

**HOLLIS BROOKLINE COOPERATIVE SCHOOL BOARD
OCTOBER 20, 2021
MEETING MINUTES**

A meeting of the Hollis Brookline Cooperative School Board was conducted on Wednesday, October 20, 2021 at 6:00 p.m. at the Hollis Brookline Middle School.

Holly Deurloo Babcock, Chairman, presided:

Members of the Board Present: Tom Solon, Vice Chairman
 Beth Janine Williams, Secretary
 Elizabeth Brown (arrived at 6:04 p.m.)
 Cindy VanCoughnett
 Krista Whalen

Members of the Board Absent: Kate Stoll

Also in Attendance: Andrew Corey, Superintendent
 Gina Bergskaug, Asst. Superintendent of Curriculum and Instruction
 Linda Sherwood, Assistant Business Administrator
 Tim Girzone, Principal, Hollis Brookline High School
 Patrick West, Principal, Hollis Brookline Middle School
 Kimberly Meyer, Assistant Principal, HBHS
 Chantel Klardie, School Counsel Dept. Chair, HBHS

APPOINTMENT OF PROCESS OBSERVER

Chairman Deurloo Babcock appointed Member Williams as Process Observer.

AGENDA ADJUSTMENTS - None

NOMINATIONS / RESIGNATIONS / CORRESPONDENCE

Superintendent Corey informed the Board of a letter of resignation received from Kate Mote, English Teacher, Hollis Brookline High School (HBHS) with an effective date of Tuesday, November 2, 2021. In her letter, Ms. Mote notes she is resigning from her position due to personal reasons. Superintendent Corey stated the support of the Administration.

MOTION BY MEMBER SOLON TO ACCEPT THE RESIGNATION OF KATE MOTE FROM THE POSITION OF ENGLISH TEACHER AT THE HOLLIS BROOKLINE HIGH SCHOOL WITH AN EFFECTIVE DATE OF NOVEMBER 2, 2021
MOTION SECONDED BY MEMBER WILLIAMS

ON THE QUESTION

Asked about the classes taught by Ms. Mote and the repercussions of the vacancy, Assistant Superintendent Bergskaug responded she teaches English 9, English 10, and Writing. Short-term coverage will be managed internally by department members. The position has been posted.

MOTION CARRIED

5-0-0

Superintendent Corey spoke of receipt of E-Rate grant funding totaling \$214,890. The grant, when submitted, requested 53 of the Lenovo Chromebooks for the Hollis Brookline Middle School (HBMS) (come with a 3-year warranty as well as a Google license) and 79 for the HBHS. The portion of the grant awarded for the COOP School District totals \$51,480. The intent is to purchase the Chromebooks in the spring as that will increase longevity and keep the district on a replacement cycle. The only requirement for grant acceptance is to have filtering systems on our internet.

Chairman Deurloo Babcock spoke of communications received related to clarification around policy BCB - Board Member Conflict of Interest. Some of the communications were generated by staff requesting the Board reconsider making any kind of a change. Also noted were emails received by her regarding concerns the district is not requiring students to wear masks.

Superintendent Corey noted the last communication identified the district as having a cluster. He wished to clarify a cluster is a group that is related by the virus. It could be two couples who go out together and three of the members come down with COVID. Because they are related and each identified as a contact person, that becomes a cluster. If having two clusters, you are considered to have an outbreak. Those are being monitored closely. Our numbers remain very good. Knowing the information gained through contact tracing, we feel comfortable with where we are. The SAU has a contact at the State level who works with us once a cluster is identified, and for the two weeks as the process is gone through.

APPROVAL OF MINUTES

Hollis Brookline Cooperative School Board [September 15, 2021](#)

The following amendments were offered:

- Page 4, Line 37; replace “in” with “is”
- Page 7, Line 46; replace “purchased” with “purchase”
- Page 11 line 5; “schools” should be singular
- Page 11, Line 20; replace “extension” with “extensive”

MOTION BY MEMBER WILLIAMS TO ACCEPT, AS AMENDED
MOTION SECONDED BY MEMBER SOLON
MOTION CARRIED
6-0-0

Hollis Brookline Cooperative School Board – **Public Hearing** [September 15, 2021](#)

MOTION BY MEMBER WILLIAMS TO ACCEPT, AS PRESENTED
MOTION SECONDED BY MEMBER SOLON
MOTION CARRIED
6-0-0

PUBLIC INPUT

Chairman Deurloo Babcock opened the floor for public input at 6:09 p.m.

Jaima Wilder, 48 Pierce Lane, Hollis

Feels she has been very patient along this road that we have been on since the beginning of COVID. She will no longer waste her time coming to meetings and voicing her concerns in this way.

In regard to agenda items, the public comment period should remain as it is; not shortened or restricted.

The budget will not pass if the committee continues to waste taxpayer dollars on a P.R. person to create a divide between parents and the school or if the Board continues to allow the purchase of Critical Race Theory material for our district. She has decided to organize protests, make phone calls, and go door-to-door to raise awareness of what is happening in our schools. You are teaching Critical Race Theory. You have approved purchases and trainings that teach and implement it. There is sexuality in almost every subject. You are allowing white guilt, equity, social and emotional training, systemic racism to be taught, and you are proud of it. If, by the end of the year, the school has not addressed these things, she will be encouraging parents to start homeschooling or starting a charter school.

The public input period was declared closed at 6:12 p.m.

PRINCIPAL AND ATHLETIC REPORTS

Patrick West, Principal, HBMS, highlighted items included in the report provided as part of the [agenda](#) packet. He spoke of Kindness and Bullying Prevention Month and conversations around sympathy, empathy, and other terms related to kindness.

8th grade PSATs were conducted today. Parent/teacher conferences are scheduled to be conducted virtually on November 9th and 16th. The Veterans Day Assembly will begin at 8:15 a.m. on November 9th at the HBMS.

The HBMS is accepting applications for a long-term substitute position for Art.

Asked about enrollment numbers certified by the State, Superintendent Corey stated the numbers have been provided to him and are being reviewed for accuracy.

Chairman Deurloo Babcock commented on the class size information provided noting at the middle school there are four teams (200 students/grade). Principal West commented the 8th grade has about 35 less students in the entire grade, which is why smaller numbers are seen in the 8th grade sections versus 7th grade sections. He spoke of the desire to begin to explore different opportunities for classes and start to have the conversations about getting outside the typical classes we are used to. Looking at the classes offered at the HBHS, they are diverse in each content area. A goal at the HBMS is to begin offering more diverse sections in each of those respective content areas.

