



MEETING MINUTES ARE DRAFT UNTIL APPROVED BY THE BOARD

**BROOKLINE SCHOOL BOARD
JUNE 10, 2026
MEETING MINUTES**

A regular meeting of the Brookline School Board was conducted on Wednesday, June 10, 2026, at 6:01 p.m. at the Richard Maghakian Memorial School.

Lynn Powers, Secretary, presided:

Members of the Board Present:

Heather Reardon
Johanna Shriver-Halligan

Members of the Board Absent:

Alyson Manion, Chairperson
Tracy Perry, Vice Chairperson

Also in Attendance:

Gina Bergskaug, Superintendent
Lauren DiGennaro, Asst. Superintendent of Student Services
Daniel Molinari, Principal, Richard Maghakian Memorial School
Meg Peterson, Curriculum Administrator

AGENDA ADJUSTMENTS - None

CONSENT AGENDA

A copy of the Consent Agenda is attached.

MOTION BY MEMBER SHRIVER-HALLIGAN TO APPROVE THE CONSENT AGENDA AS PRESENTED

MOTION SECONDED BY MEMBER REARDON

MOTION CARRIED

3-0-0

APPROVAL OF MINUTES

Brookline School Board May 27, 2026

The following amendments were offered:

- Page 3, Line 20; replace “tests” with “test”
- Page 4, Line 3; the vote should be identified as “4-0-0”
- Page 5, Line 39; replace “we” with “the Board”

MOTION BY MEMBER SHRIVER-HALLIGAN TO ACCEPT, AS AMENDED
MOTION SECONDED BY MEMBER REARDON
MOTION CARRIED
3-0-0

Brookline School Board – **Non-Public** May 27, 2026

MOTION BY MEMBER SHRIVER-HALLIGAN TO ACCEPT, AS PRESENTED
MOTION SECONDED BY MEMBER REARDON
MOTION CARRIED
3-0-0

Brookline School Board – **Public Hearing** May 27, 2026

MOTION BY MEMBER REARDON TO ACCEPT, AS PRESENTED
MOTION SECONDED BY MEMBER SHRIVER-HALLIGAN
MOTION CARRIED
3-0-0

PRINCIPALS’ REPORT

- CSDA and RMMS Reports

Daniel Molinari, Principal, Richard Maghakian Memorial School (RMMS), highlighted items included in the report provided as part of the [agenda](#) packet.

Enrollment was identified as 564; 310 at RMMS and 254 at CSDA.

- End of Year Presentation

Principal Molinari and Meg Peterson, Curriculum Administrator, provided a PowerPoint presentation (can be viewed [here](#) beginning at tape counter 8:22).

In the Fall, the presentation shared three areas of focus for the current year. This presentation was intended to share the accomplishments.

Environmental Science

It was the first year of bringing science back as a Unified Arts. A fabulous job was done working through that curriculum and collaborating with teachers to align with some of the Core, Knowledge, Language, Arts (CKLA) units. In kindergarten, they learned about getting animals ready for winter, penguins and earthworms. For grade 1 it was oak trees, Arctic animals and animal classification. Grade 2 did some seed dispersal and learned about erosion and pollinators. Grade 3 focused on evergreens, magnets and the food chain. Principal Molinari remarked that Environmental Science this year was one of the favorite unified arts. Students loved going to science.

This was our first year of implementation of CKLA at RMMS. Staff did a great job of implementing that and working with Mrs. Peterson on the scope and sequence of that program. We did full implementation K-3, professional development (PD) was both onsite and virtual, professional learning communities (PLC) meetings with a CKLA focus, and cross-curricular connections and culminating activities.

All teams worked hard to find time to work on culminating the activity to wrap it all together for the unit. After school lets out for the last day, the rest of the day will be for teachers to come together to share all the great activities they did to bring CKLA alive for the students and then plan out units for the coming year.

Curriculum & Instruction

Mrs. Peterson stated part of that was to refine our school-wide Multi-Tiered System of Supports (MTSS), focus on the academic pieces to address all academic areas. At RMMS, MTSS and data meetings occurred throughout the year looking at student data and reflecting upon what instructional best next steps would be best for all the students.

