

**HOLLIS BROOKLINE COOPERATIVE SCHOOL BOARD  
JUNE 21, 2017  
MEETING MINUTES**

A regular meeting of the Hollis Brookline Cooperative School Board was conducted on Wednesday, June 21, 2017 at 6:00 p.m. at the Hollis/Brookline Middle School Library.

Chairman, Elizabeth Brown presided:

Members of the Board present:           Cindy VanCoughnett, Vice Chairman  
  Melanie Levesque, Secretary (arrived at 6:24 p.m.)  
  Christopher Adams  
  Holly Deurloo Babcock  
  Tom Solon  
  Krista Whalen

Members of the Board Absent:

Also in Attendance:                        Andrew Corey, Superintendent  
  Gina Bergskaug, Assistant Superintendent  
  Linda Sherwood, Assistant Business Administrator  
  Rick Barnes, Principal, Hollis Brookline High School  
  Bob Thompson, Principal, Hollis Brookline Middle School  
  Amanda Zeller, Assistant Principal, Hollis Brookline High School

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APPOINTMENT OF PROCESS OBSERVER

Chairman Brown appointed Holly Deurloo Babcock to serve as Process Observer.

AGENDA ADJUSTMENTS - None

APPROVAL OF MINUTES

Hollis Brookline Cooperative School Board – **Non-Public** . . . . . April 19, 2017

**MOTION BY MEMBER VANCOUGHNETT TO ACCEPT AS PRESENTED**  
**MOTION SECONDED BY MEMBER WHALEN**  
**MOTION CARRIED**  
**5-0-1**  
*Member Adams Abstained*

Hollis Brookline Cooperative School Board . . . . . May 17, 2017

*The following amendments were offered:*

Page 10, Line 59; replace “hurtles” with “hurdles”  
Page 11, Line 32; replace “VanCoughnett” with “Deurloo Babcock”

**MOTION BY MEMBER VANCOUGHNETT TO ACCEPT AS AMENDED**  
**MOTION SECONDED BY MEMBER WHALEN**  
**MOTION CARRIED**  
**6-0-0**

Hollis Brookline Cooperative School Board – Public Hearing on Expendable Trust Fund . . . . . May 17, 2017

**MOTION BY MEMBER DEURLOO BABCOCK TO ACCEPT AS PRESENTED  
MOTION SECONDED BY MEMBER WHALEN  
MOTION CARRIED  
6-0-0**

Hollis Brookline Cooperative School Board – Public Hearing on March 21, 2017 Election Results . . . . May 17, 2017

*The following amendments were offered:*

Page 1, Lines 36-37; amend the sentence to read: “Chairman Brown commented the Public Hearing was necessitated as a result of having to reschedule the elections to March 21, 2017 due to inclement weather.”

Page 1, Line 43; delete “March 21, 2017”

**MOTION BY MEMBER VANCOUGHNETT TO ACCEPT AS AMENDED  
MOTION SECONDED BY MEMBER WHALEN  
MOTION CARRIED  
6-0-0**

NOMINATIONS/RESIGNATIONS/CORRESPONDENCE

Superintendent Corey informed the Board of receipt of a letter of resignation from Amanda Coffey, Case Manager/Special Education Teacher, Hollis Brookline High School (HBHS). In her letter, Ms. Coffey states she was recently offered a new opportunity as a Case Manager/Special Education Teacher at an elementary school, and has decided to accept that offer. Her last date of employment was identified as June 30, 2017.

**MOTION BY MEMBER DEURLOO BABCOCK TO ACCEPT THE RESIGNATION OF AMANDA COFFEY FROM THE POSITION OF CASE MANAGER/SPECIAL EDUCATION TEACHER AT THE HOLLIS BROOKLINE HIGH SCHOOL, WITH AN EFFECTIVE DATE OF JUNE 30, 2017  
MOTION SECONDED BY MEMBER WHALEN  
MOTION CARRIED  
6-0-0**

A letter was received from Maryanne Rotelli, which states in part: “After much heartfelt thought, I have decided it is time to make a career move, and I regret to inform you that I will not be returning to my position as Science Teacher at Hollis Brookline in the fall. I will complete the 16/17 school year, which expires on June 30, 2017.” She goes on to state, to the best of her ability, will assist with classroom, curriculum, and planning preparations within the Science Department.

**MOTION BY MEMBER ADAMS TO ACCEPT, WITH REGRET, THE RESIGNATION OF MARYANNE ROTELLI FROM THE POSITION OF SCIENCE TEACHER AT THE HOLLIS BROOKLINE HIGH SCHOOL WITH AN EFFECTIVE DATE OF JUNE 30, 2017  
MOTION SECONDED BY MEMBER DEURLOO BABCOCK  
MOTION CARRIED  
6-0-0**

Superintendent Corey informed the Board of receipt of a letter of resignation from Tim Kelley. In his letter, he states: “This letter is to inform you of my decision to resign my part-time teaching position at the Hollis Brookline High School effective at the conclusion of this current school year. I apologize that I have come to this decision at such a late date. This decision was not an easy one as it is made due to personal reasons of which you are aware.” He goes on to state in 2005 the School Board gave him the opportunity to serve as Principal of this wonderful High School. “It was an exciting time to return to my home district and to watch the school excel receiving national recognition culminating in being named a Blue Ribbon School of Excellence by the Department of Education in 2010.” In 2010 the School Board gave him the opportunity to continue his teaching career at the Hollis Brookline High School. Mr. Kelley commented the Mathematics and Computer Science classes have been some of the most rewarding he has experienced in his 42 years in education.

**MOTION BY MEMBER ADAMS TO ACCEPT, WITH GREATEST REGRET AND APPRECIATION FOR HIS YEARS OF SERVICE, THE RESIGNATION OF TIM KELLY FROM THE PART-TIME POSITION OF MATH TEACHER AT THE HOLLIS BROOKLINE HIGH SCHOOL, WITH AN EFFECTIVE DATE OF JUNE 30, 2017**

**MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

ON THE QUESTION

Chairman Brown commented on the tremendous impact Mr. Kelley has made on the school.

**MOTION CARRIED**

**6-0-0**

Superintendent Corey informed the Board of his nomination of Jamie Johansen for the position of Social Studies Teacher for the Hollis Brookline High School. Ms. Johansen comes to the District with a BA in History and BS in Social Studies Education from Boston University, and would come in at Bachelors, Step 2, and a salary of \$40,031.

**MOTION BY MEMBER DEURLOO BABCOCK TO ACCEPT THE SUPERINTENDENT'S NOMINATION OF JAMIE JOHANSEN FOR THE POSITION OF SOCIAL STUDIES TEACHER AT THE HOLLIS BROOKLINE HIGH SCHOOL AT A BACHELORS, STEP 2 AND A SALARY OF FORTY THOUSAND THIRTY ONE DOLLARS (\$40,031)**

**MOTION SECONDED BY MEMBER WHALEN**

**MOTION CARRIED**

**6-0-0**

Superintendent Corey informed the Board of his nomination of Gregory O'Brien for the position of Social Studies Teacher at the Hollis Brookline High School. Mr. O'Brien comes to the District with a BA and MA from the State University of New York and his Masters of Education from the Southern New Hampshire University. Mr. O'Brien would be at a Masters +30, Step 13, and a salary of \$67,689.

**MOTION BY MEMBER DEURLOO BABCOCK TO ACCEPT THE SUPERINTENDENT'S NOMINATION OF GREGORY O'BRIEN FOR THE POSITION OF SOCIAL STUDIES TEACHER AT THE HOLLIS BROOKLINE HIGH SCHOOL AT A MASTERS +30, STEP 13 AND A SALARY OF SIXTY SEVEN THOUSAND SIX HUNDRED EIGHTY NINE DOLLARS (\$67,689)**

**MOTION SECONDED BY MEMBER WHALEN**

ON THE QUESTION

Mr. Adams questioned if Mr. O'Brien's is retired from another state. Superintendent Corey stated he has his Masters +30 credits, not 30 years.

**MOTION CARRIED**

**6-0-0**

Superintendent Corey informed the Board of his nomination of Meagan Cleary. Ms. Cleary would join the District as a Science Teacher for Chemistry at the Hollis Brookline High School. She has her BA from Keene State, and would come in at Bachelors, Step 1, and a salary of \$39,382.