Vice Chairman Solon questioned how the individualized reading instruction is being delivered, e.g., is it a standalone class for a student with that number of students with a single teacher. Principal West stated that to be the case for some sections. Asked if it is occurring for both grades, he stated it is. It is typically students having IEPs or 504s. All instruction is by a certified teacher.

Chairman Deurloo Babcock questioned what students who take Algebra in 7th grade take in 8th grade and was told they move to Geometry.

Member Brown questioned if the 8th grade Geometry class is in-house or at the HBHS and was told there is a teacher at the middle school. She questioned, given the scheduling, if there could be Algebra and maybe mix 7th and 8th grades. Assistant Superintendent Bergskaug responded it could not. That begins by crunching content starting in 6th grade. Sixth grade does 6th and 7th. When they go to 7th grade it is really 8th grade and Algebra, which is different from those who did pre-Algebra as a 7th grader (sort of 7th and 8th combined). You are spiraling in different components of the curriculum. It may be able to work, but one is on-team and one off-team.

Tim Girzone, Principal, HBHS, presented the Athletic Coordinator's report noting the success of the fall season at both the HBHS and HBMS. Last night, the field hockey team traveled to North Conway and lost a heartbreaker in a shootout to end their season. They had a phenomenal season making the playoffs for the first time in many years. The HBMS Cross Country team hosted two meets on their new course. Boys and Girls Soccer and Field Hockey are all set to make the play-offs this fall.

The HBHS participated in the WMUR-sponsored NH Tackles Hunger program again this year. We were able to donate over 800 pounds of food to the SHARE pantry in Milford.

The HBHS is in the process of developing and forming a Student-Athletic Leadership Council (SALC).

Winter sports registrations opened on Monday, October 18th.

Vice Chairman Solon questioned if SALC is parallel or equivalent to something that already exists for non-athletes. Principal Girzone commented on the variety of student leadership groups in the building that are comparable.

- Suicide Prevention Presentation

A PowerPoint presentation was provided (can be viewed [here](#) beginning at tape counter 30:00).

Kimberly Meyer, Assistant Principal, HBHS, spoke of the suicide prevention and responses currently in place. The focus is on three key elements; prevention, intervention and postvention. The framework of the practice stems from RSA 193-J, which went into effect in July, 2020. The RSA has four elements that need to be addressed in the practice in the schools; annual training for staff, education for students, crisis prevention resources and building partnerships with community organizations that are tied to suicide prevention.

It is understood that positive relationships are essential to support students. At the HBHS, the SIT team meets monthly to identify students who are struggling so we can provide a wrap-around approach. At the HBMS, the Multi-Tiered Systems of Support (MTSS) conducts weekly meetings to identify struggling students. Counselors attend weekly CPT meetings with both teams for early interventions. The meetings allow for discussion of student concerns and consider input from a variety of practitioners, classroom teachers, counselors, nurses, and special educators. The practice provides a more holistic view of students and multiple lenses to try to identify interventions.

Prevention

At the start of each academic year, the Counseling Department re-orient staff to practices around suicide prevention and the protocols in place. They discuss when and how to follow the protocol, and under what conditions the protocol needs to be followed. In alignment with RSA 193-J, staff is trained annually (NAMI

Connect Program). Another component to be cognizant of are the warning signs. The suicide protocol chart is located in each classroom where it is easily accessible by teachers for reference.

Chantel Klardie, School Counsel Department Chair, spoke of protective factors and what is being done organically for prevention in the buildings. The #1 protective factor for any student who is at risk for suicide is connection. We focus a lot of the protective factors on that connection piece. We want to organically ensure we are meeting with each grade whether students come to the office for a one-on-one meeting or not. At HBHS, we start in the fall with the seniors who are thinking about next steps. Then we meet with 10th grade and help orient them to Naviance (tool for identifying career/college). They orient the 9th grade students to the building and department. In the spring they meet with the juniors to discuss upcoming plans for the following year.

At the HBMS, there are many meetings with 7th grade students and school counselor presentations regarding bullying and suicide. They discuss Naviance and they are a daily presence at lunches.

All counselors are present at Freshmen orientation and meet with individual caseloads during that day. There is a 7th grade orientation and a two-day open house for 7th and 8th grade students.

Counselors provide presentations throughout the school year. Currently, at the HBHS, they are working on the bullying presentation for all 9th grade students in wellness classes. Around mid-term they discuss mindfulness and relaxation. They go into wellness classes to reach out to students. This is also addressed in the grade 9 wellness course. For 7th and 8th grade it takes place in the health classes.

School Counselor week (February) is an opportunity to provide awareness of the role of the counselor and how they are present to support the student body.

There are a variety of community resources provided students who come into the office seeking them. There is an extensive list posted on the website (being updated).

There has been a large push for building-wide Social Emotional Learning (SEL). As a result, they have focused on that at both schools. A counselor at the HBHS spends a portion of her time spreading SEL awareness. That counselor has started weekly lunch groups with students having trouble in that large environment, e.g., social or sensory issues. She has created a smaller lunch group where they can be in a better setting. Individual and group meetings with students are taking place as well as self-care for staff. There are SEL committees at both schools. They are in the planning stages of an anxiety skills coping group (piloted a few years ago).

At the HBMS, the SEL bi-weekly team meetings are comprised of Administration, counseling staff, and teachers. School counselors, in both buildings, provide individual and group meetings with students. They do community-wide SEL assemblies, field days and various SEL related skill groups.

Another protective factor is having a positive environment; positive school culture and climate. A lot of professional development has been aimed at that. At the HBHS, there is an LGBTQ club that meets regularly. At the HBMS, there is a gay straight alliance. One of the number 1 demographics of students at risk for suicide do belong in the LGBTQ group. It is important that we offer something to support these students. School counselors will be trained by the Gay Lesbian and Straight Education Network (GLSEN).

At the HBMS, counselors meet daily (during ROCK) with the same students/teacher to build those connections. They have monthly themed curriculum.

They piloted the Community Wellness Ambassadors (CWA) last year in response to the ever growing mental health concerns among the student population. The CWA is made up of teachers and students who are tasked with destigmatizing mental health and promoting general wellness through connection. Some ideas they have are students wanting to do a walking group, craft groups.

