

BROOKLINE SCHOOL BOARD  
SEPTEMBER 27, 2016  
**MEETING MINUTES**

A meeting of the Brookline School Board was conducted on Tuesday, September 27, 2016 at 6:00 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  
Dennis Dobe, Principal, Captain Samuel Douglass Academy  
Daniel Molinari, Principal, Richard Maghakian Memorial School  
Denise Norton, Assistant Business Administrator  
Brian Rater, Brookline Finance Committee

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AGENDA ADJUSTMENTS - None

NOMINATIONS / RESIGNATIONS / RETIREMENTS / CORRESPONDENCE - None

BUS STOP ISSUE

Superintendent Corey spoke of having received letters from Mr. & Mrs. Anderson and Mr. & Mrs. Doherty concerning a bus stop on Hillside Drive. Mr. Anderson was in attendance, and wished to address the Board.

Paul Anderson, 16 Hillside Drive

Stated the bus currently travels up Hillside Drive and enters a roundabout at the top before coming back down. Students meet at the corner of West Hill Road and Hillside Drive, and get on the bus there. As the bus is going up the hill, it picks up three students on the right hand side of the street.

Mr. Anderson stated the request to be that as the bus travels up the hill to pick up the first three students, instead of continuing up the hill, that it take a left on Hillside Drive and follow that all the way around essentially as a cul-de-sac, and pick up the six students in front of either his residence or the Doherty family residence.

Mr. Anderson remarked when traveling from his residence down towards Hillside Drive and West Hill Road where the bus currently picks up three students, there is a very sharp corner. There are no sidewalks. Just this past week when coming around the corner after school, there was a car that came down there sharply, had to swerve over, and the kids had to be pulled to the side.

He stated the Superintendent and Principals have been to the site, and deemed it an unsafe corner.

Superintendent Corey remarked he, Principals Dobe and Molinari, and Mr. Ord, Hollis Transportation visited the site. The only concerns are with the width of the road. He does not disagree with the issue of the corner, but has the same concerns for a bus making that corner. There is also a slight incline, which poses a concern for the transportation company specifically during times of inclement weather. The distance to the stops is approx. 0.2 - 0.3 miles. Superintendent Corey noted we don't typically have bus routes entering a half moon or cul-de-sac; have the students walk out.

He noted each time mileage is added to the bus route, there is a corresponding charge to the District. What has been requested would result in the addition of approx. 1 mile/day (2 trips) to the route (\$3.90) at a yearly cost of \$625.00. Although the issue is that of safety and not expense, it is necessary for the Board to be provided with all information.

Superintendent Corey informed the Board he was not recommending a stop. The stop has been in its present location for about 10 years. If going into the neighborhood the bus would essentially end up stopping at most of the houses, which would add time to the runs. He reiterated the curb worries him, but it also worries him in the context of a busload of students returning home. Although it would be nice to have sidewalks, there are very few along the bus routes in either town.

Past practice has been that the request be presented, Board members are provided the opportunity to pose and receive answers to any questions they may have, and that the Chair follow up on the request after the Board has reached a decision.

Mr. Anderson noted the bus coming up the hill does not pick up the students prior to. If it is coming around and they are concerned about an incline or safety of the bus during weather conditions, he would think coming back down the hill, where the students are waiting to be picked up, would be more of a safety issue. He spoke of having moved into the neighborhood in June, and having had numerous transport trucks delivering household goods without issue. He does not see how a sharp turn would be a deciding factor in this issue.

Chairman Maguire commented the sharp turn would pose a concern in the winter time with road conditions. Superintendent Corey added that is the concern of the transportation company. He does not disagree that transportation trucks can maneuver in and out of the neighborhood, but a driver of that type of vehicle would be concerned with him/herself and furniture or other cargo he/she may be carrying, which is different from a busload of students.

Ms. Sarris questioned the difference in terms of safety concerns between the sharp turn on Hillside Drive and the current loop the bus route takes at the end of West Hill Road. Superintendent Corey stated Hollis Transportation has indicated the loop at the top of the hill is much more of a circle and a much easier turn for a bus particularly during inclement weather. He commented it is during the winter months where there is the potential for 2 ½ to 3' of snow on the sides of the roads, which results in the narrowing of the road surface.

Vice Chairman Lynch noted the roundabout area is flat whereas the area in question has a decline. Mr. Anderson stated from his home coming down to the curb is a slight decline. He commented if the concern is with the students on the bus, what about the safety of the students that are walking home. Vice Chairman Lynch remarked the only people that drive on that street are his neighbors. She suggested he visit Police Chief Quigley, and inform him of the speed of the traffic on his street. With regard to the bus, it travels up the street and around the circle at the top. Having visited the site, she believes it to be a pretty safe route. Going down Hillside Drive does not seem as safe.