**MOTION BY MEMBER VANCOUGHNETT TO ACCEPT THE SUPERINTENDENT'S NOMINATION OF MEAGAN CLEARY FOR THE POSITION OF SCIENCE TEACHER AT THE HOLLIS BROOKLINE HIGH SCHOOL AT A BACHELORS, STEP 1 AND A SALARY OF THIRTY NINE THOUSAND THREE HUNDRED AND EIGHTY TWO DOLLARS (\$39,382)**

ON THE QUESTION

When asked, Superintendent Corey stated Ms. Cleary did her student teaching in MA.

**MOTION SECONDED BY MEMBER WHALEN**

**MOTION CARRIED**

**6-0-0**

Superintendent Corey informed the Board of his nomination of Kristen Turcotte for the position of Guidance Counselor at the Hollis Brookline Middle School. She has her BA from St. Anselm College and her Masters of Education from the University of New Hampshire. She would come in at a Masters +15, Step 12, and a salary of \$63,494.

**MOTION BY MEMBER VANCOUGHNETT TO ACCEPT THE SUPERINTENDENT'S NOMINATION OF KRISTEN TURCOTTE FOR THE POSITION OF GUIDANCE COUNSELOR AT THE HOLLIS BROOKLINE MIDDLE SCHOOL AT A MASTERS +15, STEP 12 AND A SALARY OF SIXTY THREE THOUSAND FOUR HUNDRED NINETY FOUR DOLLARS (\$63,494)**

**MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

**MOTION CARRIED**

**6-0-0**

Superintendent Corey informed the Board of his nomination of Melissa Joyce for the position of School Psychologist at the Hollis Brookline Middle School. She has her BA from Massachusetts State University and her Masters in Education and Certificate of Advanced Graduate Studies from Rivier University. She would come in at a Masters +30, Step 2, and a salary of \$48,900.

**MOTION BY MEMBER VANCOUGHNETT TO ACCEPT THE SUPERINTENDENT'S NOMINATION OF MELISSA JOYCE FOR THE POSITION OF SCHOOL PSYCHOLOGIST AT THE HOLLIS BROOKLINE MIDDLE SCHOOL AT A MASTERS +30, STEP 2, AND A SALARY OF FORTY EIGHT THOUSAND NINE HUNDRED DOLLARS (\$48,900)**

**MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

ON THE QUESTION

Mr. Solon questioned if the position is new as a direct employee of the District. Principal Thompson responded it is. Superintendent Corey spoke of the change that occurred in reducing the position of Case Manager at the Middle School and the addition of the position of School Psychologist. From a position of FTEs, there is no change.

**MOTION CARRIED**

**6-0-0**

Superintendent Corey informed the Board of his nomination of Lorna Spargo for the position of Computer and Math Teacher at the Hollis Brookline High School. She has her BS from Rivier College (1983) and her Masters from the University of Phoenix. She would come in at a Masters +30, Step 10, and a salary of \$61,944.

**MOTION BY MEMBER VANCOUGHNETT TO ACCEPT THE SUPERINTENDENT'S NOMINATION OF LORNA SPARGO FOR THE POSITION OF COMPUTER AND MATH TEACHER AT THE HOLLIS BROOKLINE HIGH SCHOOL AT A MASTERS +30, STEP 10, AND A SALARY OF SIXTY ONE THOUSAND NINE HUNDRED FORTY FOUR DOLLARS (\$61,944)**

**MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

**MOTION CARRIED**

**6-0-0**

Superintendent Corey informed the Board of his nomination of Camille Carson for the position of Science Teacher at the Hollis Brookline High School. Ms. Carson comes to the District with her BS from Boston College and her Masters in Education from Rivier College. She would come in at a Masters, Step 2, and a salary of \$45,648.

**MOTION BY MEMBER VANCOUGHNETT TO ACCEPT THE SUPERINTENDENT'S NOMINATION OF CAMILLE CARSON FOR THE POSITION OF SCIENCE TEACHER AT THE HOLLIS BROOKLINE HIGH SCHOOL AT A MASTERS, STEP 2, AND A SALARY OF FORTY FIVE THOUSAND SIX HUNDRED AND FORTY EIGHT DOLLARS (\$45,648)**

**MOTION SECONDED BY MEMBER ADAMS**

**MOTION CARRIED**

**6-0-0**

Superintendent Corey informed the Board of his receipt of a letter from Chuck Stohl, President, Hollis Educational Support Staff (HESSA) stating he and his team are available during the summer months should the Board wish to begin negotiations at that time.

Mr. Solon questioned the financial impact of the resignations and hiring of new employees. Superintendent Corey stated his belief the overall financial impact is a reduction. He commended Principals Barnes and Thompson for their work in determining the need(s) within the individual departments, e.g. there is a first year teacher coming in; however, it is believed existing staff within the department will serve well as mentors to assist that individual whose skillset is

impressive. In other departments where individuals are being sought to potentially teach AP classes, etc., they were able to secure services of veteran staff from other districts.

When asked, Superintendent Corey noted open positions consist of the Case Manager position (interviews in place), a half-time Guidance position at the High School, and an English position. He informed the Board an offer for the position of Athletic Trainer, which has been extended and accepted. That position is expected to be filled in the coming weeks.

### PUBLIC INPUT

Maryanne Shanley, 7 Buttonwood Drive, Hollis

Stated she is in favor of the coding/computer gaming course being considered by the Board. She commented although this is all around them, kids seem a little hesitant to take things into their own hands, and say maybe I can do something about this. Just to get them feeling like why not, what have I got to lose, I will just write a little bit of code and see what happens; to feel that empowerment she believes will really help students in whatever path they choose.

### PRINCIPALS' REPORTS

- End-of-Year Presentation - Principal Barnes and Principal Thompson

Rick Barnes, Principal, Hollis Brookline High School, noted the presentation was included with the Board's [agenda](#) packet. The year-end review focuses on work done with Professional Learning Communities (PLCs), curriculum and climate & community. The presentation also covers 2017-2018 goals.

Principal Barnes remarked they had a great year with curriculum at the High School. Work continues on issues involving NEASC. There remains a large number of students bringing their own devices to school; approx. 525 devices at any given time accessing wireless networks (staff and students).

Principal Barnes spoke of the 4Cs Rubrics, which is the 21<sup>st</sup> Century language and pedagogy they have been embedding in curriculum all along. They are starting to migrate away from 21<sup>st</sup> Century as the District is well into it now. At this point, it is best practices that are available. Teachers continue to push the envelope in all areas. They are excited about progress being made in that regard.

One of the requests from NEASC was to look at Advisory and CAV Block. They were very impressed with CAV Block. One of their strands is to create something like an Advisory or CAV Block of all of the requests or recommendations within NEASC. That is one he believes they will push back on a little bit. Advisory is something he believes to be important in some districts. In ours, particularly at the High School, they are having a lot of success in certain areas, and he does not see fitting in an Advisory being a cost effective measure as the students, on a whole, are pretty well connected.

They have had great success with new courses, e.g., AP World, Human Geography, Project lead the Way, etc. With the Running Start Algebra II, 30 students registered with the NCC. For Intro. To Engineering Design 25 students registered through NHTI and an additional 10 students registered with NHTI through Principals of Engineering. In terms of the NHTI courses, all of the students have passed. Since 2014, 128 students have received credit through NCC in College Comp. and World Lit. If you do that on a cost basis in terms of average in-state tuition, it comes out to just under \$100,000 in terms of courses. That represents a significant savings the high school is able to provide to the taxpayer, and it raises the quality of education as well. Principal Barnes remarked the Math Department was at SNHU earlier in the day to become qualified as adjunct faculty as all of the senior math courses will be dual enrollment.

Principal Barnes stated there are about 77 New Hampshire Scholars, and for the first time in a long time the school had 4 finalists National Merit.

He spoke of being pleased with the progress of the PLC model, and commented on the Critical Friends Protocol, which is a certain way of looking at work. He remarked teachers who are new to the building or the field have really been mentored along with veteran teachers, and, after 7 years into it, they are really pleased with the results. That is evidenced by SAT scores. Critical Reading scores continue to go up. Math scores held strong.

Principal Thompson remarked, at the Middle School it has been a busy year for curriculum. When Assistant Superintendent Bergskaug came on board she began a steering committee to look at math and science K-12 to ensure the continuity of the curriculum and look at filling in any gaps that may exist. The fruits of that work is being seen with changes that they are beginning to make next year including changes to the 8<sup>th</sup> grade accelerated math program.

