

To: Brooklin School Committee
From: Todd West
Re: Principal's Report
Date: June 9, 2026

WOW! I am still recovering from the *Newsies* performances last week. It truly was one of the most impressive school performances I have ever had the privilege of attending and a real high point for the school year. The students did such an amazing job, both with their individual performances but also as a collective group working together to create joy and community. Ms. Kyzer deserves major kudos for her role in inspiring the students and pulling it all together. And all of the supporting crew deserve thanks- Andrea Kyzer, Amy Kyzer, Sara Alt, Liz Lincoln, John Lincoln, Eden Cowart, Rob Cowart, and La Mason to name a few. It should also be noted that all of the teachers went above and beyond and made sure that all of their students ended up in the right place at the right time with the right hat!

ENROLLMENT [as of 6/2/26]

PK	K	1	2	3	4	5	6	7	8	Total
5	5	4	3	6	3	3	8	5	5	47

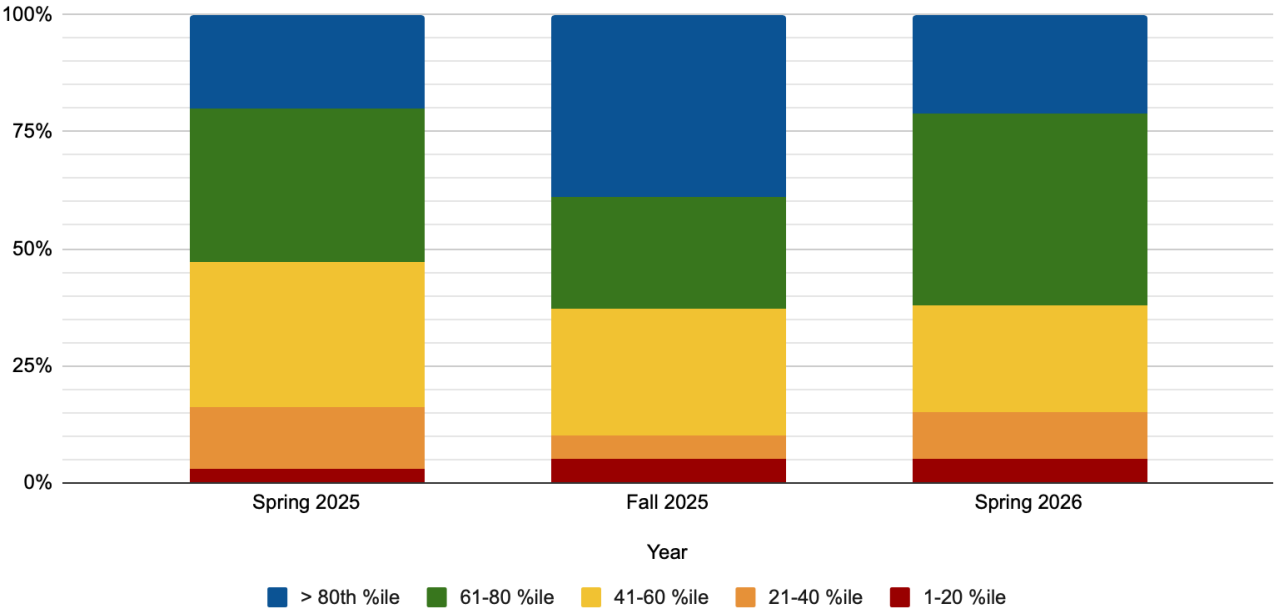
PROGRAMMING:

1. Spring NWEA Results. In May, almost all Brooklin students took the online NWEA assessment. For 3rd-8th grade students, this counted as the “Maine Through Year Assessment”, the most recent iteration of the federally mandated testing regime for students. The two charts on the following page show our scores from the spring of last school year on the left, fall of this school year in the middle, and spring of this year on the right for both reading and math. NWEA breaks the scores out by quintile compared to national norms... basically, we would like to see all of our students at or above grade level, which is represented by the yellow, green, and blue bands.