Vice Chairman Lynch spoke of the experience Hollis Transportation has with identifying the safest routes for our students, and stated her belief the decision should be left with those having experience in the matter.

Ms. Sarris noted she also visited the area. She spoke of a personal experience with a similar situation, which was safety related. That situation resulted in a Petition involving many families in a much larger area. She remarked if the transportation company is indicating it is a safety issue; believe there to be two potential safety risks, and the greater risk is the bus full of students, she would have to defer to their expertise. However, if it is really a matter of the transportation company wishing to keep things as they are, she would not agree with that reasoning. Mr. Anderson stated based on the interaction he has had with the transportation company he believes the latter to be the case. Ms. Sarris stated if the transportation company is stating the change would result in a greater safety issue, she could not override that.

Mr. Anderson remarked "but isn't that why I am here today; to try to override that? I don't think the bus company should have any say at this point if I'm here."

Ms. DiGennaro commented the same traffic pattern exists in her neighborhood, and her residence is at the top of the horseshoe. There are a lot of students that are walking up that way, and there are a lot of fast cars on the road. Although she too would like a bus stop up by her residence, when considering winter weather conditions, snow piles on the sides of the road, etc., she cannot imagine a bus driving there. Understanding Mr. Anderson was new to Town, she offered the suggestion of experiencing a winter to see what the conditions are during the most difficult travel months.

Superintendent Corey stated the standard practice to be that, in the August timeframe, he and Mr. Ord visit every single stop, look at the dynamics, e.g., the number of students on the street, the safest point to step off and be off the street in case a car should slide, etc. The transportation company then designs the routes with stops. When the school year starts parents have the ability to contact the transportation company and are then referred to him. Contract language would

allow the Superintendent to override the decision of the transportation company. When concerns are expressed, he and the Principals visit the route again.

Superintendent Corey reiterated he was not trying to indicate it is not a difficult road to walk with children, he understands that. He noted the family across the street dealt with a bus stop issue last year; it is not wonderful for them either. He remarked it is not that he does not support the request, but when looking at where people are located along the street, he believes keeping with the consistent model of bringing the students out of the cul-de-sac to be a little safer than the bus going into the cul-de-sac. He commented he would have no problem if the Board were to override his decision. However, if the decision is reached to add the stop there would be a need to be consistent in addressing requests from other families who are seeking the same type of arrangement.

Ms. Sarris asked for clarification of the number of stops along that area. Mr. Anderson stated there to be one stop. Ms. Sarris questioned positioning the stop closer to the circle. Mr. Anderson noted that would require students to walk further to the bus stop. The students in question currently walk about  $\frac{1}{4}$  mile to the stop. If the bus came back around and stopped at the top of the hill, it would be a distance of about a  $\frac{3}{8}$  to  $\frac{1}{2}$  mile walk. Ms. Sarris stated it to be a safety issue not a distance issue. Policy indicates bus stops can be a mile away. She does not believe the distance should be a factor in the Board's decision. She questioned if the stop being at the other corner would be a compromise/safer walk on the other side of Hillside Drive.

Mr. Anderson stated he would think it would be safer for the students in the cul-de-sac, but he cannot speak for students coming up West Hill Road. He stated he would have to speak to the other parents to see if they would be agreeable to that.

Chairman Maguire remarked regardless of how the stops are designated, there is vehicular traffic speeding in the area, which is something that needs to be addressed. To the point of the opinion provided by the transportation company, as the professionals in that field, if they are expressing a safety concern, their opinion carries a lot of weight. He spoke of the safety concern Mr. Anderson expressed with the existing situation and stated the need for both concerns to be considered.

Ms. Sarris questioned if there are standards the transportation company utilizes with regard to road conditions, e.g., width, decline, etc. or if it is a judgement call. Superintendent Corey responded it typically has to do with their turning radius. He questioned the will of the Board with regard to seeking the opinion of Hollis Transportation regarding the possibility of adding a stop at the top of the hill. The Board requested he do so.

PUBLIC INPUT - None

#### PRINCIPALS' PRESENTATION

- Goals and Objectives for 2016-2017.

Karen Kulick, Student Services Coordinator and Principals Dobe and Molinari provided a PowerPoint presentation. The items to be addressed in the presentation were identified as: Mission and Vision Statement, 2016/2017 SMART Goals, facility/security upgrades, opening activities/grade level configurations/class size; new staff, and budgetary considerations for the next school year.

#### Mission

Consistent with the mission of the SAU 41, we will ensure a strong, supportive learning environment focused on academic excellence.