Assistant Principal Meyer commented, as a district, they are working on the MTSS. Everything they are doing around prevention fits into the MTSS pyramid. Starting at the bottom, is the Tier 1 prevention factors; positive relationships, positive climate, home-based CAVBlock and ROCK, etc. In Tier II is where the SIT and MTSS intervention teams come in, bi-weekly or weekly scheduled counseling check-ins, quiet lunch options, CHOICES Program. Tier III prevention is where students receive school psychology services, might have section 504 or IEP specific programming in the area of social emotional.

Intervention

There is a very specific protocol when a student mentions suicide. If a student expresses intent to harm themselves or others, the student's counselor and administrator meet with the student and a safety assessment is done. If there are feelings of suicide or suicidal intent, the student needs to leave or have a mobile crisis unit come and assess them before they can be cleared safe to return to school. We want to make sure they are able to learn and if they are having feelings of suicide, we want to make sure we are getting them in a safe place as soon as possible.

A parent is called, and they have choices. There is discussion of why the student is at risk. They can use access crisis counseling, the E.R., Greater Nashua Mental Health, and a mobile crisis unit. The mobile unit will come to the school and meet in the guidance conference room with the student and parent and assess if they are safe to return to school. They also provide wrap-around support; check in after the fact to ensure the student is receiving therapeutic services. The student may or may not have their own therapist they meet with regularly as well. That is also an option.

Once returning to school they need a note from the practitioner clearing them safe to attend academics and there will be a re-entry meeting consisting of the counselor, student, parent, and administrator. During that meeting the safety plan is identified; should the student feel this way at school again who would they reach out to (primary, secondary and perhaps third contact).

Postvention

Regular counselor/student check-ins are scheduled. They work with the family to ensure outside therapeutic sessions are set up. Can get a release of information from the therapist so that they can speak with them to ensure the appropriate things are happening in school to best support them. If believed that Tier III and disability services could assist the student, they may be referred for a 504 or IEP.

Chairman Deurloo Babcock spoke of how challenging it has been for students to find mental health resources, and questioned the additional strain being put on the counseling office as a result. Ms. Klardie responded she would not say it is an additional strain, but that office visits have ramped up since last year. She believes there are some practitioners that are still accepting clients. There are a lot of students coming in for assistance. They do conduct weekly and bi-weekly meetings. They cannot provide therapy but can provide short-term interventions to help the student be successful.

Chairman Deurloo Babcock commented on the amount built into Tier I and Tier II and questioned if more could be included in Tier III. The response was that students are coming in carrying a heavy load of barriers to their

learning, and counselors and regular educators are having to help students manage those in the moment. When thinking about community services not being as readily available, they are not getting that therapeutic support they might need. That is falling more on the school component. What has been identified for Tier III is pretty standard.

Vice Chairman Solon questioned the frequency with which counselors are addressing issues that fall under this protocol and was told it is once or twice/month. He commented on prior discussions around issues such as grading and class rank. One of the focuses has been the level of anxiety, pressures. He wished to understand how far it has escalated in severity. He questioned if most reports are self-reported or third party and was told it is a combination. Reports are received from other students, parents, etc. Reporting information remains confidential.

Vice Chairman Solon commented on the amount of information on what staff, administration, faculty are doing, and that there is an awareness trying to be built within the student population. He questioned how you go about building that confidence and strength for friends to act.

Ms. Klardie responded that is what the CWA is aimed to do. Trying to get students who are positive role models to be identified in the building as a Community Wellness Ambassador and that they are a safe place for people to come and talk to.

Asked if it is similarly communicated into the parent community, she stated her hope if a child made a parent aware of a friend in need, the parent would reach out and ensure that student is safe. She commented on the possibility of incorporating parent education.

Member Williams questioned if there are any supports in place for staff. Ms. Klardie stated SEL is also looking at staff. There are a lot of initiatives looking to help staff with self-care. There are SEL components covered in the whole school meetings. Staff members are always welcomed into the counseling office.

Principal Girzone highlighted items from his Principal Report. HBHS has 3 National Merit Semifinalists and 2 students receiving Commendation status. Ashlesha Bhojane, Mia Karlsson and Emily Turnbull are the Semifinalists and among the top 16,000 students nationwide that are now eligible to advance to the Finalist level of competition. Michael Bauer and John Wertz were recognized as Commended students for their exceptional academic promise demonstrated by their outstanding performance on the qualifying test.

Guitar Night will take place in the HB Auditorium on December 17th.

Brian Bumpus has been named the Division II Athletic Director for the 2020-2021 school year.

The Graduation Committee has discussed having the ceremony at the turf field. Also being discussed is the ability to host it at night under the lights. The discussions are ongoing. The committee has discussed forming a committee for applicants within the highest Latin Honors group to submit their application for consideration to speak at graduation.

Included with the report was a hard copy of a recent reconsideration of instructional materials report in line with Policies KEC and IEG. That is the Principals Report that resulted from the book review committee.

Chairman Deurloo Babcock congratulated Director Bumpus and the National Merit Semifinalists and Commendations.

- Class Size Numbers

Often times in elective courses when students sign up, they have a first choice, second choice, and the data that is reviewed in May is based on # of requests. When schedules come out, students have opportunities in the add/drop period to make changes.

Chairman Deurloo Babcock spoke of being pleased with how the information was presented. Popular Reading is a class that a student is recommended for by a Case Manager. Principal Girzone stated it to be a course typically offered to upper classmen. The sequencing might be something like an English 9 Read, English 10 Read, and Popular Read would be an upper classman course for someone on that track. It corresponds with English 9 Read, and those classes that we are required to offer and keep small.

Vice Chairman Solon commented the classes that seem to consistently have smaller sizes are the ones he believes are for students who are not necessarily at the level of proficiency desired for the mainstream classes in some of the disciplines. He questioned the repercussions or concerns with integrating those students into more heterogeneous grouping. He questioned if we have moved away from that in areas like English and Social Studies classes and are trying to get more individualized instruction. Principal Girzone responded there is a balance. We have had heterogeneously grouped settings in a few targeted areas. We have removed the tracking in our social studies freshman course (no longer have a topics course). In other areas we have multiple levels of instruction depending on student need. It is possible and appropriate in certain areas; specifically, in content areas such as mathematics where the level of instruction and specificity in what we are able to provide and meet student needs in a more tiered approach could not be met by a single teacher in a mixed group setting. What you would likely see is students' needs not being met.

