



Page 7, Lines 11; replace "Every" with "Nearly every"

Page 11, Line 47; insert "are" before "blocked" and delete "block" after "blocked"

**MOTION BY MEMBER SOLON TO ACCEPT AS AMENDED**

**MOTION SECONDED BY MEMBER WHALEN**

**MOTION CARRIED**

**6-0-0**

NOMINATIONS/RESIGNATIONS/CORRESPONDENCE

Superintendent Corey informed the Board of his receipt of two letters of Intent to Retire.

The first from Christy Grieff, School Counselor, Hollis Brookline Middle School (HBMS), states the intent to retire at the end of the current school year.

**MOTION BY MEMBER VANCOUGHNETT TO ACCEPT THE LETTER OF INTENT TO RETIRE RECEIVED FROM CHRISTY GRIEFF, SCHOOL COUNSELOR, HOLLIS BROOKLINE MIDDLE SCHOOL, EFFECTIVE AT THE END OF THE CURRENT SCHOOL YEAR**

**MOTION SECONDED BY MEMBER WHALEN**

**MOTION CARRIED**

**6-0-0**

The second is from Mark Illingworth, Math Teacher, Hollis Brookline High School (HBHS), and states the intent to retire at the end of the current school year. In his letter, Mr. Illingworth states in part; he "feels very fortunate to have discovered such a wonderful community of students and fellow teachers with which to spend the last 30+ years."

Chairman Brown spoke of Mr. Illingworth's long history with the District, and appreciation for his many years of service.

**MOTION BY MEMBER LEVESQUE TO ACCEPT THE LETTER OF INTENT TO RETIRE RECEIVED FROM MARK ILLINGWORTH, MATH TEACHER, HOLLIS BROOKLINE HIGH SCHOOL, EFFECTIVE AT THE END OF THE CURRENT SCHOOL YEAR**

**MOTION SECONDED BY MEMBER WHALEN**

**MOTION CARRIED**

**6-0-0**

PUBLIC INPUT

Sal Vella, Hollis, President, Hollis Brookline Youth Lacrosse

Mr. Vella spoke of the league's support for the middle school program, and stated the time to do this is now; the tri-county league is forming, and if we don't do something this year or soon we will be left behind in terms of promoting our sport. During the previous meeting questions came up around field use. Having been involved in youth lacrosse since 2012, he is aware fields are always an issue. They have to practice at Silver Lake Park, in the snow, rent space at the dome, practice in Bedford, etc. It is not a new issue for the Town or any sport in the Town. They are innovative in identifying other ways to address the issue; have shared high school fields, looked at using the football fields in the spring, etc.

Mr. Vella commented it would be nice to have a turf field, and he believes that will come about eventually. However, to hold this hostage to not having a field to support it is a mistake. This would not be the addition of teams, but rather shifting of teams from the Rec. program to the school program.

The cost of equipment and helmets is significant. The league considered that, and voted unanimously to purchase the helmets (first 20). They have spoken with the Coach of the varsity team relative to how he runs through the helmets, certifies them, the five-year lifespan, etc., and it is believed there should be no issue for the first few years.

The league also determined, should there be a middle school team, it would continue with the U14 team. If they don't achieve the numbers they typically accommodate that by moving people around.

The league discussed pay-to-play and whether the pilot program would work. The cost should be a wash in terms of how it is paid for, e.g., instead of paying the Rec. program, funds will go directly to the school program. In terms of a pilot program, that may be a good way to go to see how it goes for the first 2 years.

Frank Cadwell, 71 Depot Road, Hollis

Spoke of having received a call from a resident questioning if the Town Board of Selectmen and/or the Recreation Commission would allow usage of the field were there a middle school lacrosse team. He stated his intent to only speak to that point as he has not followed the conversation or deliberation to date. In his ten years as a Selectman he does not believe there to have been discussion of Town recreation field usage. He believes the Selectmen have rightfully decided that is the purview of the Recreation Commission.

Speaking as a member of the Recreation Commission, Mr. Cadwell stated his belief the current spirit of cooperation with the schools is excellent. Kyle Gillis, Recreation Coordinator and Rhon Rupp, Athletic Director, cooperate immensely, and the Commission has no problem sharing fields with the schools.