#### Vision Statement

With our focus on the Whole Child, we foster capable, confident, life-long learners who will serve as productive citizens in a global society. We are passionate about creating an environment that supports a love of learning, embraces active intellectual engagement and promotes high expectations for all.

The Mission and Vision Statement are used to guide the goals for the coming year. SMART Goals are District-wide and apply to both of the buildings, all staff, classrooms, and learning areas.

### SMART Goals

- District-wide
- Three Focus Areas
  - Academic

During the 2016-2017 school year, Brookline will increase the percentage of students who meet or exceed projected growth targets to 75% 'Proficient' or better in Reading and 55% 'Proficient' or better in Math, as evidenced by Spring 2017 NWEA results for students in grades 2-6 and performance on grade level benchmark assessments for students below grade 2.

### Action Steps

- Assure consistency and fidelity in the implementation of new district math program (enVisionmath 2.0)
- Development of common summative (end of year) and formative assessments (intermittently throughout course of year) to determine if we are on target, e.g., our programs and practices are hitting the target.
- Increase opportunities for personalized learning (supports and extensions)
- Informed instruction based on NWEA and locally generated assessment data
- Revise and align district curriculum; horizontally and vertically

Mr. Haag commented the targets in Reading represent a pretty significant challenge, and questioned if a higher goal could be set for Math. Principal Dobe stated last year the math goal was 50% 'proficient', which was an aggressive growth target to begin with. What the Administration wishes to do is find ways to help students make positive growth, considerable growth every year. Last year the goal for Math was set at 50% and for Reading 60%. The results were just under goal in Math and considerably exceeded the goal in Reading. That is why the standards for the coming year were set as they were.

Principal Molinari commented on the discussion that occurred last year regarding the percentage of students who were proficient (89% for grade 2 in Math). Ms. DiGennaro remarked that has been changed slightly; it is not just the growth target, but reaching the growth target and the percentage will also be proficient. She commented you can have a student who is below proficient, but did meet their growth target. Principal Molinari commented they are looking at all of the students. If you only look at proficient it is hitting a select few, and the desire is to have every student meet their growth target. It is more of a challenge.

Ms. Sarris asked for clarification the proficient or better in math is an individualized growth target, and was informed that is the case.

Chairman Maguire questioned if the change in math programs is expected to cause an initial dip in scores. Principal Dobe stated it is possible, but he is doubtful. He does not believe students will accelerate as quickly between years as would have been the case if students were as fluent in that program as they will be. Based on what is being seen in the classrooms, students are receiving a high-quality program, which is undoubtedly better than what was used previously. Principal Molinari remarked he expects growth, just not as much growth as will likely be the case in years 2, 3, 4, etc.

Principal Dobe commented it doesn't make a lot of sense to set unrealistic goals. They know where they are now and what would be an appropriate stretch goal. They are motivated to meet that goal. He stated his anticipation that in the time ahead, significant gains in mathematics will continue to be seen and comparatively smaller gains in Reading. In Reading students are already performing at a very high level, which results in less gain to be made. The ceiling is a lot closer, and it is a lot harder to make those incremental additional points. Principal Molinari suggested the word "proficient" should be removed from the statement as it truly indicates that 75% of students will meet their projected growth target.

Chairman Maguire commented on how the results of the NWEA and local assessments are utilized when identifying progress made. When asked, Principal Dobe stated the results of the Smarter Balanced Assessment would not be of use to the District in this particular exercise. He commented the Administration is learning more and more about what data is available, what is actionable, etc.

### Current Work

- Teacher trainings: Read 180, System 44, SKILLS, TLA  
The identified programs are literacy or language based programs the District is newly implementing to support Reading, Language Arts, and Writing programs.
- Increased attention to 'the workshop model' in both English & Language Arts (ELA) and mathematics
- Increased academic performance through integration of the 4 Cs into everyday learning activities
- Professional development on research-based best instructional practices (workshop model, word study)
- Focus on implementation of enVisionmath 2.0 with fidelity with necessary staff training in place
- Establish class sizes optimal for student learning

### - STEM Leadership/Collaboration

By the end of the 2016-2017 school year all teachers will implement at least five STEM lessons over the course of the year, as evidenced by any of the following: rubrics, lesson plans, actual student products, photographs, and videos. The focus of these lessons will emphasize critical thinking.

### Action Steps

- Development of STEM Labs  
Labs have been established at both schools
- Development of Science units based on new district science standards
- Application of the 4 Cs in all content areas
- Increase blended learning opportunities for students
- Continue whole school and family STEM activities

Ms. DiGennaro questioned if any sort of performance assessment is being used for any of these activities. Principal Molinari responded during the STEM lessons it is mostly around the engineering design process; helping students devise their plan and how to improve it, writing about their reflections, etc. The desire is for students to take risks and explore different ways of doing things. The focus is really on the 4 Cs. It is more of an observation time than a task that results in a grade.