Asked if in areas such as math where those concerns exist, if there would be an opportunity to have the integrated class but have both teachers involved, he stated that model is used at times where potentially a special educator will push into a regular education course and provide supports for students on IEPs, which would be in addition to a para support. This is someone providing instruction in a classroom setting. That is a model that is utilized in different schools. There are shortcomings and downfalls to different ways of doing that.

Vice Chairman Solon commented one of his concerns is that with introductory courses it is almost pre-conditioning a student to fulfil the requirement but not generate the interest whereas if someone is at the introductory level simply because of either lack of exposure or difficulty getting into it, being in with a group of students who may be more engaged might encourage them to continue with it.

Asked if Latin appears to be growing, Principal Girzone responded in comparing previous years numbers, enrollment was a bit healthier this year. They are pleased with what they have seen in the growth of the program.

DISCUSSION

- Fiscal Year 2023 Budget Discussion

In 2019-2020 the district was allocated \$20,077.89 in CARES Act / Elementary and Secondary School Emergency Relief (ESSER) funding. That was used to purchase 80 Chromebooks for remote learning.

The 2020-2021 allocation from CRRSA Act/ESSER II funding was \$60,050.24 (good for slightly over 2 years). This could be utilized for educational needs as a result of COVID, learning loss, diagnostic tools to assess and address learning loss and learning gaps, and to improve indoor air quality.

What was done was math and ELA directed work via an online learning tool subscription with content specific assignments pushed out by the teacher over the summer. During the school year, we had data supported targeted math, targeted ELA and cross-curricular skill deficits and gaps, and social emotional learning reentry opportunities. That was an opportunity for our students who were fully remote last year to come back on campus and do something outside in the springtime as well as students who were onsite.

We had some great programming with our teachers providing a credit recovery model for our high school students who may have not otherwise earned full credit or credit at the level that would allow them to be successful in the courses this school year. Similar programming was done for math in the middle school.

The 2021-2022 allocation from the American Rescue Plan Act/Elementary and Secondary School Emergency Relief Fund known as ESSER III has resulted in \$89,010.44 to date. The total allocation will be \$134,864. A survey was sent out seeking community input for expenditure of the funds.

Last spring, the district had to submit a re-entry plan to the State. We also had to fill out information on how ESSER II and ESSER III funds would be utilized. Possible uses were high-quality diagnostic tools to address student learning gaps, inspection testing, maintenance, repair, and upgrade projects to improve indoor air quality in school facilities, prevention and mitigation strategies for COVID and the mandatory 20% of the funding to address learning loss.

Last June, teachers completed a ton of work identifying learning gaps, learning loss, specific concerns with specific students and then more generalized concerns that could be passed on to the next course. When teachers came back in August, they were on the receiving end of those documents to figure out a plan for how they would address them within the classroom and then what needs would arise, e.g., different testing diagnostic tool, and then allocate funds that way.

The early request was to decrease class size. The district went from a 0.8 to 1.0 Full Time Equivalent (FTE) for one of the math teachers and from a 0.8 to 1.0 FTE for school counseling; the addition of the 0.2 to specifically address social emotional needs across all curricular areas for teachers to push in the classroom and bring awareness. Assistant Superintendent Bergskaug commented the Learning Academy model was so successful she envisions that continuing. They increased support for student devices as the need for technology support has increased dramatically since the onset of the pandemic. We had proposed what was believed to be a five-year tech plan. When COVID hit and with the most recent identification of funds for devices, we will be one-to-one across the entire SAU next year. Right now in the elementary schools, every student has an SAU 41 device assigned to their student ID number and are in the classroom. Next year we will do that all the way through 12th grade. It has been seen there is the need for more tech support. We were able to use ESSER II and propose use of some of the ESSER III funds to provide an additional tech that floats around all of the buildings.

Some of the feedback received from the survey was to utilize the funds to support academics, to support reading and speech, to increase support for nurses, increase number of counselors, add a social worker, increase social emotional learning, add funds for COVID testing (if interested there are separate funding sources for that specific need), increase support for students who are in isolation, more tech support and increase support for more outdoor time.

Asked if there is a problem with internet access for students outside of school, Assistant Superintendent Bergskaug stated that to be a question asked of families. There are resources to support any family (through other funding source) that do not have an internet connection at home.

Superintendent Corey stated the desire to continue the .02 addition in the math position as it lowered the math size numbers. It is believed the 0.2 addition to the guidance position is very well spent and it is not believed the issue will end because COVID goes away. Speaking with Principal Girzone, we are seeing students who want more P.E. (their social emotional outreach). The district had been moving toward online and things that can be done in the community. There is the need for the small groups and involvement in the school.

A big ticket item discussed last month is a social worker position.

A number of our tech issues have gone away. Some parking, paving and roofing issues have been accelerated. There is a limited amount of textbook requests based on the schedule established. We have a number of smaller items that benefit the classes, e.g., new sewing machines, pianos tuned. The Guaranteed Maximum Rate (GMR) for the increase in insurance cost is 3.9% and the rate for dental decreased.

As we start to move the vision of what more we can do through enhanced technology, that will allow us to offer different things down the road. Over time, it will change what some of our classrooms look like, e.g., if we struggle to offer all AP classes because of numbers perhaps we could do it virtually with another school near us.

Director Bumpus has done a great job with the athletic budget. There are a few big ticket items, e.g., wrestling mats. Those expenses will be in the budget but may end up as allocations from the Athletic Trust.

The lower dirt parking lot is being looked at and the prep work started (needs extensive gravel, etc. before it can be paved).

Asked if the social worker position would be contracted or an employee, Superintendent Corey stated the desire for it to be an employee. The individual would work with any student needing services (middle and high school). Examples provided where efforts would be maximized were identified as the Guidance Department, FIEMUS program, and CHOICES program.

Vice Chairman Solon spoke of recent input around nursing. He is interested in the potential to increase staffing in that area. The district has been able to accelerate some planned expenses over the past two years. With the new initiatives being considered, he believes there would be a benefit of taking a step back where we can so that they are not viewed as an expense in addition to.

Member Whalen stated support of the technology initiatives and the social worker position. We moved forward with a lot of the work that was needed in the district last year, with the additional funds.

Asked if the social worker would have an educational certification as well, Superintendent Corey remarked it can be difficult to find someone with those qualifications. The right person may be more important than the actual certification to start with. The position will develop over time. Right now what is envisioned is the individual doing a lot with outreach to families and working with students who struggled with isolation over the past 18 months. In two years, that could be more focused around anxiety, what seniors go through etc.