Mr. Cadwell remarked although he cannot speak for all members of the Commission, there have been many discussions on this matter, which the membership has been extremely consistent on. There is no appetite for restricting the schools from using the fields unless they are playing on them themselves. There is no appetite for field usage deals in consideration with the schools.

He stated his belief the simple answer to the question do you believe that the Board of Selectmen and the Hollis Recreation Commission would allow this team, if created, to use the fields, is of course, why wouldn't they. The fields are open to the schools whenever they are not being used.

Andy Bender, 21 Tyng Hill Road, Hollis, Boys Coordinator, Hollis Brookline Youth Lacrosse

Stated lacrosse is one of the fastest growing sports in the United States, and has been for many years. For the high school team to remain competitive it is incumbent upon us, as a Town and a school district, to make sure we have a school-sponsored team at the 7<sup>th</sup> and 8<sup>th</sup> grade level if only because numerous towns in our general area are also fielding teams. If we're not fielding a team we will slowly decline relative to the rest of those teams, and that will impact the high school team as well.

He realizes there is a large issue regarding field space, and has been a huge supporter of STEM and gaining an artificial turf field. He commented you will not find bigger supporters for an artificial turf field than those associated with lacrosse. They realize that is an issue, and respect that, but also understand there are solutions that could be found, and they are not necessarily incongruent with the larger issue of trying to find a long-term solution for an artificial turf field. In the short-term, they could look to use the high school field. They started to explore that last year, and did get approval to use the high school football field. They can also use Nichols Field. While these are all imperfect solutions relative to an artificial turf field, they are solutions that do exist and are workable, and are not that much different than what they have used for other school sponsored sport teams in the past.

Mr. Bender commented as we look at all the different sports that have involved and been represented by the school sponsored teams, e.g., soccer, basketball, etc., lacrosse by representation as being the fastest growing sport, is underrepresented in that regard.

The other day he mentioned to his son that we're thinking about having a school sponsored sports team, and his son's and his friends' level of enthusiasm for a school sponsored lacrosse team was off the charts. He could not understand why because they have been playing lacrosse every spring for years. When the girls' soccer team tried to win the State championship, he saw the level of enthusiasm and support within the community and within the school, and that drove home the reason why there was so much enthusiasm for a school sponsored team. It is a level of pride the kids have in representing their Town, their school, and their teams by wearing that jersey and representing the school. That does not exist at the recreational level,

unfortunately. That only exists as being a member of the school and supporting that school. It is a level of pride and enthusiasm that we, as parents and educators, need to do everything we can to support.

Eric Broadhurst, 33 Pepperell Road, Brookline

Spoke of the lacrosse league board and the level of commitment to resolve the issue of the field, and make the proposal a reality. He spoke of the enthusiasm to keep the program going. The league is doing an excellent job of coming up with great ways to get the young kids involved at the kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade level. This increased interest is not a bubble, it will be a long-term program in the State, and he would like to see Hollis Brookline be at the forefront.

Linda Haytavan, 18 Farley Road, Hollis

Stated she attended all the post season events for the girls' soccer team, and it brought tears to her eyes to see the community; coaches, teachers, students, boys sitting on the sidelines doing some crazy little kick dance. It was so heartfelt and amazing. As was said earlier, you don't get that at the youth level. We need to strike while the iron is hot. This group of parents and kids that they have in the league will lead by example for others to follow. She understands the field issues. She spoke of all the positive aspects of additional opportunities for kids.

### OPEN BOARD POSITION

- Discussion with candidates interested in the open Brookline Board member position

Chairman Brown spoke of having received an email from Mr. John Cross indicating interest in the open Board position. In that email, Mr. Cross noted he moved to Brookline in the summer of 2006 for an opportunity with BAE Systems from California where he had worked for Lockheed Martin in several engineering positions, and in 2010 left BAE for an opportunity with iRobot. He recently accepted a new position with Spear Research in Nashua.

Chairman Brown added, Mr. Cross has a BS in Engineering Physics, BS in Electrical Engineering, an MS in Electrical Engineering, and an MS in Systems Engineering. She stated her appreciation for his willingness to serve the community in this fashion.

Chairman Brown stated questions Board members wished to have asked were forwarded to her:

#### **1. Why do you want to become a member of the COOP School Board?**

Mr. Cross responded he would like to be more involved in the community. While residing in CA, he did a lot of volunteer work, e.g., member of Board of Directors for Homeowners' Association for a neighborhood of slightly over 1,000 homes. After moving to Brookline in 2006, he focused on his career. At this time, he believes he has the time needed to become more involved in community issues. While exploring where opportunities exist, he learned of the vacancy on the Board.