Part of our PLC was a focus on the Amplify CKLA and the deployment of that, but also on our math focus because we are still only in year 2 of Eureka². The math specialist led some professional development on building thinking classrooms and different ways to teach math vertically and all different ways around the classroom. Focus was on those two areas in the academic realm for PLC work and the cross-curricular connections between environmental science and health; having them carry over their learning from Amplify to the Unified Arts.

Displayed was a chart showing the percentage of students in each grade level that, in the fall and spring, were deemed low risk per the parameters of Aimsweb. From fall to spring there was tremendous growth across the board. Principal Molinari commented that the Eureka program is one of the first curriculum programs the district has had that both staff and students really enjoyed.

Student Well-Being

The focus was on the Multi-Tiered System of Supports for Behavior (MTSS-B). At RMMS, some of the highlights used to support this goal are the Blue jay recognition system for kindness, responsibility, respect,

leadership, and perseverance. All students and staff received Blue jay t-shirts this year. There were school-wide Way of the Jay weekly assemblies and skits in January, February, and May where the focus was on the Way of the Jay expectations.

Mrs. H. did the kindergarten bootcamp; first three months of school front-loading those skills of how we do school as a way of supporting the classroom and teachers.

Mrs. Peterson added that Mrs. H. piloted the program this year in January and February and did different skills, e.g., interrupting, personal space. That will grow to the first grade next year. Mrs. H. has put in a tremendous amount of work and time into a database of activities and lessons. It has received a lot of great feedback from kindergarten teachers and students.

There were multiple PLC meetings to discuss how to best support students.

A chart was displayed that outlined that 92% of our students have had 1 or fewer incidents of some type of behavior in the school whether minor or major and less than 1% of our students had 15 or more incidents compared to 3% last year. If you look at the data it is pretty consistent. If anything, we are making gains.

Principal Molinari requested this slide be left out of future presentations believing it not necessary. Asked, he stated the results to be improving. A concern is that it becomes identifiable. Some of it is very subjective, e.g., a behavior in one classroom may not be behavior in another classroom.

Member Shriver-Halligan stated the desire to be made aware if the trend starts to move in the wrong direction.

Lauren DiGennaro, Assistant Superintendent of Student Services, commented that having some sort of descriptor of incidents without putting exact percentages might be helpful.

Superintendent Bergskaug commented on the amount of time spent putting in the framework, and her opinion now is the time to take a step back and look more at trends. We are seeing more of a trend of say an unkind behavior at recess, then the focus is going to be within the established framework for school expectations, and the attention would be on specific recess behavior and modeling appropriate behavior.

Asked why the slide was included initially, Principal Molinari stated there had been a request for the information. He thanked the Administration for helping find the resources and the support through staffing to support this area. He likes the thought of let's focus on the unkind behavior which is what they have done with their assemblies; it is working.

Asked, he stated he believes the slide could be switched to one that just talks about the trends rather than the numbers.

Assistant Superintendent DiGennaro spoke of having a few years' worth of data and the ability to review it to identify what time of year, e.g., winter, Halloween, which are periods where there is an uptick.

Principal Molinari commented last March was really hard for us, and you will see what a huge dip that is now from 63 to 24. We did assemblies in January and February; frontloaded skills so that March was not that same way. Those supports alone supported that one datapoint.

Culture & Climate

Principal Molinari commented on the Blue jay t-shirts, handprint wall, Instagram posts, and the great use of ParentSquare.

Mrs. Peterson addressed the CSDA highlights noting the overarching vibe of the school is very different. That has been ongoing work all year long. Part of that is the Wolfpack Council; student council that meets with the Principal on a regular basis and look to find ways to improve the school and create that culture and community.

Classrooms have been coming together creating their own classroom mural. Principal Miller has been going out with them to paint it outside the classroom. Those will stay for 3-5 years and then will be rotated through for the next group of students.

Wolfpack leaders are students who apply to be leaders and get privileges because of that (sit where they want at lunch and walk to specials by themselves). They have to prove that they are being responsible, respectful, and can follow directions on a regular basis.

Another part is working on the foundational instructional work. A lot of work has been done during PD time at CSDA about how the brain works; how the brain learns best and how we deploy that kind of teaching in our classroom. This year has really been student turn and talk, learning objectives, and the why behind the learning.