It was also a very busy year when looking at the STEM curriculum in a variety of subject areas. In math, they developed a partnership with the Portsmouth Naval Shipyard, and engaged in a project called Seaperch where students built underwater motorized vehicles. The school has built a greenhouse. In the computer programming class they are seeing a lot more programming, coding, etc. It was a class where traditionally students did their State required ICT portfolio. Now they have really moved a lot of that work out, and are doing a lot more coding and programming.

A lot of results are being seen from the new model with PLCs where there is a lot of interdisciplinary work going on in English, History, Music, and PE this year.

Principal Thompson highlighted the continued development of reading interventions; Read 180 and System 44. The struggling readers are making tremendous growth. Students that are substantially below grade level are being brought to and in some cases above grade level. From a budgetary standpoint, these were students for whom the District was bringing intensive reading interventions into the school through contractors at a substantial cost. This is now able to be done in-house through the District's own reading program. The program is very popular with the students.

This year the PLC model was changed; the Middle School began using the same model as the High School. It has had tremendous benefit first and foremost to the students who now are able to sleep late, eat breakfast, get physical activity or just come in and socialize with friends. He spoke of the tremendous amount of positive feedback received from parents, students, and teachers. It also frees teachers up; because it is no longer done during the school day they can now provide interventions for students, and they have uninterrupted time on Friday morning for the PLCs. Tremendous results are being seen with the collaboration and some of the data coming out of their PLCs.

Principal Barnes spoke of climate and community. A slide was shown that depicted items such as the new scoreboard. The field continues to receive upgrades and looks better and better each year. Consideration is being given to the installation of solar panels as a means of reducing costs. Principal Barnes spoke of the increase in community engagement with the elementary schools, e.g., the Red Cross Club has gone down to the elementary schools in both Brookline and Hollis. Robotics had a tremendous year that culminated in the world championships. They continue to take students all over the world, and those trips continue to be enormously popular and ever increasing.

Mr. Thompson remarked at the Middle School they continue to see a significant improvement for students identified as being habitually absent. In August, he informed the Board there were approx. 30 students that had missed more than 10% of the school year. He reported 50% of those students improved their attendance and went under the 10%. Developing interventions for students that exhibit absentee issues will continue to be a goal going forward.

Work continues in the development of the HBMS social media presence. Being able to broadcast what is happening in the classrooms to the parents/community is something they have put a lot of time and effort into.

Principal Thompson spoke of the safety and security team that was put in place this year, which has resulted in a lot of the policies and procedures being re-examined. It is a very active committee in the school that includes participation by both the police and fire departments.

Principal Thompson spoke of being proud of the work the U-Knighted for All Anti-Bullying Club has done this year; random acts of kindness, facilitated staff meetings, and have really improved the culture of the building and brought a lot of awareness to issues students face every day.

Principal Thompson spoke of the various community events students participated in, e.g., attended the New Hampshire Youth Opioids Summit (9,000 public school students attended), 7<sup>th</sup> grade students went to NCC to explore technical/vocational programs, middle and high school students attended the New Hampshire Recycling Conference.

Principal Barnes spoke of having had the 8<sup>th</sup> grade students come to the high school to participate in the Change the Direction Assembly, which was the campaign for mental health awareness. There are a number of clubs that students are participating in (7-12), e.g., mountain biking, green group.

The following goals were identified for the 2017-20178 school year:

#### HBHS

- The Core Values Committee will continue developing a proposal for approval addressing how the “Five I’s” will be measured at the high school.

Amanda Zeller, Assistant Principal, HBHS, stated they are still in the development phases of how they will look at this and the student experience. The focus is very much on asking students to pull something from their own interest/passion that ties into some experience they have had at the high school and to demonstrate these five core values (Five Is). They are trying to think in an inclusive model for something they can pull that they did at school already and expand/dig deeper and demonstrate. They are really focused on how they can take a moment and demonstrate their individual experience as a student. Right now they are coming up with ideas as to what that demonstration/presentation piece looks like. In the future, they will have to think about how the staff is involved, but they are very much focused on creating a mentoring relationship for some of the seniors for that opportunity. They want the seniors to be able to choose the staff member to whom they connect. They will be doing some summer work on that.

There is a group that is working on this that has been a bit large. It has pulled into some core members, and next year they will target involving all of the content at the high school to ensure all of the areas are represented in this group so that it doesn't become a humanities thing or a science project, etc.

- Create and implement a formal BYOD building procedure and decide whether it should include a requirement that students bring a device to school.
- Participate in SAU wide committee (if formed) to review best practices in use at the COOP to include but not be limited to current scheduling model and instructional practices to determine whether our current model is best suited to meet the needs of all students.
- Collect and review data regarding the implementation of late start time and its impact on student achievement to determine next steps.

#### HBMS

- Implement a new special education model that meets the needs of individual learners.

Principal Thompson remarked the current model has a Case Manager on each team, special education students are assigned to a team, and that is your Case Manager. It is believed a better model to match the expertise/talents of the Case Manager with the student's disability. The Case Manager would loop with the student to 8<sup>th</sup> grade.

- Continue to work with the Hollis Police Department and Department of Homeland Security to improve security at HBMS.

The Department of Homeland Security awards grant funding to schools. In August, the next round of grants should be known. Work will occur with the School Resource Officer (SRO) to decide whether or not the grants would be a good fit for the school.

- Develop curriculum that supports the HBMS Greenhouse.

This is not just health or science; look to weave into all content areas.

- Revise math intervention model to provide additional supports to students.

Math intervention is still a work in progress. The school has been very fortunate to have Dot Ball come in and work with students.

- Revise 8th grade accelerated math curriculum to mirror HBHS Honors Algebra 1 Curriculum.

This is seen as another opportunity to be able to collaborate with the high school colleagues to ensure the experience students are having in an Honors Algebra I class at the HBMS would mirror that of a class being taught at the HBHS.

Mr. Solon questioned if the District could entertain a requirement for Bring your own device. He noted funding would have to be established to address financial need. Superintendent Corey stated his belief what the District is looking at is the volume of participation by the students, which continues to grow. He remarked more and more we are looking at the phone differently. As they continue to evolve the District wants to be able to move with them, but at the same time we would have to build in some sort of funding mechanism that would guarantee every student has access to some device.

Mr. Solon stated his support for establishing a good policy and practice; not just who can bring it in and how to use it, but how it gets integrated into curriculum, etc. His only concern is anything that approaches telling a student that they have to have a certain threshold level of technology to participate could potentially be somewhat discriminatory, and just the idea that that might be a point of stress for students and families. He would rather see a policy developed with less emphasis on it, see what is believed needed, and then determine what level of that is currently being met on a voluntary basis and how we would have to backfill it. Superintendent Corey and Principal Barnes stated agreement these are all things that need to be considered and discussed.

Ms. Deurloo Babcock requested clarification on the definition of Advisory, and why it is not important to have a formal advisory structure in the school. Principal Barnes responded it has taken on various forms over the years. When a lot of us were in school it was the homeroom concept where every student has a homeroom in high school and various tasks get carried out in that home room. That has kind of evolved in different schools in terms of what gets offered. The intent is wonderful; it is not necessarily an academic place for kids to connect with a staff member. You create that and build that in within your schedule. That is kind of what people would see CAV Block as if they weren't in the building. Students are assigned to CAV Blocks, but the CAV Blocks aren't necessarily run by advisories. There has been a lot of pushback. For some schools it is a big part of their school culture. As Principal here, he sees the vast majority of our students are connected in one way or another, and already have a strong connection with an adult whether it is a sports team, etc.

The other piece of it is we have an organization that is saying you will do an advisory. Some places go cookie cutter and put it in their schedule; that costs money. He stated his belief many of our families would say why are you making the students do this when they could take another course. There are elements of it that are important, but he thinks that is where there will be a lot of discussion with NEASC about what it is they really are looking for.

Ms. Deurloo Babcock remarked there is a portion of our student population that does not check in with Guidance Counselors at all over the course of a year. There is no formal check in. There are the middle of the road students that don't get a lot of face time with their Guidance Counselors, and they don't get a lot of guidance in terms of what they need for academics. She is of the belief that would be a nice place to have a person who is checking in on those pieces for those students. Other than that she understands why we would not want to dedicate a piece of time to that aspect.