Principal Molinari noted the specialist team has also taken off with the STEM goal. They have an enrichment block where they are working on STEM projects at grade levels that are integrated with topics of study at each grade level.

### Current Work

- Science Resources Inventory and budget
- Creating STEM classrooms at both schools
- Continue Science curriculum review process
- Grade level and multi-grade level projects and initiatives
- Professional Development Teams

### - Collaboration

During the 2016-2017 school year we will continue the partnership between district schools for staff, families, and the community. This will result in district-wide events and learning opportunities that establish a cohesive learning continuum for all students.

### Action Steps

- Common district professional development opportunities
- Joint staff meetings
- District wide/community events
- Vertical team meetings
- Vertical curriculum projects, e.g., Google Classroom and Bring Your Own Device
- Implement consistent instructional practices across grade levels
- Stakeholders participate as a high-functioning multi-disciplinary team

### Current Work

- Joint Student Services Department meetings – looking at commonality between what the Special Education staff is doing grade-to-grade and student-to-student
- Combined opening week activities and professional development opportunities
- Joint RMMS and CSDA staff meetings
- Math Workshop Book Study  
Over the summer a book was purchased and mirrored to the workshop model that is fostered by the enVision program; another reason to collaborate and talk about what is working and what needs to be tweaked as we move in that direction.
- Monthly Reading Specialist Collaboration
- Develop joint district programming for ELA
- District evening events quarterly

### Facility and Security Upgrades

- CSDA
  - Vestibule carpeting
  - Gym floor resurfacing
  - Gym projection screen
  - Playground improvements
  - Electronic door locks (all exterior doors)
  - Security cameras
  - Fencing gates (around soccer field area)
  
- RMMS
  - Hallway floors
  - Security locks
  - Entranceway
  - Classroom painting
  - Milford light
  - Gym mats
  - Window repairs

### Opening Activities

- New staff orientation
- New student orientation
- Staff envisions training
- Opening week staff meeting
- School Board luncheon
- Meet & Greets
- Kindergarten bus run
- Flag pole ceremony/entranceway
- Fall Open House

Principal Dobe spoke of changes in personnel, which occurred toward the end of last year and over the summer. The District currently has four sections of Kindergarten, four sections of 1<sup>st</sup> grade, three sections of 2<sup>nd</sup> grade, four sections of 3<sup>rd</sup> grade, three sections of 4<sup>th</sup> and 5<sup>th</sup> grade, and four sections of 6<sup>th</sup> grade. The following staff was welcomed to the building: Jessica Visinski, Guidance Counselor, Hannah LaRochelle, 6<sup>th</sup> grade Teacher, Brittany Hicks, 6<sup>th</sup> grade Teacher, Amanda Morin, School Psychologist, Kimberly Frye, ESOL, and Allie Hills Everett, 3<sup>rd</sup> grade Teacher.

With regard to budgetary considerations, Principal Molinari identified the following areas:

- Equipping STEM labs
- Maintaining optimal class sizes

- Parallel facilities within District
- Three-year subscription to enVisionmath 2.0
- REAP funding for TLA training across District  
Training for ELA program, which provides teachers professional development for Reader's & Writer's Workshop.
- Parallel software programs across District
- Make all curriculum area Specialists full-time
- Increase technology access across District (network & hardware)

When asked for an example of curriculum area specialist, Principal Molinari provided the example of Science. When asked what is currently in place, he stated there to be a .5 Math Specialist, a full-time Reading Specialist, .6 Reading Specialist, and Elizabeth Penney who is .2 at RMMS for Science. Principal Dobe identified the following specialist positions at CSDA: full-time Math Specialist, full-time Reading Specialist, and Elizabeth Penney for Science part-time. The Administration would like to engage in a discussion with the Board, and have the Board consider making all of these positions full-time, which they believe would represent significant enhancements to the current program. The leadership and the work the curriculum area specialists provide really makes the curriculum area stronger, teachers are better supported, and learning outcomes increase.

Ms. Sarris questioned if students at CSDA move into individualized groupings for Math. Principal Dobe responded CSDA had a What I Need (WIN) model that was used and was much like what RMMS has utilized successfully for a number of years. With the new Math program differentiation is built in at the latter portion of each lesson. There is no longer an isolated WIN; it is integrated into the math program. The materials for that are provided and standardized through the enVisionmath program, which is seen as a benefit. A lot of the teaching materials are also organized by the publisher and an added benefit. The current schedule has what is called flex time. A half an hour of each day students have the opportunity to participate in a number of different kinds of activities; extension or remediation. This time is when the school would also have Chorus, Health class, Guidance class, and is when Literacy or Math enrichment groups would meet. There is also study where teachers are working with students on developing executive functioning skills, e.g., organizing, self-management, and self-directed learning skills.