There has been a huge recess revitalization; gaga pit, football areas, soccer areas, etc. Recess has been a real social piece and kids are getting their energy out. It has been a real positive addition.

Curriculum, Instruction & Assessment

CSDA is working with MTSS academics. Meetings have occurred throughout the year as well as ongoing professional development. Fifth grade did their own learning impetus in learning on building thinking classrooms themselves and revitalizing how they do math instruction in the fifth grade level.

A chart was displayed of the Aimsweb data for reading and math.

Student Well-being

A lot of the push Principal Miller did this year, as his first year here, was looking at that MTSS-B. We created Wolf Pack beliefs and expectations. When completed, that was shared with students and families so that there is common language/expectation of when you walk into the building this is how we act, and kind of building that school culture blueprint, and revisiting it as we go throughout the year.

Culture & Climate

Mrs. Peterson spoke of the use of Instagram, ParentSquare, and Unity Day. CSDA has Pawsitive Pups tickets that students earn for being respectful, responsible, a learner or being kind. We started that mid-year. We did assemblies to launch it so that students could earn a sticker. There were weekly prizes and monthly prizes (extra recess with Principal Miller).

At the start of the year, discussed were things they wished to accomplish this year. A list was displayed of many of the accomplishments:

- Continue implementation and refinement of Responsive Classroom (all aspects) in all classrooms K-6
- Roll out of MTSS Interventionist and School Psychologist at both buildings
- Implementation of Amplify CKLA in K-3
- Continue implementation and refinement of Eureka Math² in K-3
- Continue implementation and refinement of Amplify CKLA in grades 4 and 5 and Amplify ELA in grade 6
- Refined delivery of and fidelity to enVision Mathematics and corresponding supports
- Professional development of Tier 1 Classroom Management
 - UNH; MTSS-B PLCs
- MTSS-B Tier 1 and 2 instruction and supports ● Creating regulation spaces at both buildings

Next Steps and Considerations

RMMS

- Continue MTSS-B Tier 1 instruction and support
 - Kindergarten Bootcamp moved to the Fall
 - Grow it up to 1st grade next year
- Targeted What I Need (WIN) Groups
 - How to best meet all the students' needs
- CKLA Culminating cross-curricular activities

CSDA

- Intently connecting our SEL initiatives with our instructional routines to increase student engagement and student achievement
- Implementing a strong PLC system where classroom teachers, interventionists, and specialists can meet on a regular basis to discuss teaching, learning, and social-emotional learning

Member Shriver-Halligan questioned how we are assessing those students whose parents have opted them out of the assessments, and was told they would be getting classroom assessments, building assessments, and things of that nature.

Mrs. Peterson stated that Aimsweb data tells us how we are doing as a building and what the trends are that we are seeing globally. It does give the teachers a snapshot of where the students are in relation to other students their age and grade. Really, in the day-to-day trenches of a teacher you are looking at how they are performing in front of you when you are teaching a lesson or giving them a classroom level assessment. Those are the pieces the classroom teachers will be looking at to move students forward.

Member Shriver-Halligan commented we know that throughout the Town there is a big drive on data and scores. If we are looking at these scores, the argument can be made that it is a snapshot, but it is not a complete snapshot because there are plenty of students who, for whatever reason, cannot take the Aimsweb. How are they being included in the full snapshot?

Principal Molinari remarked 98% of our students take Aimsweb,. If they are not taking it may be that they have a 504 and/or an IEP. We are looking at how they are growing that way, report cards, local assessments, etc.

Asked how it is included in what is being presented to the public, Superintendent Bergskaug stated it is not.

Member Shriver-Halligan questioned why we are not trying to include a holistic picture.

Superintendent Bergskaug stated we cannot. This is reporting out something very specific. We lack the data, and that is okay. We are still working, as a school, to meet the needs of all students and we will still move the needle. But we cannot report out ... **audio malfunctioned**...what it means to us is that we are looking at every single student, what we are seeing on a day-to-day basis, what they are doing in the classroom, interactions they are having with the teachers, and we are adjusting our instruction based on the needs that we are presented with. But we cannot put in a fluff number into something like this because it is a normed assessment.