Ms. Deurloo Babcock stated her understanding there is now a K-12 math steering committee, but the 8<sup>th</sup> grade middle school math, accelerated, etc. will need to be effectively communicated to families because there is a lot of frustration with not being able to get to Calculus for a good portion of students. That is expressed at PTA meetings, at parent meetings, at the grocery store, etc. She commented there are a lot of our students who can get to Calculus who might not be ready for algebra in 7<sup>th</sup> grade.

Chairman Brown spoke of the HBMS goal of revising the 8th grade accelerated math curriculum to mirror HBHS Honors Algebra 1 Curriculum. She noted we don't teach Honors Algebra I, and questioned what is meant by the goal. Assistant Superintendent Bergskaug stated we don't have accelerated Algebra anymore; you either go into Algebra or are going up to Algebra IA or IB. The intent is to ensure that the 8th grade students have more than Algebra I, Algebra IA, IB, and that they are on an accelerated track. We're taking the Algebra I curriculum and beefing it up so that it would be an accelerated Algebra if we offered that so that when they are at the end of the year if they are placed in accelerated Geometry they are truly the accelerated group and have been exposed to an accelerated type curriculum in 8<sup>th</sup> grade; they have learned all of the standards with great depth as opposed to moving through more quickly trying to cover some of 8th grade and some of Algebra together. We're kind of pushing 7<sup>th</sup> and 8<sup>th</sup> grade together and then really truly calling that 8<sup>th</sup> grade year a high school course. By completing that successfully they are now moving beyond a high school requirement so let's make sure that they have earned that and have learned all of those skills.

Chairman Brown questioned how what is intended for next year compares to what was done this year; was it that for the 7<sup>th</sup> graders if they were in compacted math we were doing 7<sup>th</sup> grade math plus part of 8<sup>th</sup>, but were never finishing Algebra 1. Assistant Superintendent Bergskaug stated that to be correct. She added when you are in your 8<sup>th</sup> grade year you are taking some of 8<sup>th</sup> grade and some of Algebra, skipping Algebra at the high school, jumping into Geometry, and never quite meeting all of the Algebra 1 standards putting a strain on the students when they are in Geometry with the expectation that they have already learned those skills that they were not exposed to. She does not believe the District realized that was happening until it became abundantly obvious that some students were consistently saying I really haven't had this, and going through all of the individual students that were in that position, which forced the conversation of how we could restructure this so that we are meeting the needs of all of our students. If it means that our accelerated group potentially is a smaller group then that is a direction we have to go in to ensure that if we are putting these students in accelerated Geometry they are going there with all of the skills and tools that they need.

Assistant Superintendent Bergskaug remarked this is not a quick fix. The steering committee will examine placement data as that is the mid-point; they have had 6 years, will have 6 more, what standards are those students excelling in, where are the gaps, what do we need to focus on, is it performance tasks, are the students really able to just whip out the facts but can't apply them, etc. She spent the day speaking with elementary teachers talking about the need to beef this up starting in Kindergarten. It will happen over time. Seventh grade math will morph over time. Eighth grade math is morphing next year. Math at the HBMS will likely go to three levels.

Chairman Brown remarked we know this has happened; we have to have students who are at the high school that might be missing some of these skills from Algebra 1. She questioned what is being done at the high school level now to help those students that may have now gotten themselves into an accelerated program, but may lack some of the foundational knowledge. Principal Barnes responded if the use of math CAV Block is any indicator, there probably is some teaching of some of those skills. He stated his belief a lot of students are utilizing that although he does not believe that is the solution. He believes it to be an issue that everyone has known has existed for a long time prior to some even being involved in their current positions. This is the first time, this year, where he sees a unified kind of Board, SAU, Middle School, High School in agreement saying yes we know this is an issue, we have heard it from the community in many different ways, and have seen it play out in classrooms, and we need to take time to address it. It is not something that can be fixed overnight. He stated he is pretty optimistic about what is to come.

Chairman Brown questioned if there is something else that can be done, e.g., after school/before school teacher assistance, etc. knowing that if we look back on the data there is a group of students that may have been missing something because of the way we structured our curriculum. Principal Barnes stated his opinion you would have to find some way to diagnose who has what at this point and then try to target. That is what they are trying to get to with the Response to Intervention because it is not just students who are struggling it is backfilling. There would need to be some way to target, e.g., here is a standardized test that you take. Teachers probably have a sense of what concepts are missing, and could probably test for those. Then CAV Block time could be used for that. Assistant Superintendent Bergskaug stated there are not random holes, there are just a couple of standards that are known from teaching Geometry students. Because of the way Geometry is taught, they are constantly weaving everything in. The students may not have come knowing it, but they have figured it out through the teaching of the Geometry teachers. There is no loss of Algebra there. For some there is additional learning of Algebra within Geometry.

Mr. Solon remarked when CAV Block was instituted 5 years ago it was actually introduced as a pilot program, and there was a condition in it that in two years we would report back on its success. When those 2 years came up the Board asked for a report and was told it was too soon, that you really need to give it 5 years to see the impact of it. That 5 years has passed. He stated his understanding there are three tiers of utilization of it. The Board was told it would see statistics that showed how many students were passing through it at each level, what the progress was, the progression from one tier to the next, is it having an impact. The Board did not want it to turn into a study hall. He stated his understanding there is definitely perceived benefits to having this unstructured time when students can work on other things. He stated the Board is due to look at CAV Block backward and say here is what our goals were when we set it up, here is what has been accomplished, is it doing what it was intended to do, and if it is great, if it is doing some valuable but something different we need to recognize that and build it in.

Assistant Principal Zeller commented there is a teacher who is working on a project for her own educational purposes, and she is studying those numbers. She has been asked to provide feedback as she goes through that process. Mr. Solon suggested the Board needs to have that information before the start of the next school year.

Ms. Deurloo Babcock commented it is not really a problem because we are clearly doing really well. It is about communicating, getting parents on board, and people understanding in the community as well as re-tweaking and getting as many of our students as possible to where they want to get. Clearly when looking at the math SAT scores and overall scores, we have been consistently doing well and above State average for quite a few years.

Stacey Plummer, Math Department Head/Teacher, stated the teachers in the math department at the high school recognize that any concepts that were not covered in the last few years' worth of this 8th grade Algebra class were at no fault of the students, and they do not have the expectation that those students are coming in on their own. They are welcome to come and see the teachers during CAV Block and after school. They are aware of who this group is, exactly who they are and what classes they are in, and they have made sure that they have embedded those concepts into their Geometry class, as they head to Algebra II, their Algebra II teachers are fully aware of where these students are at, and they have temporarily adapted the curriculum in each of the classes that they will be going through to accommodate those needs. That is not where they hope to be in the future; they would like to go back to having certain expectations when these students enter Geometry and be able to teach the Geometry program, Algebra II program and pre-Calculus program the way they were, but until they take care of that issue, they will ensure these students' needs are met within the classroom.

Vice Chairman VanCoughnett spoke of the large group of students that took classes through VLACS and other means over the previous summer, and questioned if it is known what the numbers might be for those students who will do the same this year and will end up at the high school at the next level. Principal Barnes stated he has not looked at the list for the Middle School as of yet, but that VLACS has exploded in popularity. He is of the belief it will likely be an increase over what it was last year. In 2014 when VLACS and online options started, they had around 51 students sign up for courses, and this year it is at 181 across the board. When it comes to signing off on math courses they are a little more judicious as they know most of the time it is not the same. Probably where it is used the most is Middle School into freshman year as a path for acceleration. Ms. Deurloo Babcock stated she would be interested in knowing whether those students that do the VLACS are prepared for the class that they are jumping to.