Vice Chairman Solon commented right now what we see are students going through fairly significant transitions outside of school. He would like to see the position defined in such a way that we would support the individual becoming credentialed in an area that is education based.

Chairman Deurloo Babcock stated her support for additional mental health services in the schools. Our school counselors are certified and do a great job, but there is crisis work that is very specific to social work.

She spoke of the discussion of the parking lot noting one of the reasons we stopped using it is surveillance. If opening it up to students, we would need surveillance in place (electronic or staff). There was a traffic concern there as well. Although supportive of additional parking, she does not believe it should be a priority as busing is provided.

Asked about the services previously provided by Harbor Homes, Assistant Superintendent Bergskaug noted the mobile crisis unit is taking over some of the services that had been contracted through Harbor Homes.

Member Brown noted the parking lot was closed due to a safety concern. If increasing parking, we need to do it in the back of the building by the fields. With lights on the field, there will be more night games. The parking lot is not well lit.

Member Brown spoke of the need for a clear understanding of the role and job description of the proposed social worker position, and that the description is not written in such a way to suggest the position might not exist in a few years. There is the need to provide a clear understanding of the need for providing these services to ensure students receive the supports that allow them to get to the point of being able to accept/access the curriculum being provided. We have to educate the students where they are, and some of them are coming in with different and more needs than they may have been in the past.

Member Brown noted the Board has not received an increase in stipends in 10-15 years. We are paid substantially, by a multiplier, less than other boards in the State. We are asked to do more and more by the public, are under more scrutiny by the public, and there is less respect of our time, by the public, than previously in her experience. Were it twice what we are paid now would still leave it well underpaid by the State standards and more commensurate with the obligations. She commented there were many years in the past when the stipend received was used to cover the cost of childcare for attendance at meetings. This is a real commitment and when the public insists on additional meetings and public input for hours on end, etc. it is important to recognize we are an underpaid board in the State, and a very high performing district.

Member Williams stated support for the social worker position and concern with how the need is articulated.

Vice Chairman Solon reiterated the need to look at the budget as a whole to determine if there is anything that can be carved out as an item HB Elevates could consider fundraising for. There are curriculum areas that would likely be able to be supported by industry.

Member VanCoughnett asked about prior discussion of the airflow on the 3rd floor. That is a high priority for her. Superintendent Corey remarked they would likely consider a separate warrant article to address that as it is likely an expensive item that may need to be phased in over time. That is an area identified by community members as well.

Superintendent Corey spoke of the building study being done with an understanding of the enrollment increase at the elementary level. The study is designed to look more towards programming and spacing at this time. There will likely be issues around space in 3-4 years.

The proposed budget, in its current draft form, represents an approximate 4-5% increase. Vice Chairman Solon commented it would be helpful, moving forward, to be kept apprised of what is occurring in the elementary districts to know how the budgets will add up as a total.

- Fiscal Year 2021 – Final Revenue and Expense report

Linda Sherwood, Assistant Business Administrator, remarked the unprecedented year is reflected in the Unreserved Fund Balance (UFB). The pandemic resulted in savings across the board. On the revenue side, there was a balance (\$31,856 over budgeted amount).

The FY21 UFB (\$2,255,639) less voter approved allocations to the Athletic Trust Fund (\$50,000) and Maintenance Trust Fund (\$115,000) as well as the Board approved Retained Fund Balance (\$180,760) results in a fund balance of \$1,909,879 to be returned to the tax base to offset the amount that must be raised through taxes to support the current budget. As a comparison, the UFB of the prior year was \$1.1 million.

- Fiscal Year 2022 – First Quarter – Revenue and Expense Report

As of the report dated 10-6-21, FY22 expenses total \$5,052,957 which includes YTD expenses of \$4,623,044 and FY21 carryover expenses of \$429,913 (purchase orders that remained open at the end of the year are addressed by carrying over the associated dollars into the next fiscal year). Encumbrances total \$20,907,521 (FY22 of \$20,711,042 and carryover of \$196,480). Balance is \$334,571.

Most of the savings comes from three areas; health insurance rates coming in lower than the GMR that was budgeted for, savings in special education in contracted and out-of-district services, and savings in athletic and extra-curricular stipends for activities that are not running this year due to COVID.

The budgeted revenue amount is \$26,295,050. Received as of 10-6-21 was \$6,312,930 and expected is \$19,982,120. The current (early in the year) projected year-end UFB is \$38,811.

Superintendent Corey noted what has been done well across the SAU is mandating the encumbrances so that we understand where we are, and that anticipated costs are covered as of this time. What typically happens over time is a purchase may not be made, monies set aside for a particular student's needs may no longer be needed, etc. Typically the UFB increases over time. For the past two years, while dealing with COVID, under the leadership of the Business Administrator, the district returned \$3 million from the COOP budget. During his tenure, the district has typically utilized about 97% of the allocated budget. Although that may sound as though it is still off slightly, there is the need to understand that the budget is prepared 18 months in advance. There is no way of knowing what students/needs will come about.

Vice Chairman Solon stated it would be helpful to receive a summary of the various trust funds. He asked if there were any exceptional unbudgeted new student demands. Superintendent Corey stated there were not and spoke of the capacity that has been built into the programs. He spoke of programs that will move from the middle to the high school when students transition. He spoke of cost avoidance that is achieved providing the example of a case within the SAU where a student moved in resulting in an unexpected cost of hundreds of thousands of dollars.

Asked, Superintendent Corey stated the SAU has not started tuitioning special education students into the district based on capacity for our programs. We get inquiries all the time. What we saw this year, for the first time, at the elementary level is a significant need for self-contained programming for very young students.

Member Whalen congratulated the Business Office commenting on the information provided the Board. She reiterated there is \$1.9 million going back to the tax base. The Hollis School District closed the FY21 budget and returned \$875,928. In the Brookline School District, they closed and will return \$517,582 and did everything the students needed. Across the SAU, we will return \$3,304,389.

Member Brown remarked the fact that we are returning funds to the tax base does not mean we should budget significantly less. The fact that we were able to not spend it all is a good thing, but we cannot simply cut a million dollars out of the budget and assume that next year will be a repeat of the prior year. What the public should expect is good stewardship and transparency, not decreased budgets.

- SAU 2023 Draft Budget

Being proposed is a budget of \$2,107,176, which represents an increase of \$149,579 or 7.6%. The adjusted budget (default budget if voters do not approve the proposed budget) is \$2,018,210.

