school year enrollment was around 550, and is now at 564.

Vice Chairman Lynch responded, per the Principals' Report enrollment is at 533. Enrollment numbers of 564 include the preschool, and the preschool is not taking Math. Vice Chairman Lynch stated a desire to see the line items reviewed. Principal Dobe stated the figures cover the students that were part of the original subscription plus some additional workbooks to cover the scenario of additional students moving in.

Superintendent Corey noted the budget would go through an additional review, and specific attention will be paid to those line items.

APPROVAL OF SCHOOL BOARD MINUTES

Brookline School Board. . . . . November 15, 2016

*The following amendments were offered:*

Page 1, Line 51 replace "meet" with "met"

Page 1, Line 52; replace "allow" with "allowed", add "the" before "grade" and "class" after "grade".

**MOTION BY MEMBER LYNCH TO APPROVE AS AMENDED  
MOTION SECONDED BY MEMBER HAAG  
MOTION CARRIED**

**4-0-1**

*Member DiGennaro abstained*

AGENDA BUILDING

Budget Update/Public Hearing  
Presentation by the Science Specialist



ADJOURNMENT

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

*The December 20, 2016 meeting of the Brookline School Board was adjourned at 7:52 p.m.*

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