Principal Molinari noted RMMS no longer utilizes WIN for Math because of the workshop model, but they still have it for ELA.

When asked if enVisionmath incorporates an individualized assessment, Principal Molinari responded there are quick check questions throughout the lesson that allow teachers to identify student levels so that they can assign work that caters to their needs.

Principal Molinari stated one of the things about the program that is a little overwhelming for teachers new to it, is the amount of material/resources. They have to make prudent decisions about what material to use with which students for maximum benefit.

Ms. Sarris questioned if enVision has assessments along the way, e.g., would the way students are assessed through enVision ever be able to replace one of the standardized tests. Principal Molinari stated it is a data point that will be used.

Principal Molinari remarked the Administration is more about instruction than assessment. Assessment is an important part of the instruction cycle, but they share the concerns that have been expressed by the Board in the past regarding the amount of assessment students undergo. They have been trying to be prudent and cut back on that as much as they can. As they continue to learn enVisionmath and what its capabilities are, they will be better able to answer that question.

Ms. Sarris commented she worries about setting benchmarks with Math; there is still a gap, a certain amount of material that a certain amount of students are not mastering. She remarked it is impossible to have, based on age, a group of students all progress to the same point at the end of a school year and then pick up at the same point at the beginning of a school year. She feels when we get overly involved in those assessments we identify a percentage of students that are not there yet, but that the benchmark has been reached. She is concerned that sets up a group of students to struggle in Math because they have not mastered the level they are supposed to be at. She is pleased with the enVisionmath, which seems to provide opportunity for more individualized learning.

Ms. Kulick remarked one of the smaller pieces that happen on a daily basis as part of the lesson is that the Teacher is able to analyze whether or not an individual student didn't get the concept. That allows for the group to be flexed so that

there is time for that student to come back and have the lesson retaught. That analysis of that lesson changes that flex grouping every day. When students go into centers it is designed to ensure that he/she gets what is needed.

Principal Molinari stated the concerns about mastery are understood and shared. It is more difficult for students to progress if they don't have the foundational skills. When adopting a new program it is not uncommon that there will be a little disconnect between what was done previously. The Math Specialist and the assistants that work with her in support of the instructional program use that flex time. In the master schedule they develop flex times that are different by grade level so that they can go into each grade level at different times and work with individual students. They are currently doing that based on some assessments that were done that indicate students' proficiencies in some of those fundamental skills. Based on that, they are developing mini lessons for these students, and are working with them in small groups during that flex time.

Chairman Maguire cautioned against using the same program that administers a test to be the one that evaluates it.

### INFORMATIONAL

- To update the Board regarding the Memorandum of Understanding between the Brookline School District and the Brookline Before and After-School Program.

Two years ago the District entered into a two-year Memorandum of Understanding (MOU) with the Brookline Before and After-School Program. The agenda packet included information on the program. Superintendent Corey commented the Administration has enjoyed an outstanding relationship with the program, and has made no recommended changes to the MOU. The purpose of including the item on the agenda was simply to inform the Board the Administration intends to renew the MOU for another two years.

Ms. DiGennaro thanked Sylvia Mansfield, Program Director, on behalf of the District and personally. She commented what the program does is invaluable for the students. It caters to all children's styles and learning.

- Standards Based Report Card Update.

Superintendent Corey spoke of information provided with the agenda. A committee was formed last year for the purpose of reviewing report cards. They utilized the time to have a good many detailed discussions around format, wording, etc. When Assistant Superintendent Bergskaug came on board she reviewed the committee's status and where it is headed. The committee has gone through a sort of calibration exercise just to talk about grading; putting words on the report card is probably one of the easier parts, the difficult part is getting consistency in the classroom so that the grades given by the teachers mean the same so that when students move from grade to grade there is consistency. A lot of time is being spent around professional development to build that into their experience. The committee is also spending a good deal of time reviewing student work, e.g., what is the expectation around student work, etc. One of the reasons Assistant Superintendent Bergskaug has slowed the process down is that her previous district jumped into standards based report cards too quickly. As a result it wasn't really communicating what they wanted. The key is that when this document goes home to parents it identifies the strengths and weaknesses of the student from an academic viewpoint. It may not be the letter B we are all used to getting, it will be more about what does the B represent. To do that there is the need to develop consistency.

It is the intent of the Assistant Superintendent to provide updates to the Board every couple of months.

Chairman Maguire requested the Board be provided with an example of what another district has utilized.

### DELIBERATION

- To see what action the Board will take regarding Smarter Balanced State Assessment tests for the 2016-2017 school year.