The proposed budget baseline is \$2,014,538 (2.9% increase). Being requested is the addition of the position of Communication Specialist (\$76,638) and salary increases (\$16,000). The Communication Specialist position will be responsible for a lot of the tasks that currently fall under the SAU Administration that involve communication. More specifics will be forthcoming. The Board has been trying to adjust salaries of SAU employees to ensure competitiveness. The Board had requested an allocation be included in the budget. The SAU Governing Board could decide not to put that into the proposed budget and instead utilize the Unreserved Fund Balance.

Were the Board to decide not to include the \$16,000 and the community not support the Communication Specialist position, the proposed budget would be less than the adjusted budget.

The SAU budget is created by the SAU41 Budget Sub-committee, which includes representatives from the Hollis Budget Committee, COOP Budget Committee, Brookline Finance Committee, and SAU representatives. That group supported the proposed budget. The Public Hearing for the SAU 41 Governing Board budget will be conducted on December 16th. The location is not yet finalized.

Vice Chairman Solon stated his understanding a significant portion of the communications that would be addressed through the proposed position are items that are required by law, e.g., postings, communications to the courts, parents, etc. He suggested it may be more accurate to title the position Compliance and Communications. Communications involves an image of P.R. where a lot of the components of this function are to meet the compliance requirements of the SAU with State law.

Member Brown commented this person is not a P.R. person, but more like what the Amherst School District has as an Executive Assistant. The SAU Superintendent does not have an Administrative Assistant that is his sole assistant. That is different in this SAU than others. This is more of an executive assistant type of position that will include compliance issues, communication issues, etc. She suggested a review be done of the posting for the position in Amherst as one she remembers to have identified needs that exist within the SAU.

Member Whalen remarked her impression of the position is that of an individual communicating output not someone who will be standing in the way of people looking to provide input.

Chairman Deurloo Babcock spoke of public input provided that implied the purpose is to stop transparency, and that is not the case. We are already transparent, but the intent is to make that transparency broader and to maintain compliance.

The Board took a three-minute recess at 8:18 p.m.

The Board reconvened at 8:24 p.m.

DELIBERATIONS

- To see what action the Board will take regarding Policy **JLDBB** – Suicide Prevention
Given its 2nd reading;

MOTION BY MEMBER WILLIAMS TO ACCEPT THE SECOND READING OF POLICY JLDBB – SUICIDE PREVENTION

MOTION SECONDED BY MEMBER WHALEN

ON THE QUESTION

Member Williams stated the plan had to be approved initially and requires the Administration review it and make a presentation to the Board every two years. Since the time of the last reading, the draft policy has now been shared with the school nurses and the high school counseling department.

Noted was that the additional resources (websites) cited at the end of the policy will be removed prior to adoption.

Asked if the policy has been reviewed by legal for compliance with State RSA, Member Williams noted the policy language was recommended based on State law (sample policy received from the New Hampshire School Board Association (NHSBA)). The only change is under Section IA where the draft policy identified items the plan must include (A-J), and the proposed language instead references the requirement to comply with State law rather than spelling out each of the items understanding they could change over time.

Asked if the amended language has been reviewed by legal to ensure removal of the A-J list does not impact compliance, Chairman Deurloo Babcock stated the question will be posed to legal.

MOTION CARRIED

6-0-0

- To see what action the Board will take regarding Policy **IMG** - Animals in the classroom
Tabled 8-18-21
Given its 2nd reading;

MOTION BY MEMBER SOLON TO ACCEPT THE SECOND READING OF POLICY IMG – ANIMALS IN THE CLASSROOM, AS PRESENTED

MOTION SECONDED BY MEMBER WILLIAMS

ON THE QUESTION

Chairman Deurloo Babcock noted changes made since the last reading. In the section addressing Animals on School Grounds, included is reference to members of the public.

AMENDED MOTION BY MEMBER BROWN TO AMEND BY REPLACING THE WORD “CHILDREN” WITH “STUDENTS, ACCEPT THE SECOND READING, WAIVE THE THIRD, AND ADOPT POLICY IMG – ANIMALS IN THE CLASSROOM, AS AMENDED MOTION SECONDED BY MEMBER WILLIAMS
MOTION CARRIED
6-0-0

Asked if she objects to the policy overall because it is not a uniform denial, Member Brown stated that to be the case.

Vote on the main motion

MOTION CARRIED
5-1-0

Member Brown voted in opposition

- To see what action the Board will take regarding Policy **BEDH** – Public Participation at Board Meetings
Given its 2nd reading;

MOTION BY MEMBER SOLON TO ACCEPT THE SECOND READING OF POLICY BEDH – PUBLIC PARTICIPATION AT BOARD MEETINGS, AS PRESENTED
MOTION SECONDED BY MEMBER WILLIAMS

ON THE QUESTION

Chairman Deurloo Babcock noted the Policy Committee discussed eliminating the words “or decrease” from #3 where it addresses the individual time limit for all speakers. In #5, reference is corrected to reflect Policy BEDB.

Member Williams stated appreciation and agreement with removing the language around decreasing the allotted time for public comment. She spoke of her opposition to the language that permits the Board to limit public discussion to agenda items only (for regular meetings).

AMENDED MOTION BY MEMBER BROWN TO ACCEPT THE SECOND READING, WAIVE THE THIRD, AND ADOPT POLICY BEDH – PUBLIC PARTICIPATION AT BOARD MEETINGS, AS PRESENTED
MOTION SECONDED BY MEMBER VANCOUGHNETT
MOTION CARRIED
6-0-0

Vote on the main motion.

MOTION CARRIED
5-1-0

Member Williams voted in opposition

- To see what action the Board will take regarding policy **JICD** – Student Discipline and Due Process
 - 1st Reading; 5-19-21

Given its 3rd reading;

**MOTION BY MEMBER WILLIAMS TO ACCEPT THE THIRD READING AND ADOPT POLICY JICD – STUDENT DISCIPLINE AND DUE PROCESS
MOTION SECONDED BY MEMBER SOLON**

ON THE QUESTION

Member Williams noted Principals Girzone and West worked on the policy and have summarized that this is a culmination of three policies; student conduct, student discipline, and student due process. The language has been vetted by legal counsel and the Policy Committee. No content changes have been proposed since the time of the last reading.

Member Williams suggested adding “their” before “designee”. Vice Chairman Solon noted the need to replace “his or her” with “their”.