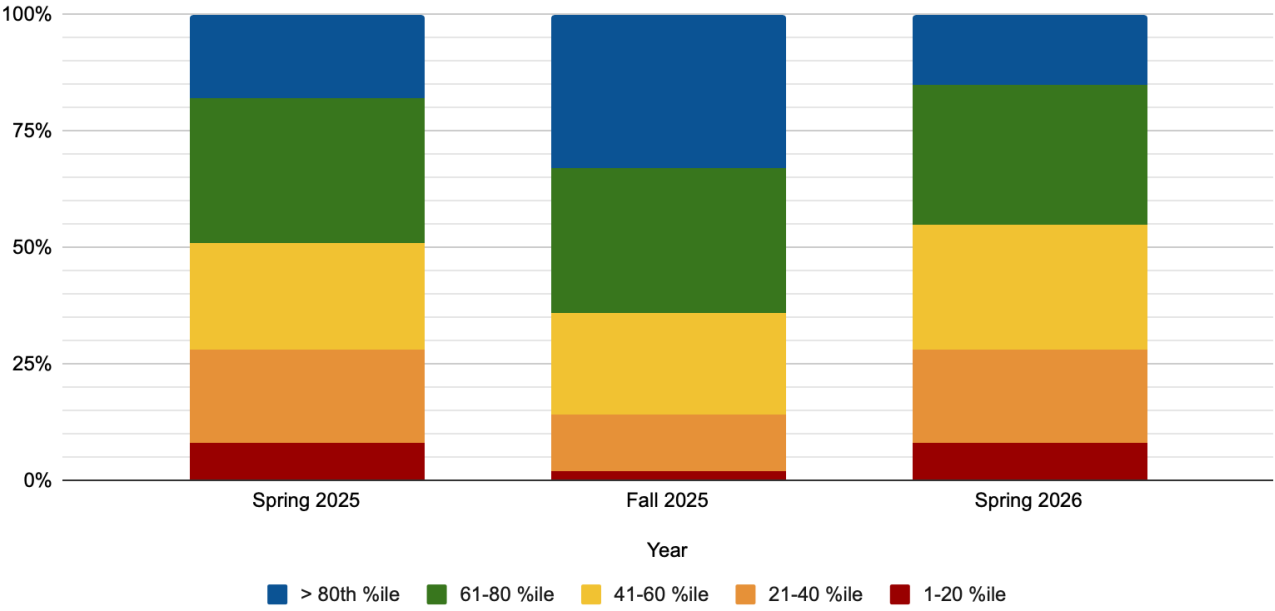
The spring scores are very strong. We have high percentages of students well above grade level and 72% of students in math and 85% of students in reading in the 40th percentile or higher. While we don’t want any of our students below grade level, the numbers are relatively small and all of the students are receiving some sort of additional assistance in the area they are below grade level in.

It is also worth noting that a fall to spring comparison is not quite apples to apples, as federal requirements create additional content for the spring assessments that is not part of the fall assessments. Spring to spring is a better comparison, and the spring 2025 to spring 2026 comparison shows almost identical results.

NWEA Reading Scores



NWEA Math Scores



2. Summer Program. Despite being awarded a Title I reallocation grant for summer programming, we have been unable to staff a summer program. Because the 21st Century Grant for our after school program also requires six weeks of summer programming, we have decided to focus on using that funding stream [and existing staffing] to provide a reduced summer program this year. Because of this, we will be limited to a maximum of 8 students and will also make use of other existing programming, such as Arts Week at Deer Isle-Stonington Elementary. It is disappointing that we were not able to offer the full program we had hoped but will try again next year.
3. Spring Phenology Project. Students in grades 1-4 have been involved in a phenology project this spring. Phenology is the study of how plants and animals change with the seasons. Students spent time in the tree nursery and on the nature trail observing bud swell, bud burst, and leaf out on several different types of trees, documenting their observations in their nature journals. This is a hands-on and engaging way to teach key scientific skills such as making and recording observations.
4. Maine Outdoor School. Hazel Stark of the Maine Outdoor School came and worked with all of our PK-4 students on June 1st. The Maine Outdoor School provides programming for students that aligns current classroom content with outside activities and learning about the natural world around us. For example, grade 1-2 students extended their classroom learning about animal habitats to observing and creating animal habitat on the nature trail. We hope that this will be the start of a longer-term partnership with the Maine Outdoor School and already have them booked for student programming and teacher PD next year.

STAFF DEVELOPMENT:

1. Curriculum Mapping. English Language Arts/Literacy teachers continue to meet during early release days to talk about both how they teach reading, writing, and language skills as well as what resources they use. These conversations have been very beneficial and have resulted in better understanding from PK to 8th grade about how these skills develop and interconnect across the grade spans. We are also building consensus amongst teachers in regards to common approaches and resources so that we can ensure the *taught* curriculum is aligned to expected outcomes and feels cohesive from a student perspective.

MAINTENANCE [David Bowden]:

1. Freezer Motor. On 5/21, we received an alarm for a high freezer temperature. We were able to catch it before the temperature rose above freezing and food thawed. Powells Refrigeration was called and determined that the freezer fan failed to restart after going through its defrost cycle for undetermined reasons. The fan was swapped with the one from the cooler and both have been running fine since. However, because the tech could not diagnose why the fan stopped or started working again, we may encounter this issue in the future. Most importantly, we were able to catch the issue before food was lost!
2. Water Testing. We passed our second quarter PFAS water test and the cyanide water test.
3. Maintenance Projects. The damaged chain link fencing near the outside basketball court has been replaced. Repair work on the chain links of the backstop on our baseball field has also been done. 50 yards of wood chips for the playground have been ordered and should be delivered June 8 and 9. We need another 50 yards at some point in the future. Contracted help continues addressing plumbing issues, such as broken fixtures and valves. The boiler inspector will be here June 28.