Ms. Levesque stated she has had feedback from 7<sup>th</sup> grade students regarding the level of math they are at. They may feel they are ready for something more advanced. She questioned how they determine what level to place students at, and if they are not at the level they feel they should be, how they get there. Principal Thompson replied 6<sup>th</sup> grade students take a math placement exam, which is used as one of the tools to assign a student to a 7<sup>th</sup> grade accelerated math course. Also looked at are standardized test scores, recommendations of teachers, work habits, grades, etc. There is a science that goes into them being assigned to their course. When students are assigned to that accelerated / compacted course that covers all of the 7<sup>th</sup> grade standards and half of the 8<sup>th</sup> grade standards. Within that course you will find several levels of differentiation where some students in that class are learning some pretty advanced mathematics. Every once in a while there will be a student entering into 7<sup>th</sup> grade who, on their own, has done VLACS or a similar program. Currently there is a 7<sup>th</sup> grade student who is taking an accelerated Geometry course through VLACS. He stated he would consider it an anomaly where students have completed Algebra in 7<sup>th</sup> grade and then in 8<sup>th</sup> grade they do a Geometry class either online or the school would work with the high school to have that instruction provided at the high school level. If there is a student who did not qualify for that compacted class, there are several opportunities offered for enrichment over the summer. There are pathways to that. At the end of the summer course the student can be re-tested. There is also an opportunity for students in the summer of 7<sup>th</sup> grade going into 8<sup>th</sup> grade to be able to do the same thing. Placement at the end of 6<sup>th</sup> grade is not the be all/end all for your track into or excluding Calculus in 12<sup>th</sup> grade.

Ms. Whalen thanked the Principals for the presentation and stated her opinion what was provided was a great synopsis of the year.

Chairman Brown spoke of having neglected to discuss, under communications, how the issue of AP French was resolved after the Board's last meeting.

Superintendent Corey stated after the last meeting he and Principal Barnes met, spoke with the Foreign Language Department, and decided to offer the three students the opportunity to take the AP French online for next year. They will use that as an opportunity to gather data to see if that is a way that we can deliver the service, if the students accept the online version. The only component they would add is they would schedule a period once a week where they would provide a stipend, based on the CBA, where a French Teacher would be available in case they were having trouble. It would be a limited number of times for interaction, but the students would have in-house support as well.

- Computer Science HBHS - Amanda Zeller and Stacey Plummer

Assistant Principal Zeller prefaced the remarks by stating neither she nor Ms. Plummer are subject matter experts in computer science, which speaks to the need to look at this seriously. As it was pointed out, our students are doing this stuff. What they find is an assumption that the students know what they are doing when they deal with the digital world, and that is not always the case. They are interested in it, but they don't have the curriculum and the basis to be very serious about that interest.

The vision is to build a Computer Science and Technology Program that offers opportunities for all students in an effort to prepare them for the evolving needs of a workforce that is increasingly driven by technology. She remarked if our goal is to have students who can go out and be part of the educational world and beyond we need to understand the needs that are out there, and one of them is an actual working knowledge of technology.

The popularity of the robotics program (and its focus on solid programming skills) shows the high interest level HBHS students have for programming. Robotics involves a lot of programming, and being in that classroom she can see that is what fascinates a lot of the students; how to build in the directions and the computer component of how to make these crafts do what you want them to do. We also know programming extends far beyond the field of robotics.

Our current computer science offerings are limited to Computer Science Principles (1 semester) and AP Computer Science (full year). The goal is to expand what were previously considered math resources to support the growth of a computer science program at HBHS. Right now it is a strange housing of computer science under math, and as Ms. Plummer keeps saying I don't know computer science, I know math, so to put it together under computer science has felt artificial. Because we have some people who can dual purpose, that is where it landed. We now have a chance to make it its own thing and to give it its own weight in our curriculum and course of studies.

Right now what we have is Tim Kelly, who we know is leaving. He taught AP Computer Science and Computer Science Principles plus some math courses. If we look at next year, all of his math courses have already been accounted for with current staff. A new hire was found who covers the AP computer science and computer science principals, but she can do more than that. Mark Illingworth had a role in computer science with his web design, but it really was more of an artistic/graphic focus. What they would like to do with the new hire is shift it more into the programming focus. It wouldn't lose the graphic aspect, but it would have more of a computer science focus on the programming aspect of web design. Mr. Inningworth primarily taught math. His web design would go to the new hire. He would still do some graphic arts, but he would really focus his time on the math course he teaches. The new hire would fall firmly in the computer science program. She would teach AP computer science Computer Science Principles, Web Design with programming focus and video game design. What that really is is a programming focus for how to create digital tools.

#### Past Next Year – Longer Term View

- Continue AP Computer Science (full year course)
- Continue Web Design (semester course)
- Continue Computer Science Principles (semester course)
- Add "Video Game Design" (semester course)
- Explore adding AP Computer Science Principles (the other AP Computer Science course offered by the College Board). *We want to explore whether or not this would be a good option for HBHS, but look forward to exploring that discussion with our new Computer Science teacher!*
- Explore other unlevleed Computer Science courses for all levels of students interested in the field.

#### Integration

- K-12:
  - Assistant Principal Zeller remarked the Administration would like conversations to begin with the elementary schools and Sue Hay and our new hire to further develop the K-12 Computer Science progression.

- Departmental:
  - The hope is that expanding our Computer Science program will allow it to stand alone, instead of being artificially held within the math or science department.

#### Student Experience Outside our Current Curriculum

- Since the 2013-2014 school year, students have taken seven different courses in computer science related fields such as Digital Arts, Computer Programming, Circuit Analysis, Coding and 3D Design, Coding, and 3D Game Design.
- Of these seven courses, five were taken in the 2016-2017 school year, which shows substantial increase over previous years.
- Predict double-digit interest going into next year, if students know courses are available, as awareness of educational opportunities offered outside our classroom curriculum/scheduling model increases and more students and parents feel that opportunities offered through VLACS are substantive educational experiences.

#### Potential Course Description Video Game Design

Explore programming methods and algorithms. Learn why Java is the vehicle for implementing computer based solutions to enhance dynamic web pages, modern day business problems and video game production. Class exercises will further develop your ability to problem solve and your understanding of creative uses of java applets and will focus on proper programming techniques that incorporate manipulating images, sounds and objects.

*Prerequisite: Successful completion of Algebra 1 or Algebra 1A.*

This version of the course is a full-year course and HBHS would (if approved) be offering Video Game Design as a one-semester course, so course objectives would have to be paired down.

#### Course Standards from the Computer Science Teachers Association K-12 Computer Science Standards:

##### **Basic Video Game Programming - 7 weeks**

- Declare and use variables.
- Use appropriate syntax to perform mathematical and logical computations.
- Understand the steps of basic program development.
- Define the flow of control through a program.
- Understand and use expressions to make program decisions that affect control flow.
- Use conditionals to control program flow.
- Use loops to control program flow.
- Define and use arrays.
- Explore arrays as a means of organizing, storing, manipulating, and managing complex data as well as solving problems.

##### **Intermediate Video Game Programming - 9 weeks**

- Design classes, comprised of variables and methods, which serve as blueprints for objects.
- Describe relationships between objects.
- Know the role of Java modifiers for accomplishing encapsulation.
- Declare, invoke and overload methods to accomplish to define object behavior.
- Know the components of the method declaration (modifiers, return type, name, parameter list, exceptions, and body) and the method signature (identifier and parameter list).
- Explore scope and method modularization.
- Understand that the Java standard class library provides predefined classes.
- Use the String class/object to manipulate strings.
- Create objects and use object reference variables.
- Explore the interfaces provided by the Java class standard library and the 4GL library.
- Explore the Java API and the 4GL API.

##### **Computer Science Principles and/or APCS.**

- Demonstrate legal and ethical responsibility.
- Know relationships between hardware and software.
- Identify principle hardware and network components and their roles.

- Understand relationships between high level machine language and steps involved in program compilation and execution.
- Use appropriate technology terminology to identify hardware and software components.
- Describe machine-level, low-level, and high-level languages.

Assistant Principal Zeller commented our students should be exposed to this; imagine if instead of meeting this on their own in some random thing that they find online, we build it into our curriculum with a very capable instructor, and how this can pull in a new group of students to be participating in our school community instead of thinking that their curriculum and their passion is something that we don't offer here.

Mr. Adams questioned where the District is starting to offer more computer programming focus. Assistant Superintendent Bergskaug responded the Administration has taken a look at what some students are exposed to K-6 and what all students are exposed to. They are coding in a very different version, but they are beginning to experience coding in Kindergarten now. The Middle School really needs to redefine what that looks like. Given that we are moving in this direction, it makes a whole lot of sense to have someone with a high level of knowledge of the overall progression to ensure we are making the appropriate choices along the way to progress to where we need to be. It is not that we are here and working backwards or that we are assuming, we know what we are doing, we just want to sort of check ourselves and make sure it is an appropriate progression.