Superintendent Corey noted at the August 23<sup>rd</sup> meeting, the Administration provided its recommendation to move to the computer-adaptive version of the Smarter Balanced Assessment for the 2016-2017 school year. Formal action was postponed to allow additional time to receive public input. The Administration did not hear from anyone at the SAU. Both the Hollis School Board and the Hollis Brookline Cooperative (COOP) School Board have approved this move.



**MOTION BY MEMBER HAAG TO AUTHORIZE THE ADMINISTRATION TO UTILIZE THE COMPUTER-ADAPTIVE EDITION OF THE SMARTER BALANCED ASSESSMENT FOR GRADES THREE THROUGH SIX FOR THE 2016-2017 SCHOOL YEAR**

**MOTION SECONDED BY MEMBER DIGENNARO**

**MOTION CARRIED**

**4-0**

*Member Lynch voted in opposition*

- To see what action the Board will take regarding the COPsync Program presented last month.

Superintendent Corey spoke of the presentation provided at the August 23<sup>rd</sup> meeting noting the same presentation was provided to the Hollis School Board and the COOP School Board. The Hollis School Board approved participation in the program, the COOP School Board approved a one-year pilot utilizing grant funding for the first year and requesting the Administration report back at the conclusion of the first year prior to incorporating the necessary funds in the budget for the following year.

Superintendent Corey remarked participation in this program would provide an additional layer of safety in that it results in a reduction of response time.

Vice Chairman Lynch commented having reviewed the minutes from the last meeting she came across a sentence that stated the program "is a 50/50 match program". Superintendent Corey explained the grant allows for all of the time/cost involved in the training aspect to be utilized towards the required match. There is no match in terms of dollars expended by the District; it is an in kind match. The requirement would be easily satisfied.

Chairman Maguire stated future year costs per school to be \$1,200. He questioned, and was informed the cost to the Police Department in future years would be \$120 per terminal/cruiser. Superintendent Corey stated he has communicated with Chief Quigley who is 100% in support of this program. He intends to include the costs of the second year of the program into his budget for the coming fiscal year.

Vice Chairman Lynch questioned if the concern with first responders gaining access to the buildings has been addressed. Superintendent Corey stated Police Officers have a number of tools in their vehicles that would provide for quick easy access.

When asked if the Police would be provided with key fobs for the electronic entrances, Superintendent Corey stated that issue could be discussed with the Chief.

**MOTION BY MEMBER HAAG TO AUTHORIZE THE ADMINISTRATION TO ENTER INTO A ONE-YEAR CONTRACT TO IMPLEMENT THE COPSYNC PROGRAM IN THE BROOKLINE SCHOOL DISTRICT. THE PROGRAM IS GRANT FUNDED FOR THE FIRST YEAR THROUGH THE EMERGENCY MANAGEMENT PERFORMANCE GRANT AWARDED TO BRANDON COPSYNC 911. THE REQUIRED 50% MATCH WILL BE MADE BY BRANDON COPSYNC 911 IN THE FORM OF TRAINING**

**MOTION SECONDED BY MEMBER LYNCH**

**MOTION CARRIED**

**5-0-0**

- To see what action the Board will take regarding the PRIMEX insurance resolutions.

Superintendent Corey stated, during last year's budget process, the Administration was informed that the prior insurance company, LGC, was no longer able to service companies in New Hampshire. The decision was made to move to Primex as the carrier. The move resulted in a reduction in cost. The District's claim history is what is used to determine risk category and ultimately rates. The District participates in a number of safety oriented exercises and there is an SAU-wide safety committee that visits and inspects buildings to provide feedback on best management practices to reduce risk. In addition, all staff members go through a series of online trainings. Superintendent Corey commented the SAU has been pretty successful in that regard over the past several years, something he credits to the Business Office, which oversees all of the training and works with the Human Resources Manager in spearheading the safety committee.

*The following resolution was read into the record:*

**Resolution to Enter Primex  
Workers' Compensation Contribution Assurance Program (CAP)**

**RESOLVED:** To hereby accept the offer of the New Hampshire Public Risk Management Exchange (Primex) to enter into its Workers' Compensation Contribution Assurance Program (CAP) as of the date of the adoption of this resolution, and to be contractually bound to all of the terms and conditions of Primex risk management pool membership during the term of the Workers' Compensation Contribution Assurance Program (CAP). The coverage provided by Primex in each year of membership shall be as then set forth in the Coverage Documents of Primex.