4. Summer Cleaning Plans. Mr. Bowden is going to be out on leave for at least two weeks starting in late June. As you know, this is in the thick of summer cleaning and restoring the building to its first day of school polish. I am working along several fronts to see how we can still clean the building while also prioritizing projects to fit within our reduced staffing capacity.

FOOD SERVICE [Ellen Carville]: no report.

SCHOOL COUNSELING REPORT [Annie Porter]: Brooklin School Social Emotional Learning (SEL) is integrated into student schedules twice a week: one class is SEL curriculum, and the second class, later in the week, is based in the library. SEL is for all students, and functions primarily as a Tier 1 preventative approach: developing social skills and self awareness, building college and career readiness and supporting kids to succeed in school.

1. Social Emotional Learning (SEL) - once a week. In SEL classes recently, we have been continuing the theme of developing “open minds” (growth mindset), which means practicing curiosity about other perspectives and trying new things. This theme dovetails with our exploration of vocations, careers, following interests and becoming an expert. We have looked at many examples of individuals throughout history whose actions changed the world for the rest of us, and characters in books whose actions impacted others. Learning about these narratives helps kids examine their own relationship to personal values, actions of integrity, standing up for what you believe in, and courage.

In elementary school, career and college readiness (one of the three broad targets of school counseling) often takes the form of career exposure. To this end, we typically invite members of our Brooklin and peninsula community to come to our school to share what they do, why they love it, how they got there, and what impact they have. The students love to learn about familiar faces in our town, and the guests love interacting with our students. This year we have hosted Laura Pinover, forest ecologist and community conservationist; Josh Klein and Mike Updegraff from Mortise and Tenon magazine; Tommy Morris, Assistant Fire Chief; and Lizzie Whelan, textile designer. These conversations have been inspiring for all and develop a stronger bridge to our local community.

In upper grades (5-8) in SEL we have been talking about relationships, and learning how to define and identify healthy and unhealthy relationships using the One Love framework. One Love is an evidence-based approach (<https://www.joinonelove.org/our-impact/>) designed to teach positive relationship behaviors, communicate boundaries and practice consent, and help students identify signs of unhealthy relationships - and ask for help if they need it. Although much of the topics and material offered by One Love is best suited for older students, we use curriculum and activities specifically designed for middle school as a foundation for their high school experience.

In every SEL class we regularly practice **calming strategies**, for example, breathing or imagination exercises that regulate the nervous system. These exercises help kids maintain the connection to “wise minds” and the capacity for good decision making, rather than allowing their big emotions to drive their actions and behaviors. This is a prosocial skill that will serve them well for their entire

lives. Students of all ages are great at creating and sharing their own calming strategies. In all classes we talk about why calming strategies are helpful and why we practice this skill.

2. Library. Once a week scheduled library time finds a place in the school counseling program for a number of reasons. Reading is an excellent form of self-regulation. Prioritizing library time in the weekly schedule teaches values and ensures kids have a comfortable, positive relationship to the library as a resource. Kids have learned how to browse, how to check out books, and how to settle into the experience of reading.
3. Outreach. School counseling here in Brooklin holds all-school initiatives that build important bridges with the larger community, including:
4. **Eco-Committee**. A collaboration with Brooklin Food Corps, with a goal of *“deepening in the Brooklin School student body a sense of care for and relationship to the natural world, through hands-on engagement of local ecology.”* EcoCommittee meetings are open to all interested community members and are held at the school on the second Tuesday of each month at 11am.
5. **All-school theme days** - our final themed activity day of the school year will be held this Friday:



7:45-8:40 ASSISTANT FIRE CHIEF TOMMY MORRIS

Arrive early to learn about fire drills, get your burning questions answered, and explore the fire truck!

9:00-11:00 FIRE STATIONS

- Campfire safety
- Burn permits
- Defensible space
- Story time
- Fire extinguisher use



Learn simple ways to stay safe around fire this summer!



Calendar of Upcoming Events:

Wednesday	6/10	Grounds, Gardens, and Trails Workday + Family Picnic
Thursday	6/11	7/8 Rowing Adventure; PK-6 Field Trip to Isle Au Haut
Friday	6/12	Fun Run [am] Beach Day [pm]
Sunday	6/14	Shellfish Day @ Naskeag 3:00-6:00pm
Monday	6/15	8th Grade Graduation 6:00pm
Tuesday	6/16	Step Up Day 8:00-9:30am Field Day 10:00-1:00 Last Student Day
Wed-Thu	6/17-6/18	Teacher Workshop/Records Day

Respectfully submitted, Todd West