Mr. Adams commented some of the variable should be understood through math, etc. They can get probably about half of it from 5<sup>th</sup> to 6<sup>th</sup> grade and understand it before they even get into a program like this. He stated a desire to see a much more developed program. He would like to see it developed into the engineering side as well. The generalities are still there as far as programming goes. He stated his point to be that a lot more could be done and he would like to see it done a lot earlier. He remarked that we manage to take a resource and repurpose it towards this program is a win/win.

Ms. Levesque commented her daughter told her last week that she has been using a computer since she was in 3<sup>rd</sup> grade. However, she doesn't understand to this level what is being taught. What is proposed is teaching how to formally program. She stated her opinion it is a great program and she would not want to see it over done so that it is to the point where students won't be successful. You want them to be successful and then to build on it.

Ms. Levesque commented on the Algebra prerequisite asking if all students take Algebra, and was informed they do eventually. She questioned if legal and ethical responsibility would include bullying, etc. and was informed it would. Mr. Solon did not agree stating that is something that needs to be taught to all students not just kids who have a computer science interest. Ms. Levesque stated agreement, however remarked it is important to stress things like that. Assistant Principal Zeller stated the framework for that is there, which is just because we have the tools doesn't mean the students know how to use it well.

Mr. Solon stated he is supportive of the effort. He commented he believes two different approaches have been captured to what he calls Computer Literacy and Computer Science. For him, Computer Science is preparing someone to become an intense student of some aspect of computer work. If the focus is to develop a program for students who want to study computers as a career path or a post-secondary education that is a little different than trying to imbue a certain level of computer literacy across a broad section of the student body. It may be that the desire is to do both, but he is of the belief there are separate tasks and separate curricula. In particular, with a computer science side, having talked to students who are currently pursuing that in college and knowing people who teach that, some of the things that they fundamentally say is the math that they need to know is logic. A computer doesn't do anything but addition and subtraction. The amount of math that can be used to get into high school is more than enough math to do anything that is required in almost all of computer science unless they are programming to do engineering work, etc. The logic part of it does not come in naturally into much of the early curriculum. That is something where if we can engrain that in early it would be beneficial.

The other aspect is database management. When speaking with people about what would need to be known if wanting to be prepared to go into a college level/entry level CS major, what was stated was a programming language, e.g., JAVA, Python, understanding logic; how to think that way, and understanding database. The other one that was pointed out quite frequently was HTML.

Mr. Solon remarked he likes the idea that they are trying to make the course appealing by calling it game design, but that is not fooling the students, and he thinks it runs the risk of getting pushback from the community by the title. He expressed concern the attempt to sell the course would end up making the community wonder what it is.

DISCUSSION

- Revenue and Expense Report

Linda Sherwood, Assistant Business Administrator, noted the two significant differences since the May 8<sup>th</sup> report to be; encumbrances have decreased by approx. \$190,000 largely because of two things: special education (more accurate depiction approaching end of year) and stipend for professional development (\$3,000/staff member), which has been reduced by approx. \$30,000. Under revenue, she and the Business Administrator determined the food service sales line could be decreased by \$20,000 based on current food service sales. The bottom line is the fund balance to reduce taxes is believed to be approx. \$418,077 (as of 6-12-17). When last reported, that total was \$283,641. When asked, Ms. Sherwood stated encumbrances could still change.

Ms. Levesque questioned how the fund balance to reduce taxes works. Superintendent Corey explained the unreserved fund balance is projected to be \$857,253. During the Annual Meeting, voters approved a contingency amount of \$100,000, allocations to the Athletic Trust Fund of \$67,000, the Maintenance Trust Fund of \$20,000, the new Special Education Trust of \$100,000 and the fund balance that is carried over from year to year of \$141,762. Those amounts are reduced from the \$857,253 resulting in a balance of \$428,491. From that the \$10,414 for the Phase 2 purchases are reduced. The resulting balance, once finalized through the auditing process, becomes revenue to offset next year's tax bills. Based on the proportionate formula, the appropriate amount would be attributed to each Town; those would be dollars that would not have to be raised through taxes.

Superintendent Corey explained were there not sufficient funds at year end to fund the full amount of each of the allocations voted on at the Annual Meeting, the items would be funded in the order in which they appeared on the Warrant.

- CBA Stipend Table - Updates based on appropriations approved during the budget process

The following stipends were approved during the FY18 budget process and are now ready to be approved by the COOP School Board, and added to the stipend table per Article 8.4.8 of the HEA collective bargaining agreement:

Middle School

**Tier 1 - \$400**

Field Hockey Coach

**Tier 2 - \$600**

Unknighted (second stipend)

**Tier 2 - \$600 to Tier 3 - \$1,000**

Summer Art Enrichment Club

**Tier 2 - \$600 to Tier 5 - \$2,700**

Robotics Advisor

**Tier 4 - \$2,350**

Soccer (2)

Garden Club Advisor

Summer Math Coach

High School

**Tier 3 - \$900**

Unified Sports-Soccer Asst. Coach

Unified Sports-Basketball Asst. Coach

Unified Sports-Track Asst. Coach

**Tier 5 - \$1,600**

Unified Sports-Soccer Coach

**Tier 7 - \$2,700**

Spring Track-Assoc. Coach

Superintendent Corey noted the Unified Sports at the High School was grant funded for the first number of years. It is no longer eligible for a grant. Those are coming onto the stipend table. The District had been budgeting for an Assistant Boys and Assistant Girls Track Coach for a number of years, and had not been able to fill the positions. Both he and the Athletic Director are becoming concerned because the numbers on the track teams are going up significantly (between 70-80 students with only 2 coaches). What was decided was to combine the positions and increase the stipend to see if we could attract a third person and reduce that ratio down to about 25 students/coach.

Mr. Solon commented he did not recall discussing the movement in the HBMS from Tier 2 to Tier 5 for the Robotics Advisor. He questioned at what dollar amount Board authorization is required. Moving from Tier 2 to Tier 3 requires Board approval. Superintendent Corey stated the changes could be brought back before the Board in July. It went through the budget process and an explanation of the number of hours/changes was provided, etc. Mr. Solon stated the need for a formal vote to make the changes. Any new positions or new positions on the table have to be approved.

Superintendent Corey stated they would be brought back before the Board at a future meeting.

- Update regarding the recommendation by the Facilities Committee - Assistant Superintendent Bergskaug

Assistant Superintendent Bergskaug stated after the May meeting, with the approval of the funds, three architectural firms were interviewed. The committee reached a unanimous decision on a particular firm with a request for the proposal to include a structural engineer. The work would include all of the engineering pieces of understanding everything from electrical, structural, as well as assisting with public forums, design, and ensuring the District is fully prepared for bringing forth a strong proposal for March. The revised proposal has been received. The estimated total is \$25,000. The amount of funds encumbered was \$27,500.

Were the desire to consider a different location, additional costs would be incurred based on the need for test pits to determine depth of ledge, wetland delineation, etc. Superintendent Corey stated he does not see any reason to consider an alternate location.

Mr. Solon questioned what is believed to be the timing of deliverables, and was informed the work is anticipated to be completed in this calendar year. He questioned if a specific timetable has been provided for the project to be shovel ready, and was informed the impression provided was that the work could be done over the following summer break (18-19). The focus of the conversation was in getting a plan and having it ready to be presented before March so that it would be ready in time for budget discussion, public hearings, etc. All three companies considered were of the opinion that work could be completed, if staying with the basic scope of the plan, over the period of a summer break.

Mr. Solon questioned at what stage private donors could be approached; specifically could funds be accepted prior to March meeting. It was stated that could occur. He stated his belief if the Board were to propose something in March for a project that could be ready for the following school year, the only way that is going to happen is if they go to a meeting with money in hand. He questioned the length of time needed to get those private dollars in place, e.g., is it realistic to have that aspect in place in time for a March meeting. Superintendent Corey stated his belief there would be a willingness for people to step up and pledge support, and wait to see what happens at the March meeting.

Mr. Solon commented the Board has received emails that there is starting to be a groundswell of potential opposition to this activity and the spending of the money on this study with the possibility that this is now going to come up for a bond. If it is believed this is something that could be funded without significant taxpayer burden there is hope. However, if having to wait until well within the process before being able to legitimately make such a claim, he believes it would be a catalyst for a growing swell of vocal disapproval if not majority disapproval. It would be nice if the Board could say they are looking at this project as a trigger point for a predominantly privately funded activity. Chairman Brown remarked she has only heard from one person in opposition. Even if assumed that is the singular voice of many, the Board has heard many people in the community indicating they would like to see robotics moved back into the building, and we are in sore need of athletic facilities; mainly a rectangular field, and that they would support that.