**MOTION BY MEMBER LYNCH TO ADOPT THE RESOLUTION TO ENTER PRIMEX WORKERS' COMPENSATION CONTRIBUTION ASSURANCE PROGRAM (CAP) AS READ**

**MOTION SECONDED BY MEMBER DIGENNARO**

**MOTION CARRIED**

**5-0-0**

*The following Resolution was read into the record:*

**Resolution to Enter Primex  
Property & Liability Contribution Assurance Program (CAP)**

**RESOLVED:** To hereby accept the offer of the New Hampshire Public Risk Management Exchange (Primex) to enter into its Property & Liability Contribution Assurance Program (CAP) as of the date of the adoption of this resolution, and to be contractually bound to all of the terms and conditions of Primex risk management pool membership during the term of the Property & Liability Contribution Assurance Program (CAP). The coverage provided by Primex in each year of membership shall be as then set forth in the Coverage Documents of Primex.

**MOTION BY MEMBER LYNCH TO ADOPT THE RESOLUTION TO ENTER PRIMEX PROPERTY & LIABILITY CONTRIBUTION ASSURANCE PROGRAM (CAP) AS READ**

**MOTION SECONDED BY MEMBER HAAG**

**MOTION CARRIED**

**5-0-0**

- To see what action the Board will take regarding **Policy GAA** - Job Descriptions; second reading (First Reading; 8-23-16)

*Given its second reading;*

The policy identifies the requirement for written job descriptions to be prepared for each position to ensure that every employee has a clear and concise explanation of the tasks that the school board is expecting him/her to perform. He provided a draft of the type of format that would be utilized when updating/creating job descriptions. The Business Administrator will have ultimate responsibility for overseeing the process of creating or updating job descriptions.

It was noted there had been no changes/amendments requested or made to the policy since the time of its first reading.

**MOTION BY MEMBER HAAG TO ACCEPT THE SECOND READING, WAIVE THE THIRD READING AND ADOPT POLICY GAA – JOB DESCRIPTIONS**

**MOTION SECONDED BY MEMBER DIGENNARO**

**MOTION CARRIED**

**5-0-0**

- To see what action the Board will take regarding **Policy IIB** - Class Size; second reading (First Reading; 8-23-16)

*Given its second reading;*

Principal Molinari noted the changes recommended by the Policy Committee as a result of the discussion that occurred at the time of the first reading, e.g., "Hollis Educational Specification" was replaced with "Brookline Educational

Specification”, the third paragraph was placed ahead of the guidelines, and notation of the NH DOE recommended class sizes was moved to appear under “Legal References”.

The Policy Committee recommends inserted the following three points following the guideline section:

1. Principal notifies Superintendent of class size concern no later than December 1st based upon the class size guideline aforementioned.
2. Superintendent elects to notify school board by the December School Board meeting of a need to hire.
3. At the December meeting, the School Board will approve or disapprove of placing an additional teacher in the upcoming year’s budget.

It is understood that if extenuating circumstances arise, the above process will be followed out of the budget cycle.

Principal Molinari noted the timeline for notification was moved up to December because of SB2.

Vice Chairman Lynch questioned why the policy was necessary, and noted the Board approved a teacher just a few months prior without a policy in place. She stated concern the policy could result in a misunderstanding that the stated class sizes are hard and fast. The policy, as proposed, resembles a procedure. Principal Molinari stated his opinion it provides him a guideline to be used to keep the Board informed of class sizes. Doing so could avoid the scenario of a late hire.

Vice Chairman Lynch agreed the issue should be discussed on a regular basis. However, she does not see the need for a policy to accomplish that.

Ms. DiGennaro stated her belief, through policy the Board is identifying what it believes to be in the best interest of the students. Without a policy to hold the Board and the Administration to identified numbers, there could be the tendency to delay action. The policy would require that a conversation take place.

Mr. Haag stated agreement and added it would document that a discussion has been had and the issue was reviewed by the Board. As indicated in the policy language, the numbers are meant as a guideline. It forces a discussion and provides for an informed decision not only for the Administration, but the Board as well and in the view of the public. Following such a process would provide for the greatest transparency.

Ms. Sarris stated her opinion it is a good message to the community that this is something that is not taken for granted, it is something the Board is always aware of and cares about. She agreed with comments made by Vice Chairman Lynch regarding the recommended additional language being more in line with procedure than policy. Principal Molinari reminded the Board of the request made that the policy addresses the issue of timing. Ms. DiGennaro stated her belief there should be a sentence regarding the time of year, but that it be a simple reference.

Superintendent Corey requested the Board consider removing the words “no more than” in the listed guidelines as that limits the number of students in a class. The intent was that the number triggers a discussion. The suggestion was made that the words “per class” also be removed.

It was also suggested that the sentence that begins “The following guidelines should be ...” read as follows: The following guidelines should be utilized to begin discussion for class size no later than the December School Board meeting.”