General statements can be made about overall performance. That is why there was a request to put a data dashboard in place for the COOP and then Hollis asked for it as well. We will put data out there, but the question is what sort of data. We are going to put more than just your standardized NHSAS assessments or Aimsweb Plus data to show more of the picture but we cannot show individual student information.

Member Shriver-Halligan clarified she was not asking to put out individual student information. What she was saying was you also have members of the community whose children are not opting in and they want to know how their children are being assessed, and that is not clear. It is not clear because all we see is Aimsweb, and if you have parents who are choosing for their students to not take the test for one reason or another how are you reassuring them what their child's data is?

Superintendent Bergskaug commented she had thought the question was about sharing data with the community. It was reiterated that the information is shared through report cards, etc.

Member Shriver-Halligan commented that to some degree she does think that it still needs to be represented somehow in public data. Not individual students. There must be a way where we are looking at more holistic data. The scores that are seen through Aimsweb, etc., are wonderful and will go a long way towards identifying progress, but is it actually capturing the hard work that everyone is doing if we are only looking at one specific thing that not everyone participates in.

Superintendent Bergskaug responded it is not, and that is what we try to argue. She commented she has been in this community for 22 years and has had the same argument for 22 years. That is not how she judges success. That is one piece of data, one piece of the puzzle. Staff is another piece of the puzzle. Some of those are required for Federal and State government. The community demands some of it. Some of it is reported out whether we want to or not, and we have to speak to that.

There is so much more though and that is why we want our parents to come in for parent/teacher conferences. That is why we welcome parents to come in whenever there are additional questions beyond that window. That is why we send home trimester report cards. That is why we are piloting a new program with the report cards; will start with our older elementary students conferencing every trimester with the students so that the students are talking about their growth and so that those conversations can then take place at home.

Principal Molinari spoke of the narrative part of the report card.

Member Shriver-Halligan responded that does not always provide information. Teachers do not always provide narrative.

Principal Molinari responded that he reads every single report card and every single one of our teachers writes a narrative every single trimester. There are also progress reports.

Superintendent Bergskaug asked if kindergarten does not have a narrative for specials and was told their specials aren't reported on the report cards, but the classroom teachers write a narrative, and theirs are very lengthy.

Member Shriver-Halligan stated what she is concerned about is what she is hearing from other community members; for whatever reason they feel like their kids are not being discussed. Whether it is they are not coming in to talk. Some teachers do not write a lengthy narrative. If a child is in special education their classroom teacher is not writing a full narrative, but their child is still in a general education classroom too and they are not getting information sometimes on how they are lining up with peers because a special education report is ongoing to talk about their specific skillset. If they are trying to figure out where their child falls on the spectrum of peers, she does not think they are getting that information. There are some community members who need that information as well.

Principal Molinari stated every 8 weeks or so RMMS does day to days and talk about every single student in every single grade. After report cards go home, if families are questioning how their kids are doing and they have not heard from a teacher, they are welcome to reach out and our teachers will provide information.

Superintendent Bergskaug stated the feedback is helpful for the Administration to discuss. If anyone has specific questions, concerns, and through a one-on-one discussion can provide specifics so we can maybe wrap our head around what we could do to better answer the questions that are out there, that would be helpful. The SAU is still developing the data dashboard and if there is something that we have that we did not consider then let's do it. We don't have anything to hide. That seems to be a common thought that we are trying to hide something and we are not.

Member Reardon commented Principal Molinari made a good point that if there is missing information or parents have concerns they should be going to the teacher or Principal directly with those questions because

they can customize it specifically for them. What we are talking about are individual students that need that customization.

PUBLIC HEARING

MOTION BY MEMBER SHRIVER-HALLIGAN THAT THE BOARD RECESS UNTIL THE CONCLUSION OF THE PUBLIC HEARING ON THE SPECIAL EDUCATION TRUST FUND

MOTION SECONDED BY MEMBER REARDON

MOTION CARRIED

3-0-0

The Board recessed at 6:45 p.m.

The Board reconvened at 6:50 p.m.

PUBLIC INPUT

The intent of the public comment period is for the Board to receive input from the public. It is not to be a back-and-forth discussion. The Board will consider the input provided during the deliberations portion of the agenda.

The period for public input was declared open at 6:51 p.m.