Mr. Solon commented it was brought up at the Brookline Selectman meeting that there is a rumor of the schools coming forth for a big bond, and we can't do anything about that here, but you need to be ready for that. In Brookline people are actually starting to build momentum on something based on false information.

Mr. Adams suggested the sooner the dollars and the funding mechanisms are out there the clearer the picture will be for people.

#### DELIBERATIONS

- To see what action the Board will take regarding the field trip request submitted by HBHS

Principal Barnes spoke of the request for a trip to Quebec in May of 2018.

**MOTION BY MEMBER VANCOUGHNETT TO APPROVE THE REQUEST FOR THE TRIP TO QUEBEC CITY AND MONTREAL, CANADA SCHEDULED FOR FRIDAY, MAY 25, 2018 TO MONDAY, MAY 28, 2018**  
**MOTION SECONDED BY MEMBER LEVESQUE**

ON THE QUESTION

When asked if the dates would conflict with prom, Principal Barnes stated he does not believe a date has been set. When asked if there is a fund to support students wishing to attend, but having a financial hardship, Principal Barnes spoke of the 10% fund the Student Council raises, which is used for identified financial need.

**MOTION CARRIED**

**7-0-0**

- To see what action the Board will take regarding the recommendation by the Facilities Committee

**MOTION BY MEMBER SOLON TO AUTHORIZE THE SUPERINTENDENT TO ENTER INTO A CONTRACT, IN AN AMOUNT UP TO TWENTY FIVE THOUSAND DOLLARS (\$25,000), WITH BANWELL ARCHITECTS, LEBANON, NH TO DEVELOP PLANS FOR FIELD AND HIGH SCHOOL FACILITIES UPGRADES. THE BOARD AUTHORIZED THE ENCUMBRANCE OF \$27,500 FROM THE FY17 UNEXPENDED FUND BALANCE AT ITS MAY 17, 2017 MEETING MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

ON THE QUESTION

Mr. Solon requested any Board member planning on voting in opposition speak to that so that their opinions/concerns could be considered by the Board prior to the vote.

Mr. Adams stated the Board has already voted to encumber an amount to cover the cost. With regard to the firm, he would defer to the committee. Mr. Solon remarked it has been voiced, and there may be others thinking along the same lines; are we spending money for something that has the proverbial snowball's chance or do we legitimately believe that we can put together a proposal that has the emotional support as well as the financial support to make it happen. He stated his concern is somewhat associated with timing; it is a lot to try to do for the next March meeting.

Chairman Brown stated her belief this Board learned something five years ago when an attempt was made to put a bond through. That public outreach effort was undertaken over a period of time far less than 6 months. There is really no surprise that the District is still in need of the athletic field. Mr. Solon stated he is concerned more with the issue of having both athletic fields and building expansion.

Mr. Adams commented the question is whether to present it as a single project; are we accepting donations separately for the field or robotics expansion, etc. Chairman Brown stated she did not believe the Board had to make a decision on that until the information is in hand. Then it partly depends on what is heard from donors. She added it probably would not be a bad idea if they could be split as she believes there are those that would support the robotics piece that might not support the fields and vice versa. She stated the question before the Board to be whether or not you feel comfortable hiring this architectural firm in order to get the study that is needed in order to go forward.

When asked about the shelf life of the study, Superintendent Corey spoke of the previous study for the fields, and the fact this firm is able to re-use that study. He does not believe the study goes away. Even if a future Board looked to a different firm, they would go back to the data that would be collected. He added it is the right area of the building to be looked at, and there would be a plan that could be implemented when the community is ready.

Ms. Whalen commented the reason this work is being undertaken is because the community has come forward and asked a number of times to bring robotics back in. We need more space in the school in general for so many other things, and this was a chance to take space we already have and reconfigure it. The fields is an issue that is heard time and time again. Now we have this whole computer science program being pushed forward, STEM information, etc. To her it all fits in and is perfect timing. She believes it makes sense now more than in the past. She stated her belief there is strong community support, there is the need to control the message, there will be donors large and small, and that the community is behind this. She remarked it is different than what was proposed previously. This is reconfiguration; utilizing space we already have. She commented it would be inappropriate to keep the space and not use it properly.

Ms. Deurloo Babcock commented, for her, part of what is proposed is relative to the investment. Good fiscal planning requires actual planning. In order to have a plan we need to hire someone. We have to invest in planning, and we have a community that will respond to a plan more than an idea.

Ms. Levesque questioned if there is a way to utilize the first dollars donated to cover the cost of the architectural study. Chairman Brown stated the resources are available in the budget, the monies have been encumbered. She does not believe that would be a message that would deliver well to the donors. What we would like to be able to say to the potential donors is this is the plan, we have vetted it, we've got the structural people who have approved the vision, this is what it will cost, and these are the dollars needed for the field and the dollars needed for the renovations inside the high school that will allow for bringing robotics back in. She stated her belief all of that has to be in place in order to get donors. They need to feel we are a group and the Administration is a group that can organize this, drive it, and deliver it.

Mr. Solon stated he does not believe there are strong objections to the spending of this amount of money period. The objections he has heard voiced is spending this money on something that can never get approved is fiscally irresponsible. Chairman Brown stated she is not sure the Board is willing to buy into the idea that this could never be approved. The proposed project is very different from the last time a bond was proposed, this is going to be less money, will have a private donation component, and the Board will be able to get out in front of it well before the March meeting to inform the voters.

Ms. Deurloo Babcock commented they have already attempted getting more people involved in the process from the very beginning; the Facilities Committee has been made up of not just staff members but community members in robotics and athletics.

Mr. Solon commented he wants all sides within this Board, at a minimum, to be on the table now. He would not want someone having strong objection not saying anything today and then holding that card back. He stated he values the opinions of all Board members, and if there is a member or members who do not support the project he would like to hear the objections for his own benefit as well as for the community's benefit.

Chairman Brown questioned if any member of the Board felt that regardless of whether there is private support, the Board would never be able to get the project passed by the voters.

Mr. Solon stated he does not believe it would pass without private support, but that does not mean that he believes the Board should not have the plan. Mr. Adams stated if there isn't significant private investment in this he personally will vigorously oppose it because of the impact on the tax base. When asked, he stated by significant he means probably 2/3 of the cost. He noted he has no idea what the actual cost would be. Mr. Solon commented the Board has talked about if going with a turf athletic field, scaled it back, and did not have the stadium at the onset, it would be in the range of \$1.2 million. He thought the order of magnitude for the work on the building was going to be somewhere around \$1 million. Ms. Whalen commented she did not recall that. Vice Chairman VanCoughnett stated that to be the point of the plan, to know the magnitude of the reconfiguration. Mr. Solon stated his belief the architectural firm hired could provide, in short order, an approx. cost for the work being proposed. At this point, we have a fairly tightly defined description of what we want to do. The field is an easy part as fields are relatively generic. There is a lot of structural information available on the building, and they could estimate based on square footage and load rating. For the sake of conversation, he does not believe the cost will be a lot less than \$2 million and would doubt it would be \$3 million.

Mr. Adams stated the discussion at this time is the motion to authorize the Superintendent to enter into a contract with the architectural identified by the committee.

**MOTION CARRIED**

**6-0-1**

***Member Adams Abstained***

Mr. Solon questioned if there would be a Board member who would serve as a focal person for the project. He spoke of wanting to attend a future meeting of the Selectmen to speak on the matter. Ms. Deurloo Babcock stated she would be willing to speak on the issue, but would not profess to be an expert until she has more information from the architect. Ms. Levesque stated it would be another opportunity for the Board to shape the message, and talk about the public/private partnership, which is pretty exciting. Chairman Brown suggested some of the data desired could likely be available in time for the Board's July meeting. She stated the desire to have a similar format for that meeting as was done the previous year; went around the Board asking members to communicate what they feel is a priority for the District going through the next budget cycle. That discussion allows the Administration to hear what the Board feels is important, and allows the budget to be shaped based upon the goals and visions expressed, as well as start long-range planning.