#### **2. What skills and experiences, in particular, do you believe you would bring to the School Board?**

Science and Engineering background that provides for a solid approach to breaking down problems methodically and systematically, and working to find the best-case solution for resolution to issues.

#### **3. Could you describe what your current community involvement is?**

Related to activities of his two children, e.g., have coached in the Rec. Soccer League.

#### **4. In your opinion, what are the most critical skills that are obtained during the middle and high school education process?**

Learning how to problem solve and work alongside others. Mr. Cross commented you learn those skills not

just through science and engineering curricular but also through extra-curricular activities. Public speaking is a skill obtained as are STEM skills. He remarked, in his experience, what we are really educating students to do is to solve problems and be good citizens.

**5. What are the most critical topics that the Board is currently facing?**

Mr. Cross responded he is unfamiliar with all the issues the Board currently faces. He attended the public forum put on by the Facilities Committee, and is aware of the proposed field, etc. He stated his goal to be to learn about the critical issues through participation.

Chairman Brown questioned his impression of the facilities project in relation to STEM. Mr. Cross stated his impression the proposal is solid. He came into it late, and is therefore unfamiliar with all the options that were considered, but the plan seems pretty well thought out. He believes there to have been some things missing from the presentation, and noted he provided some input to help strengthen it for the next public forum.

**6. Based upon your STEM background, do you have any suggestions for areas of growth for that program at the High School?**

Mr. Cross stated the need for him to gain a better understanding of what the curriculum currently includes. The fact that they have that set-up is positive. Robotics exposes students to electronics, mechanical engineering aspects, and promotes teamwork.

**7. What is your expected time commitment to the Board?**

Mr. Cross was uncertain what the requirement would be; however, noted he would be able to commit 20± hours/month.

**8. What would you like to see changed most about the COOP School District?**

Mr. Cross responded he does not yet have sufficient information to answer that question.

**9. Do you have a view on vouchers and their use for K-12 education?**

Mr. Cross stated, at this time, he does not have an opinion one way or the other.

Chairman Brown questioned if Mr. Cross had any questions of the Board.

Mr. Cross questioned how many hours would be required of the position. Ms. Whalen responded it depends on the committees the Board member sits on, whether a member of the Negotiating Team, etc. As a member who is also a member of the Budget Committee and the Negotiation Team, she spends 20-30 hours/month on Board business. Mr. Solon suggested for every hour of the meeting there is an hour of homework. The Board meets once a month. Four or five times a year there are meetings of the SAU41 Governing Board, which last 3-4 hours. If you then find a topic that interests you, want to understand more about it, and take the initiative to dig in, that is an investment in time.

Ms. Levesque stated her feeling the Board provides members the time to ease into what they want to do. She stated her commitment, as a freshman member, to be 6-8 hours/month.

Chairman Brown agreed commenting new members come on board, and during the first year or so observe a great deal more. When discovering the issues of greatest interest, you become more involved. There are also times of year such as around the March meeting, where the workload picks up.

Mr. Cross spoke of having no pre-established positions on any of the issues, and that he would come on board with the objective of being as helpful as he can.

NON-PUBLIC SESSION

**MOTION BY MEMBER WHALEN 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 DEURLOO BABCOCK**

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

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

6

Nay:

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**MOTION CARRIED**

***The Board went into non-public session at 6:40 p.m.***

***The Board came out of non-public session at 6:48 p.m.***

***Chairman Brown informed the viewing audience of the vote to seat John Cross as the Brookline Board member replacing Christopher Adams, and that Mr. Cross was sworn in.***

PRINCIPAL REPORTS

- Lacrosse Discussion

Principal Thompson stated the proposal is to have a girls' and a boys' lacrosse pilot program for the spring of 2018. The team would be sanctioned by the Tri-County Athletic Association and would participate in league play. It would be a pay-to-play pilot program with zero impact on the FY18 budget. After the season, a program evaluation would take place, and a recommendation would be provided to the Board regarding the future of the program.