DISCUSSION

- Capital Improvement Plan (CIP)

Superintendent Bergskaug informed the Board the discussion would have to be delayed as the Facilities Director was not available to present the CIP due to illness.

- Revenue and Expense Report

As of the report dated 6-4-26, on the expense side of the ledger, shown is a negative balance of (\$32,614). On the revenue side, shown is a balance of \$103,091. Subtracting the transfer to Food Service of \$35,694, the projected fund balance is \$34,783.

There was no authorization for an allocation to the Maintenance Trust, and the district is no longer permitted to have a Retained Fund Balance. Last month the Board authorized the expenditure of those dollars to potentially address the RMMS roof and a number of other items. An update will be provided for the August meeting once the books close for the year.

- Data Governance Plan

Superintendent Bergskaug stated the Plan is required to be viewed by the Board every two years. It was included as part of the agenda packet as well as a communication identifying changes made.

- Committee Updates

The Facilities Committee is scheduled to meet on July 15th at RMMS.

The SAU41 Governing Board Policy Sub-Committee met prior to the recent Governing Board meeting. They will meet again in July.

DELIBERATIONS

- To see what action the Board will take regarding authorizing the Superintendent to hire, accept resignations, and terminate staff until the September 2026, School Board meeting.

MOTION BY MEMBER SHRIVER-HALLIGAN TO AUTHORIZE THE SUPERINTENDENT TO HIRE, ACCEPT RESIGNATIONS, AND TERMINATE STAFF UNTIL THE SEPTEMBER BOARD MEETING, AND REQUIRE NOTIFICATION TO THE BOARD OF SUCH ACTIONS

MOTION SECONDED BY MEMBER REARDON

MOTION CARRIED

3-0-0

- To see what action the Board will take regarding the Special Education Trust

MOTION BY MEMBER REARDON TO AUTHORIZE THE EXPENDITURE OF AN AMOUNT NOT TO EXCEED SEVENTY-FIVE THOUSAND DOLLARS (\$75,000) FROM THE SPECIAL EDUCATION TRUST FUND TO BALANCE YEAR-END EXPENSES

MOTION SECONDED BY MEMBER SHRIVER-HALLIGAN

ON THE QUESTION

Member Shriver-Halligan commented on her belief this is a good use of the fund and is appropriate as a good deal of the overage is related to special education expenses.

MOTION CARRIED

3-0-0

- To see what action the Board will take regarding the proposed policy memo

MOTION BY MEMBER SHRIVER-HALLIGAN TO APPROVE THE RECOMMENDATIONS OF THE BROOKLINE POLICY COMMITTEE AS PER THE MEMORANDUM PROVIDED AS PART OF THE AGENDA PACKET

MOTION SECONDED BY MEMBER REARDON

ON THE QUESTION

Recommendation: Third Reading and Adopt

Policy JICK – Pupil Safety and Violence Prevention - Bullying

- 1st Reading: 12-17-25 (as amended)
- 2nd Reading: 4-22-26 (as amended)
- TABLED 5-27-25

Given its third reading;

The Policy Committee has gone through this policy as had legal counsel. Having not received any feedback from the Board and/or community, it was before the Board for 3rd reading and adoption.

Recommendation: Second Reading and Adopt

Policy EBCA - Crisis Prevention and Emergency Response Plans (New to District)

- 1st Reading 5-27-26

Given its second reading;

The question had been asked whether there is a more coordinated plan between the two schools in the district. Principal Molinari responded that it was brought up the previous day and they are going to meet this summer with all safety officials to discuss that.

Policy IMG - Animals in the Classroom (as amended)

- 1st Reading 5-27-26

Given its second reading;

Change Noted:

In the first sentence, replace “at any time” with “during school hours or during school-sanctioned events”.

Recommendation: Second Reading (major changes)

Policy BEDB - Agenda Preparation and Dissemination

- 1st Reading 5-27-26

Given its second reading;

A great deal of amendments have been proposed. The desire is for the entire Board to be present to review the policy before it is considered for adoption.

Superintendent Bergskaug commented what she has seen in years past are requests for agenda items that she cannot legally put on there.