- To see what action the Board will take regarding the Business Manager's memo regarding paving the lower parking lot near the baseball field

**MOTION BY MEMBER ADAMS TO AUTHORIZE THE EXPENDITURE OF TWENTY THOUSAND DOLLARS (\$20,000) GENERATED THROUGH STUDENT PARKING FEES AND THIRTY ONE THOUSAND FIVE HUNDRED FORTY ONE DOLLARS (\$31,541) FROM THE FY17 UNEXPENDED FUND BALANCE TO COVER THE COST OF PAVING AND EXTENDING THE PARKING LOT NEXT TO THE BASEBALL FIELD AT THE HOLLIS BROOKLINE HIGH SCHOOL**  
**MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

ON THE QUESTION

Superintendent Corey stated the two lower lots have been discussed for some time now. As a result of the current unreserved fund balance and the student parking fees, there is an opportunity to pave the lot next to the baseball field and continue along with the capital improvements. The fund has been effectively utilized with the track, seal coating, and a number of other items that have kept the District on task with the maintenance plan. That parking lot is starting to show areas of difficulty, and the expenditure of some monies will be necessary just to grade it so that it continues to be usable. The Administration saw this as an opportunity to address this parking lot, and then in the FY19 budget, allocate funds for the other side so that the two lower lots get paved.

When last reported, the anticipated unreserved fund balance was \$268,000. That has gone up to \$418,000. The Budget Committee had been informed the District would be returning between \$275,000 and \$300,000. There is the ability to move the project forward if the Board sees fit to.

Ms. Whalen questioned what the additional 1,100 sq. ft. is. Superintendent Corey stated it is presently outside the fenced in area (would be expanded by 1,100 sq. ft.). Chairman Brown remarked she is pleased with the direction of utilizing the parking fee fund towards what was indicated last year, and we are fortunate there are additional unexpended funds that can be added to those dollars as were that not the case this work would not be possible this year. Ms. Deurloo Babcock questioned if there is a plan to pay for monitoring and consequences for students who park illegally. Principal Barnes indicated he has discussed with Superintendent Corey a plan to increase the monitoring. He added paving it creates parking spaces (lined and numbered), which is a lot easier to monitor in general. When asked, he stated there would likely be spots to accommodate a little over 300 cars. It was noted the beginning balance in the parking fees fund was approx. \$28,000, about \$20,000 was brought in, and approx. \$28,000 was expended.

**MOTION CARRIED**

**7-0-0**

- To see what action the Board will take regarding the Business Managers memo regarding the increase in lunch prices

**MOTION BY MEMBER SOLON TO ACCEPT THE NEW RECOMMENDED LUNCH PRICES AS PROPOSED IN THE BUSINESS ADMINISTRATOR'S MEMO OF MAY 10, 2017 WITH AN EFFECTIVE DATE OF AUGUST 1, 2017**  
**MOTION SECONDED BY MEMBER LEVESQUE**

ON THE QUESTION

When asked, Superintendent Corey stated the Federal Government is in a state of flux around the issue of the Healthy Hunger Free Kids Act. He is uncertain where that issue will end up. Chairman Brown stated this came up in the Policy Committee meeting; there are a number of policies that revolve around food, wellness, etc. The advice received from multiple councils was just hold on. Mr. Solon noted the Business Administrator indicated the District currently receives approx. \$50,000 in funds that would have to be made up were the District to back out of that at this time. The default at this time is to continue while we learn what the options are.

When asked why the prices differ between the HBMS and the HBHS, Superintendent Corey stated it to be a weighted average based on portion size.

**MOTION CARRIED**

**7-0-0**

- To see what action the Board will take regarding adding a coding/computer gaming course to the HBHS Program of Studies

**MOTION BY MEMBER SOLON TO APPROVE THE ADDITION OF A CODING/COMPUTER GAMING COURSE TO MOTION SECONDED BY MEMBER WHALEN**

ON THE QUESTION

When asked how this would be rolled out to the community, Principal Barnes stated the idea is to put it in second semester, and make students aware through the scheduling process. It would be advertised. When asked if this would replace anything currently offered in that semester, Principal Barnes stated it to be a new course, and that it would not be replacing anything. It is another option. When asked if it would fulfill any specific graduation requirement, Principal Barnes' response was not yet. He noted the Administration would be looking at things like the Algebra I requirement. Some of the things that were discussed with him appeared to be highly mathematical in nature. That will be looked at over the summer. It is an elective. There is a free elective area, and it would certainly satisfy that. He stated he is not opposed to it being categorized as science or math.

**MOTION CARRIED**

**7-0-0**

- To see what action the Board will take regarding authorizing the Superintendent to hire, terminate and make extended school year decisions

**MOTION BY MEMBER LEVESQUE TO AUTHORIZE THE SUPERINTENDENT TO HIRE, TERMINATE, ACCEPT RESIGNATIONS, AND TO RESPOND TO EXTENDED SCHOOL YEAR REQUESTS DURING THE SUMMER MONTHS BEGINNING AT THE CONCLUSION OF THE SCHOOL BOARD'S JUNE MEETING  
MOTION SECONDED BY MEMBER WHALEN**

ON THE QUESTION

When asked, Superintendent Corey stated the issue that could potentially come about with regard to the Extended School Year is transportation.

**MOTION CARRIED**

**7-0-0**

- To see what action the Board will take regarding policy JKAA – Use of Physical Restraint, Seclusion and Intentional Physical Contact; 2<sup>nd</sup> Reading  
*Given its second reading;*

**MOTION BY MEMBER SOLON TO ACCEPT THE SECOND READING, WAIVE THE THIRD READING, AND ADOPT POLICY JKAA – USE OF PHYSICAL RESTRAINT, SECLUSION AND INTENTIONAL PHYSICAL CONTACT  
MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

ON THE QUESTION

Mr. Solon noted the policy is unchanged from the time of its first reading.

**MOTION CARRIED**

**7-0-0**

- To see what action the Board will take regarding policy GCCBD – Unpaid Leave Policy; 2<sup>nd</sup> Reading  
*Given its second reading;*

**MOTION BY MEMBER SOLON TO ACCEPT THE SECOND READING, WAIVE THE THIRD READING, AND ADOPT POLICY GCCBD – UNPAID LEAVE POLICY  
MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

ON THE QUESTION

Mr. Solon noted the policy remains unchanged since the time of the first reading.

**MOTION CARRIED**

**7-0-0**

Mr. Solon stated there was discussion of something being distributed during PD time to provide notification to all staff of this policy. He had the impression that there was a desire from the SAU office that this be clearly publicized before the summer break.

Mr. Adams questioned if staff is made aware of all policies, and sign a handbook like the students do indicating they have been briefed on the policies, have read them, and understand them. Principal Barnes stated there to be a staff handbook, but that it does not necessarily cover all policies, etc. Mr. Solon commented that is why this policy was specifically being singled out as something new that they are not necessarily aware of. Principal Barnes stated it could be an addendum to the handbook.

REPORT OUT OF PROCESS OBSERVER

Ms. Deurloo Babcock stated the Board was on time going into the Principals Report, which took the amount of time that they were allotted. It was the discussion that went over. Estimates for everything else on the agenda were accurate.

NON-PUBLIC SESSION

**MOTION BY MEMBER DEURLOO BABCOCK THAT THE BOARD, BY ROLL CALL, GO INTO NON-PUBLIC SESSION PURSUANT TO RSA 91-A:3, II (c) TO DISCUSS A MATTER, WHICH IF DISCUSSED IN PUBLIC, WOULD LIKELY AFFECT ADVERSELY THE REPUTATION OF A PERSON, OTHER THAN A MEMBER OF THE BODY OR AGENCY ITSELF**

**MOTION SECONDED BY MEMBER WHALEN**

*A Viva Voce Roll Call was conducted, which resulted as follows:*

Yea: Christopher Adams, Holly Deurloo Babcock, Krista Whalen, Elizabeth Brown, Cindy VanCoughnett, Melanie Levesque, Tom Solon

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Nay:  
**MOTION CARRIED**

*The Board went into non-public session at 8:52 p.m.  
The Board reconvened at 9:06 p.m.*

ADJOURNMENT

**MOTION BY MEMBER WHALEN TO ADJOURN  
MOTION SECONDED BY MEMBER VANCOUGHNETT  
MOTION CARRIED  
7-0-0**

*The June 21, 2017 meeting of the Hollis Brookline Cooperative School Board was adjourned at 9:07 p.m.*

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