Vice Chairman Solon questioned the language in Section IV B wherein it states in part “Possession of a firearm BB gun, or paintball gun.” Specifically, if it would be appropriate to replace the language with a description such as real or simulated weapon understanding that are other items that could be considered a weapon.

Chairman Deurloo Babcock noted the policy was reviewed by legal counsel and may come directly from State RSA. Superintendent Corey stated his belief that is the case.

Member Brown suggested adding “or similar item” would not change the legality of the policy. Vice Chairman Solon commented this is the default of what occurs, but he understands it does provide discretion to the administrator to not impose the suspension. Chairman Deurloo Babcock noted the language states “may”. Superintendent Corey stated it is not a requirement.

Member Brown noted the Statute identifies pellet, BB, rifle or paintball gun.

MOTION WITHDRAWN

MOTION BY MEMBER SOLON TO AMEND BY INSERTING “THEIR” BEFORE “DESIGNEE”, REPLACING “HIS OR HER” WITH “THEIR”, AND IN THE LAST BULLET IN SECTION IV B BY INSERTING “, PELLET GUN OR SIMILAR ITEM” FOLLOWING “PAINTBALL GUN”, ACCEPT THE THIRD READING, AND ADOPT POLICY JICD – STUDENT DISCIPLINE AND DUE PROCESS, AS AMENDED

MOTION SECONDED BY MEMBER WILLIAMS

MOTION CARRIED

6-0-0

- To see what action the Board will take regarding policy **BCB** - Board Member Conflict of Interest
 - Given its 1st reading;*

MOTION BY MEMBER SOLON TO ACCEPT THE FIRST READING OF POLICY BCB – BOARD MEMBER CONFLICT OF INTEREST, AS PROPOSED

MOTION SECONDED BY MEMBER WILLIAMS

ON THE QUESTION

Chairman Deurloo Babcock noted the changes proposed include replacing “a salary” with “compensation”. Legal counsel was asked to verify the State RSA does not reference a specific timeframe. That language has been removed.

Member Williams spoke of removal of the language around the six month period following expiration of term noting the example used to express concern around this language was the possibility a Board member could be involved in voting for a budget or salary for a large position knowing they would be resigning and jumping into that role. She stated agreement with removing the timeframe for most situations, e.g., teaching positions, substituting, etc., and questioned if there is concern when the instance is a leadership role.

Vice Chairman Solon remarked he is less concerned with the larger roles believing the compensation is commensurate with the position and skill. It is unlikely a Board member can slide into it without being qualified.

Member Brown remarked if the person is the most qualified for the position, what is the harm in that they were on a school board in the past. If one of seven members on the Board, there is not the opportunity to manipulate the system. There would likely be increased scrutiny.

Vice Chairman Solon used the example of Rich Manley and the time he spent on the Hollis School Board while a principal in another district. He remarked he was not saying it is a risk, but that it is not an absurd comment.

Chairman Deurloo Babcock suggested looking at it a bit differently. The district is desperate for paras and substitutes and if a Board member wishes to consider one of those positions, with the language included in the policy, they would have to wait 6 months to do so. Member VanCoughnett provided the example of a Board member who might not be re-elected in March being unable to take a job in the district in April.

Asked if any questions were raised when Assistant Superintendent Bergskaug took her current position, she stated she had been on the COOP School Board and was hired by the SAU 41 Governing Board. She asked the question when interviewing and no concerns were raised.

Member Williams stated appreciation for comments made last month around creating policy not just for the current situation but to carry into the future. The Board is being proactive to ensure there is not a conflict that could be a large concern, but that might never happen. Because we live in a very small community Board members are friends with student families, teachers, and administrators. You cannot stop that. That in itself is likely one of the biggest chances for a bias or conflict of interest. We have a need in a lot of areas for things like nursing, substitutes, paras. It has especially been an issue the past and current year. She worries there is more of a risk in something we cannot control, and now we are going to try to control something that is a bit more manageable and could have safety nets in place.

The need for an effective and non-bias governance has come up in discussions. The word bias is a little tricky as it is sometimes diversity. We have members of the Board who are and are not in the district. Because we are each one part of something greater (7) it is a strong suit.

She rejects the idea that she or anyone that serves in these roles has to choose between being a parent and able to volunteer or perhaps substitute or help in a really needed role like nursing. She cannot support the policy as is because of that.

To limit a parent's ability to volunteer in the school really worries her. Being on the school board is not a position people are lining up to do. The language was not changed to limit volunteerism, but it was suggested during the last discussion.

She believes there is a means of putting policy/procedure in place to protect the integrity and still allow for help, especially in a pandemic situation.

Member Brown stated her belief the conversation has been misclassified entirely. This is not at all a Board decision whether or not a Board member can be employed by the district. The State Legislature has clearly stated you cannot do both. NH RSA [671:18](#) is eminently clear that "no person employed on a salaried basis by a school administrative unit or by any school district within a school administrative unit shall be a school board member in any district of the school administrative unit. Salaried positions shall include, but are not limited to, the following: teacher, custodian, administrator, secretary, school bus driver (if paid by the district), school lunch worker and teacher's aide."

If you do not like it and if the school nurses who wrote letters in your support do not like the law, the place to go is to the Legislature. We could basically write a policy that says we will follow the RSA because that is all we are doing. She does not think the change in the word "salary" to "compensation" is really a change at all, and that is consistent with what counsel has told us.

It is a bright line rule, and unfortunately, comments at this meeting and the communication the Board received from school staff make it sound like this is something in our discretion, and she does not believe it is at all in the Board's discretion. If we want to follow the Statute, which is what we promise to do when we raise our hand and take the Oath of Office when elected, then we cannot change our policy to let you do something that is clearly prohibited by the Statute.

Member Brown spoke of the amount of time spent addressing a situation that should not exist.

Member Williams questioned if the discussion was of her and her individual substituting or the policy. She was speaking to a policy. Member Brown stated none of the communication received by the Board was to a policy, it was very specific to an individual. Member Williams responded if speaking about policy that is what she has been addressing. Speaking about law she wished to be clear that she would never suggest the Board not follow the law. That being said, she has been a member of the Board for 2½ years. When she was elected, she had already been substituting in all 6 schools, which was well known, and she went straight to the Superintendent and legal counsel. They discussed the situation, and the way the law is being interpreted tonight is different than the legal opinion received.