There would be 2 teams (boys and girls) each consisting of 20-24 student athletes (competitive tryout). Estimated program cost is \$165-\$215 depending on the number of students on the team and possibility of the school receiving donations. Principal Thompson remarked in conversations he has had with Ms. Haytayan he learned, if there are students who need financial assistance that would be provided for through private donations. A schedule would be developed that would include other tri-county teams. Several of the teams are in consideration for adding a team; Amherst, Milford, Deerfield, Merrimack Valley, etc. They are estimating there to be approximately 5 home games and 5 away games.

In terms of field space, Brian Bumpus, Assistant Athletic Director, HBHS, worked with Gayle Bottcher, Physical Education, HBMS, in coming up with a field schedule that would be able to accommodate the teams. It is messy, and the fields are already over-crowded, but he believes they did a nice job of creating a schedule that would allow for the two teams to exist knowing that really the future of this program is predicated on the fact that we would get a turf field, and the overcrowding that would be seen in the spring and the potential risk to the fields would be a moot point because there would be a field a year from now that would be able to accommodate the addition of these teams.

Transportation is another issue. We have a limited number of bus drivers. This would result in the need to be flexible with bus scheduling. It may mean that games have to be pushed a little later; after the elementary school bus runs are done. That is not a problem in the spring when there is a little more daylight.

Mr. Solon commented the spreadsheet on field use that was distributed shows conflict between baseball and boys' lacrosse and softball and girls' lacrosse.

Assistant Director Bumpus stated they would install removable fences on the Love Lane field as well as the back field at the HBMS, which would provide the separation for both baseball and lacrosse practices to occur

simultaneously. When asked if there is a fence for the HBMS, he stated there is not at this time. There are fences at the HBHS baseball and softball fields that go into ground sockets, and can be moved in 10 minutes (cost \$1,600/ea.). The fences have already been budgeted for in this year's budget.

Mr. Solon remarked the Board has been told many times that we do not have field space to support existing teams, and asked if something needs to be displaced, e.g., would adding these teams have adverse impact on any of our current sports or activities. Assistant Director Bumpus responded the biggest obstacle will be the fact that the HBMS lacrosse teams would only have half a field to practice on. The high school girls' lacrosse team has asked to have later practices, which are able to be accommodated in other locations.

Principal Barnes remarked another obstacle is when we start the spring season we are very weather dependent. If there is still snow on the fields or an excessive amount of rain in early spring the ability to get out on the fields can be delayed. If that happens, the schedule would be messy in terms of late practices, indoor practices, etc. When asked if he was referring to lacrosse or other sports, Principal Barnes stated what is done for lacrosse would ultimately have an impact on other sports at the beginning of the season. Mr. Solon commented if they were to impart the imposition exclusively on lacrosse then it doesn't have to impact the other sports. Principal Barnes remarked essentially it would be an imposition with lacrosse being the newer sport; they would have the later start time for practices.

When asked, Assistant Director Bumpus stated the addition of middle school teams would not limit the time that the Rec. programs would have on our fields.

Ms. Deurloo Babcock stated there is not just impact on the HBMS lacrosse program if it were to come into play. The varsity girls' lacrosse would have limits in terms of when they could practice. Even though the current coach says they would like later times, they would not be able to access that field before 4:15 p.m. Assistant Director Bumpus stated that to be correct. When asked, he stated they currently start in the 4:00 p.m. timeframe.

Ms. Deurloo Babcock spoke of the note on the schedule that indicates it would not work when there are home track meets. If there is a home track meet the junior varsity girls' practice would not be able to happen. Assistant Director Bumpus stated they would have to find a spot for them. He commented there are a lot of moving pieces to this, but he believes they would be able to identify a location for the team regardless of whether there was a track meet.

Ms. Deurloo Babcock noted the schedule also states it would not work when there is a home high school baseball game and a home middle school lacrosse game at the same time. The middle school baseball team would not be able to practice. The proposal would impact a bunch of teams in some way. She stated last year varsity lacrosse boys played 5 games in 6 days to get all the games in before the end of the season. The lacrosse season ends when it ends; the divisional championship is on graduation day. Assistant Director Bumpus commented the schedule provided is the ideal schedule.

Ms. Deurloo Babcock commented there is a time when they might have to have high school girls' lacrosse games played on the varsity boys field. Assistant Director Bumpus stated the plan is to ultimately play the girls lacrosse schedule on the side field. The schedule has lined up so that the boys are usually away when the girls play.