MOTION CARRIED

3-0-0

ADJOURNMENT

MOTION BY MEMBER SHRIVER-HALLIGAN TO ADJOURN

MOTION SECONDED BY MEMBER REARDON

MOTION CARRIED

3-0-0

The June 10, 2026, meeting of the Brookline School Board was adjourned at 7:08 p.m.

Submitted by: Dawn MacMillan, Recording Secretary

Draft



School Administrative Unit #41

Hollis, Brookline & Hollis Brookline Cooperative School Districts

603 324 5999

4 Lund Lane, Hollis, NH 03049

June 2026
Nominations

Name	Position	Location	Lane/Step	Salary	Degree/Credentials

Resignations/Retirements

Name	Position	Location	Reason	Notes
Annie Oppelaar	Case Manager	RMMS	Resignation	

DRAFT



MEETING MINUTES ARE DRAFT UNTIL APPROVED BY THE BOARD

**BROOKLINE SCHOOL BOARD
JUNE 10, 2026
MEETING MINUTES**

A Public Hearing was conducted by the Brookline School Board on Wednesday, June 10, 2026, at 6:45 p.m. at the Richard Maghakian Memorial School.

Lynn Powers, Secretary, presided:

Members of the Board Present:

Heather Reardon
Johanna Shriver-Halligan

Members of the Board Absent:

Alyson Manion, Chairperson
Tracy Perry, Vice Chairperson

Also in Attendance:

Gina Bergskaug, Superintendent
Lauren DiGennaro, Asst. Superintendent of Student Services
Daniel Molinari, Principal, Richard Maghakian Memorial School
Meg Peterson, Curriculum Administrator

**BROOKLINE SCHOOL DISTRICT
SPECIAL EDUCATION TRUST FUND
PUBLIC HEARING**

The Public Hearing was conducted, in accordance with RSA 198:20-c, to present and obtain public input on the request to expend funds from the Special Education Trust Fund.

As noted in the most recent expense and revenue report, the general fund is currently projected to end the fiscal year with an expense deficit of (\$32,614). The primary factor contributing to this projected deficit is overspending within the special education budget, which currently has a negative balance of (\$420,771).

These projections remain subject to change as the fiscal year concludes and final encumbrances and expenditures are reconciled.

Recommendations

To address any year-end deficit attributable to Special Education expenditures, it is recommended that the Board authorize the use of the Special Education Expendable Trust.

Given the uncertainty that remains in final year-end balances, the administration respectfully requests the Board authorization to expend up to \$75,000, if necessary, from the Special Education Expendable Trust to balance year-end expenses.

Brookline Special Education Expendable Trust Status

Current Balance:	\$292,297
Purposed Authorization (not to Exceed):	<u>\$ 75,000</u>
Resulting Balance (if fully utilized):	\$217,297

The floor was opened for public comment at 6:46 p.m.

Testimony in Favor

Brendan Denehy, 31 Mason Road

Was in attendance as a member of the Brookline Finance Committee. He is supportive of the request. He wished to understand why there was such a deficit in special education.

Lauren DiGennaro, Assistant Superintendent of Student Services, spoke of program changes based on individual student needs and contracted paraeducators and other contracted staff that brought us into the deficit.

Mr. Denehy asked if this was seen during the planning for the budget for the coming year and stated his hope the district has adjusted.

Superintendent Bergskaug stated the budget is planned 18 months in advance. We have now planned for those changes, but we are facing other possible changes that have not been budgeted for in FY27 and we are now going to plan to budget for in FY28. We have not yet hit the start of FY27 and it is already looking extremely tight. There is not a lot of wiggle room, especially with a default budget. As much proactive planning as we can do, if someone moves in, needs change, we need to hire contracted staff rather than our own employee, etc., we then fall in the negative.

Mr. Denehy expressed gratitude for the work that is being done. The fact that you are having to plan so far in advance is understandable. He is supportive of the request.

Member Powers commented on the fact that contracted paraeducators contributed to this deficit. We are extremely grateful to the Town for approving the BESSA contract, which helped raise salaries and benefits for our paraeducators, which hopefully will help us hire versus contracting out.

Testimony in Opposition - None

Testimony in Favor - None

Testimony in Opposition - None

The Public Hearing was declared closed at 6:50 p.m.

Submitted by Dawn MacMillan, Recording Secretary

Draft