Superintendent Corey noted, with SB2, it is likely the final deliberative session will take place in January. The Board will likely begin discussing the budget next month. December seems a little late in the process given the most significant expense is personnel.

Ms. DiGennaro was in support of language indicating the latest point for such a discussion to occur as December understanding that the Administration would be very aware and cognizant to bring the issue to the Board’s attention prior to December should a concern exist.

Chairman Maguire questioned whether there is a particular trend that would identify a point during the school year, perhaps in the October timeframe, at which numbers may be known. Principal Molinari stated it to be spring time when

the District experiences an influx of students. Superintendent Corey noted in October they are hitting the beginning of the year number that has to be filed with the State.

It was noted there is no safety mechanism in place to address a teacher being added in July. This year the decision was made not to hire a curriculum person. Had that position already been filled, funding needed to add the position may not have been available. Ms. Sarris remarked looking at the class sizes now, this policy would trigger a conversation about the 4<sup>th</sup> grade and others. The amount of time available for the Board to reach a decision is limited. Superintendent Corey responded knowing the present situation and looking forward this would probably be something the Administration would have a handle on in October in a situation like this. Once we established where we want to be we will be in a solid place unless we were to see another spike like what occurred this year.

Superintendent Corey stated the Administration will look to come before the Board to discuss personnel; at least to have that 30,000 foot discussion on where we want to end up, and that will lead us down the path of the budget.

He suggested approving the second reading, and allowing the Policy Committee the opportunity to incorporate the suggested revisions to bring before the Board for a third reading.

Chairman Maguire stated the need to ensure the specifications are identified as recommendations/goals, and that the policy is intended to identify a trigger point for the discussion to be had. He noted the numbers, as listed, would be exceeded in three of the grade levels at this time.

Vice Chairman Lynch stated her opinion what is captured in the proposed policy is the job of the Administration, and she does not believe the policy is needed. Mr. Haag commented the point is a valid one. Superintendent Corey stated his suggestion to be for policy to establish guidelines for many years to come. With the possibility of a different makeup of the School Board and/or Administration in future years, it could be helpful to understand the starting point. He is supportive of having something in place that triggers the discussion.

*The Chair recognized Brian Rater.*

Mr. Rater commented it seems as if there are two issues being discussed. When discussing the budget what they are concerned with are the projections for class sizes for next year. He suggested budget discussions include what the classroom sizes are projected to be with current staffing levels and recommendations based on that, and that it is handled separately from this issue.

Ms. Sarris commented a lot of people she has spoken with have compared the class sizes to the Hollis School District, and have questioned how this has occurred here when the Hollis School District has been able to maintain a certain level. It is her belief one of the reasons that happened is because they have a policy in place, they discuss these things, and got ahead of it. She stated her full support of a policy noting it is an important message that the Board is on top of this issue.

Ms. DiGennaro stated agreement.

Chairman Maguire cautioned comparing class sizes to another district as it may be that the District has a greater number of specialists in a class, etc. Ms. DiGennaro stated she is not at all discounting what specialists do because their work is invaluable, but there is a piece at the end of the day that does come down to how many students are in a classroom.

**MOTION BY MEMBER SARRIS TO AMEND POLICY IIB – CLASS SIZE, IN ITS ENTIRETY, BY REPLACING IT WITH THE COPY PROVIDED WITH THE AGENDA, AND ACCEPT THE SECOND READING AS AMENDED**

**MOTION SECONDED BY MEMBER DIGENARO**

**MOTION CARRIED**

**4-1-0**

APPROVAL OF SCHOOL BOARD MINUTES

Brookline School Board. . . . . August 23, 2016

*The following amendments were offered:*

Page 1, Line 39; delete “as an example” as it is repetitive

Page 3, Line 54; replace "4rd" with "3<sup>rd</sup>"

Page 4, Line 60; delete "and" before "ingest"

Page 5, Line 4; the first sentence should read: "Vice Chairman Lynch reiterated she has a concern with law enforcement's ability to gain access into the building."

Page 5, Line 30; replace "crackling" with "cracking"

Page 6, Line 49; add "on" after "work"

Page 9, Line 51; replace "on" with "in" before "the cloud"

**MOTION BY MEMBER LYNCH TO APPROVE AS AMENDED  
MOTION SECONDED BY MEMBER HAAG  
MOTION CARRIED  
5-0-0**

AGENDA BUILDING

- Capital Improvement Plan - Update
- Start Time Committee - Update
- FY18 Budget; high level view of goals and objectives of the Board and Admin./consideration of workshop dates
- SAU FY18 Budget

ADJOURNMENT

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

*The September 27, 2016 meeting of the Brookline School Board was adjourned at 7:51p.m.*

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