Ms. Levesque commented it seems the schedule is the stickler, and she believes they have overcome a lot of the objections with the schedule provided. What concerns her is to have to displace another group for lacrosse. She questioned if the lacrosse team would consider moving first rather than moving one of the traditional sports. Principal Thompson stated HBMS teams have a full schedule of Monday through Friday. If we had to limit practice from 5 days to 3 that could be done; could bump practice times for lacrosse although not ideal. Even the Rec. program does not have a 5-day/week commitment. If a practice had to be bumped, lacrosse may have to bear that burden.

Ms. Vincent questioned the possibility of utilizing Town fields. Assistant Director Bumpus stated his belief that is always an option. Principal Thompson stated it is not ideal especially with middle schoolers who require constant supervision. They would have to walk them down to the field as a group and walk them back. Transit time would have to be factored into practice time. From a management standpoint to have the Athletic Director and the Administration monitor practices, it is a lot more challenging when they take place on Town fields. They can make

it work, and have done it in the past, but it is not ideal. He reiterated the hope that in March the District would be talking about the addition of a turf field, and they would have this issue for one season, which they would make work.

Chairman Brown stated her understanding, on a practice day, baseball practice would be going on at the same time as lacrosse practice, and softball at the same time as another lacrosse. She questioned the issue of baseballs flying. Assistant Director Bumpus responded he is unsure of that solution; certainly, the baseball and softball coaches would have to get creative with how they are running their practice, e.g. batting practice into nets/cage, etc.

Mr. Solon questioned if athletes can play for the school and recreational team simultaneously. Mr. Rupp stated that is allowed with the HBHS team; however, they must give precedence to the school team. He does not believe that restriction exists for the HBMS.

Vice Chairman VanCoughnett questioned how many of the other schools decided to join the Tri-County league. Ms. Bottcher stated her belief as of the last count there were 8 or 9 schools that said they would. There are 1 or 2 that have dropped out of the original proposal.

Addressing other topics in his report, Principal Barnes spoke of the success of Trebuchet Day. He commented on the fourth Division I Championship of the girls' volleyball team. The Veterans Day assembly was a great success.

- High School Program of Studies and Math Experience

Principal Barnes stated the latest edition was provided with the [agenda](#). He noted the changes include a fourth-year math experience and an enhancement of computer science offerings.

Assistant Principal Zeller stated the review of the Program of Studies resulted in a good deal of clean-up, e.g., IEPs are not Individualized Education Plans they are now Programs. The math experience has been noted throughout; courses that qualify for that have a + symbol next to them. Those are courses that are not necessarily a math credit, but are a math experience. They looked at the arrangement of computer and tech courses, and divided out sections that show a little more distinctly that we have really an engineering program through a lot of our Project Lead the Way and Robotics courses, and then we have a computer science program.

They have changed some of the language around the CTE program; nothing extensive, but as programs are added at the schools where we participate we have had to update some of those offerings. There is a big section at the back that can be reviewed for some of those changes.

Changes were needed in some of the art courses; photography needed modifications since we have shifted to digital photography. The graphic design course was moved, and students can receive an art credit for that course since it will be taught under the arts department as an art course.

All the dual enrollment language in both math and English departments have been unified so that it is very clear what that dual enrollment process looks like and is all about.

They added some Extended Learning Opportunities (ELO) offerings. They focused on having someone on staff this year who can really look at those, make them more meaningful, and part of a plan for a student. Those are in the program of studies, and it also reflects what is attached to that, which is the CHOICES Program. Wording was added under the student services section to reflect that new idea.

Mr. Solon noted an area in the introduction where it says if offered in both Nashua and Milford preference will be to enroll in Nashua. Principal Barnes stated students are sent out to a few different programs (three regional areas); some duplicate. When looking at this from the standpoint of busing and cost, it may be more cost effective (only applies to culinary and auto at this point) to go to Nashua, e.g., Milford's auto is offered at Masenic. Mr. Solon remarked he supports that in principle, but would like to see preference to the stronger program.