Chairman Deurloo Babcock stated the policy has been clear. We, as a Board, were not really following the policy. Our policy is clear and says we are not supposed to be employed by the district; we are not supposed to accept a salary. We are changing the word to compensation just because the word salary has a little bit more ambiguity. The truth is that legal counsel has said a salary is any kind of payment; wages, hourly wages, etc. We are sticking with the policy and clarifying it.

It is not about an individual Board member, but the problem is that the Board received a significant amount of correspondence that was about a Board member. The problem with that interpretation and correspondence is that the suggestion is that we should just keep doing this and let the Board member do this because she is so great. The issue is what if the individual is not great. What if all Board members decide to start substituting in the districts and are in-house all the time? Our role here is to stay objective, to be neutral. We are the last point of any kind of conflict that comes through this district. If it is a major conflict it will come to us. We cannot be in the trenches all the time. Those communications prove how connected the Board member is to that. It is not about the individual it is about the policy.

Member Williams clarified in the Board and Administration's defense; this is not the first time this has come up. Two and a half years ago the definition of salary was exactly where the issue was. She understands the Board's intention. She thinks there is a large difference between how compensation and salary were interpreted and that is why we asked for legal advice. She does not think the Board was not upholding the policy.

Chairman Deurloo Babcock responded it was a murky interpretation of the law.

Member VanCoughnett stated she would not support the policy. When she ran for the Board, she was already substituting. It was known and was fine for a few years before becoming an issue for some of the Board members. The same exact thing happened; we went to legal counsel who reviewed the language and said as long as you are not a full-time employee. The RSA specifies some things but does not specify substituting. She is not voting for the policy because she personally does not believe it follows RSA.

Proposed is changing the language to compensation where prior it was salary, which meant you were under contract, or it was a full-time position. Substituting is not, it is a pick and choose. She chose to do it because she liked being around the students and felt the community needed it, and she continues to feel that way.

Chairman Deurloo Babcock noted the policy is specific to this Board; does not prohibit substituting in another of the districts. She stated she was told the policy is in keeping with the RSA and is clear we are expecting that Board members will not be employed by the district as substitutes.

Vice Chairman Solon remarked the language read from the RSA states "in any district of the school administrative unit". If the interpretation is that the wording there does in fact imply to positions such as substitutes and others it is essentially the same wording that we have then there is the potential it is not up to us to decide, but other districts may interpret that as Board members not being able to substitute in other districts within the SAU.

He stated support for the proposed change to clarify his interpretation of salary. We have had evidence that the concerns are real and are appropriate that it creates an environment where the separation of Board and staff is damaged. He recommended the policy be amended in #3 by replacing the last sentence with "It is the intent of this policy to maintain Board members' objectivity and impartiality." and that an additional paragraph be added stating "A Board member's volunteering within the district shall be limited to participation in their child's/children's classes or activities and must be opportunities open to other parents/guardian, or by administration requests for volunteers specifically to board members."

Vice Chairman Solon spoke of having had several offline conversations and that it is clear to him that as community members and parents we want to have the option of being involved in our student's involvement in the school. One of the reasons people come around here is for that level of engagement. He does not see restricting that. What he does not want to encourage and would like to prohibit is the general activity of board

members being in the schools. If they want to be in the schools as an active member of the school community, they should not be board members. There has to be that separation. There are times when Board members are asked to help. As example, during the pandemic where there was a request made to Board members to help fill the gaps so the schools could stay open. He wants to leave it open for the administration to specifically go to Board members and say we have an exceptional situation and need your help. Whether it is an event that is celebratory or an emergency where personnel are needed, he wants to leave language that will allow that, but to make it the exception not the default.

Member Brown asked if it would be drafted so narrowly that it would prohibit Board members from being team parents. Vice Chairman Solon stated it would not as that is a child's class or activity. Member Brown suggested the language be tweaked. She used the example of her trying to get her suicide prevention training completed so she can volunteer at the HBMS dance. That is not her child's class. That is not a request of the Administration. Chairman Deurloo Babcock remarked if your child is attending the middle school dance then it is your child's activity. It is also an opportunity open to other parents and guardians.

Member Whalen commented we all know each other, which is why it is hard when making this about specific people. We have to make it more general. We are elected by the taxpayers and have a duty to represent the community for our education. We have kids in the district, know families, teachers, etc., and have a lot of warmth and good feelings towards them. The Board supports its administrators and staff. We do have to keep that separation because the staff is represented by unions. They do have representation. We have to be able to keep ourselves a little separate from that and be able to look at things objectively.

Chairman Deurloo Babcock questioned if the desire were for language that would permit exceptions with Board approval. That creates a circumstance of voting on who can and cannot perform certain functions. She spoke of the fact that Board members have children in the district, community members that are teachers that are friends or neighbors. We walk into this job as elected officials within the town we live in. We constantly have to work at putting that aside if it is impacting our child or friend's child. There are already so many levels and moments when we have to do that, to add another level where we are in the building a lot and learning more, that is just another level that creates more and more potential for conflict of interest.

Vice Chairman Solon noted approving the first reading is simply acknowledging that you received and understand it and participated in the discussion.

MOTION CARRIED

4-2-0

Members VanCoughnett and Williams voted in opposition

- To see what action the Board will take regarding policy **IKFA** - Early Graduation
Given its 1st reading;

**MOTION BY MEMBER SOLON TO ACCEPT THE FIRST READING, WAIVE SUBSEQUENT READINGS, AND ADOPT POLICY IKFA – EARLY GRADUATION, AS PRESENTED
MOTION SECONDED BY MEMBERS WILLIAMS**

ON THE QUESTION

Principal Girzone brought this forward having noted discrepancies with language. The meaning was to state, if eligible for early graduation, students are not prohibited from having special recognition for their academic achievements.

Asked how the policy language compares to that recommended by the NHSBA, Assistant Superintendent Bergskaug stated the recommended policy focuses on the fact that you must be in school until you are 18 whereas our policy focuses more on completing requirements. Asked if students have to be 18 to do an early graduation, Assistant Superintendent stated the requirement to be in school until 18 or until graduation.

MOTION CARRIED

6-0-0

REPORT OUT BY PROCESS OBSERVER

Member Williams stated more time was needed on the suicide prevention presentation and class size numbers. For the most part the meeting ran on schedule.

ADJOURNMENT

MOTION BY MEMBER WILLIAMS TO ADJOURN

MOTION SECONDED BY MEMBER SOLON

MOTION CARRIED

6-0-0

The October 20, 2021, meeting of the Hollis Brookline Cooperative School Board was adjourned at 9:29 p.m.

Date _____ Signed _____