Mr. Solon commented he can understand physics being a math experience, but it is less obvious how biology and chemistry are. Assistant Principal Zeller stated she has a degree in biology, and there is no way she would have gotten through high school biology without extensive math. Chemistry is extensively based on balancing equations, doing math calculations for any of the lab work, etc. Assistant Superintendent Bergskaug remarked she has heard questions about that exact concern, and wished to share the process. They looked at courses that potentially had math, and utilized a rubric to determine what constitutes a math experience. They pulled standards for mathematical practice, make sense of problems and persevere in solving them, reason abstractly and quantitatively, model with mathematics, attend to precision, and look for and express regularity and repeated reasoning. If they found, on average, the curriculum supports either regularly and consistently or often as part of the curriculum they determined it would count as a math experience.

Mr. Solon noted NHTI is listed as a dual enrollment, but is referred to as New Hampshire Institute of Technology where it is actually New Hampshire Technical Institute.

He questioned if there is any consideration of making the Senior QUEST pass/fail. He knows students who have gone through it, and the Board and Administration have talked a lot about what the goals are. The grading seems a lot more qualitative than quantitative. He questioned if that would facilitate more participation and perhaps a little more creativity.

Assistant Principal Zeller responded one thing she has been working on is a version of a Senior experience that uses the premise of the Senior QUEST but makes it more accessible to any student who would like to do it. The idea is it would be a little less intensive, would let students display an area of their own choosing/interest, and not a course that would necessarily take a class period. The details are still being worked out. Mr. Solon commented to him it would not take away from the potential value of this program even at its intense level. The feedback he has received about the program is everyone is working hard and producing amazing results. He is uncertain how you give it a grade unless you give it a great grade, and he is concerned about grade inflation. There are complaints in some of the honors arts courses that you either get an A or you leave it, and the only kids who can ever become Valedictorian have to be in the band and in the chorus. He would not want to see this get caught up into that genre. From personal experience as well as studies he has read, when you take away grade pressure it opens the door even for the high performing students who are worried about GPA, workload, etc.

Mary Martin, Student Council Representative, stated she does not plan on doing a Senior QUEST project. Her brother did it last year, and he spent a great deal of time outside of the classroom and working on that project. Having it have a grade is really rewarding because of the amount of time put into it. The same goes for the music programs; students are going outside of school and practicing, participating in the all-state, etc. Not having a grade would minimize that effort.

Chairman Brown questioned the number of students that have done the Senior QUEST Honors by Contract. Principal Barnes stated he could obtain the number. Mr. Solon commented in the first year it was upwards of  $\frac{3}{4}$  of them. Principal Barnes stated his belief it will likely be a higher amount just because of the level of projects he has seen come through. Chairman Brown noted on page 13, it needs to be listed along with the other classes that can be done by contract.

Mr. Solon noted class H343R Running Start Algebra 3/Trigonometry, is referred to as a fourth-year math course, but is listed as grades 11-12. Assistant Principal Zeller noted the chart at the head of the math section that shows the different math tracks. Assistant Superintendent Bergskaug suggested the words "fourth-year" be removed from the start of the description.

Mr. Solon noted the chart on page 51, and questioned how the 11<sup>th</sup> grade and 11<sup>th</sup> grade electives relate to each other. Assistant Superintendent Bergskaug stated there to be 3<sup>rd</sup> years of science required. The top section meets that 3<sup>rd</sup> year. However, the electives could reach that 3<sup>rd</sup> year if, for example, you took accelerated biology, honors chemistry in 10<sup>th</sup> grade, and then in 11<sup>th</sup> grade you didn't need that top section, you need a 3<sup>rd</sup> year where, under electives, the AP courses would qualify. Mr. Solon stated the chart to not be intuitively obvious to an outsider. Assistant Principal Zeller noted a lot is embedded in the course descriptions. There are also forms at the back, e.g., course planning guide, that might guide the discussion a little better for parents.

Page 60, the civics courses indicate they are required of sophomores, but are listed as grade 11 courses. Assistant Principal Zeller stated that would be corrected.

H253 - Contemporary Issues (page 62); the order in which the topics are listed is not ideal.

Ms. Whalen commented the Jr. ROTC Program from Alvirne is a nice addition, and questioned if the timing is the three periods that are used for the other courses. Assistant Principal Zeller stated they try to line it up with those, but have had to make some adjustments, especially with the later start time this year.

Mr. Solon commented on being particularly impressed with the presentation on the individualized programs the District offers.

Chairman Brown commented we have a lot of dual-credit enrollment options. It seems there are inconsistent policies regarding student responsibility for paying for textbooks and curriculum. It seems if the class is offered through NCC that we make the students purchase or rent the book, and if it is offered through SNHU it is an offering that we have the resources for. Principal Barnes responded, "it depends". The NCC, especially with the humanities or English courses, tend to change the book or want to change the book for a variety of reasons, and that is one where the students must purchase where if it is a math offering it tends to be the same math textbook.

Chairman Brown stated the information in the Program of Studies regarding cost is incorrect. For the humanities classes it indicates the required textbook is \$50. She is aware at least for the College Comp. class the book can be rented at about that rate. Because our semesters are a lot longer than a college would be rental isn't possible because you would have to rent for 2 cycles, which results in the rental rate being about the same as the purchase cost. Buying the book on Amazon is closer to the \$90-\$100 mark. She wants to ensure students know what they are getting into. She questioned if the District has resources available for students unable to afford the cost of the course as well as the textbook, and was informed, for one of the schools, you can request a scholarship. Principal Barnes stated he has signed off on such requests. He added, in his experience as an Administrator in this school, they have never turned away someone for financial reasons; always find a way to pay for whatever is needed.

Chairman Brown commented philosophically, as a Board, she believes funds ought to be provided in the budget for books for the classes we offer whether dual credit or not. It also seems inconsistent; if taking dual credit math credits, we buy the book but if taking dual credit in humanities you are on your own. Mr. Solon stated agreement. It was reiterated the textbooks are changed often. Principal Barnes stated he could provide the Board with the number of students participating.

Chairman Brown noted there are places where there is an option that you either have a certain grade in some pre-requisite or you get a recommendation of the department chair, e.g., H434 Advanced Placement Environmental Science. She questioned if the recommendation could be overridden by the parent override form discussed on page 15. Assistant Principal Zeller stated there is a teacher recommendation that is done at year end, which differs from the recommendation of the Department Chair. The override form includes language that states it cannot be used to override a pre-requisite. If not receiving the desired recommendation from the teacher, the parent could use the override form that might go to the department chair for a recommendation. Assistant Principal Zeller commented she is uncertain that comes up a whole lot otherwise it probably would have come to the surface before now. It could be just changing the language around to differentiate between a teacher recommendation and obtaining the Department Chair's approval.

Chairman Brown questioned the difference between the District's coding and gaming course and the one students can attend at Alvirne. Principal Barnes stated his belief it was a matter of having to identify all offerings. Mr. Solon questioned if the District is required by the State to make the State funded technical programs available to our students, and was informed it is. When asked if that requirement could be overridden if a local course is offered, Principal Barnes stated, in this instance, leaving it open provides for schedule flexibility.

## Student Council

Miss Martin stated the Policy Committee has hit a roadblock with the budget for the food plan. They are working with the Green Group to try to get some of the environmental changes through.

### ***Miss Martin left the meeting.***

## DISCUSSION

- Math Presentation

Assistant Superintendent Bergskaug stated she has spent a lot of time looking at math over the past 15 months, and wished to share the work she has done, and that which continues.

Previously, within the SAU, math existed as 4 separate entities. There had been very little communication between the districts and buildings. Curricular resources were varied even within a district. Without discussion there could not be conversation about programming, textbooks. As you are building math language and mathematical understanding, it is important to have an understanding as to what students have been exposed to and how to build upon it. The hands-on tools for students to use when engaging in math thinking and math work completely varied from building to building. In addition, there was a certain pathway. If a student didn't fit that pathway it became very difficult for that student to have his/her needs met because this was where you were going. There was limited opportunity to meet the needs of students who strayed from that pathway.

At the end of the day, we have very positive results; high standardized test performance, an extremely strong math team performance year after year. Well over 50% of students graduate having had calculus in high school (16% nationally). We do a really good job, but that doesn't mean we can stop worrying about it, and just continue doing what we are doing. It means, to stay on top, we need to continually reflect on what we are doing and how we can make small changes here and there.

Last year she started a Math Steering Committee (Committee) the purpose of which was to guide content area for the entire district. It continues to be a collaborative endeavor to move the district forward ensuring logical progressions through vertically aligned curriculum. They review vertical alignment, align manipulatives, resources, and materials, identify strengths, needs, and concerns, recommend, if any, appropriate revisions, and recommend and put in place needed professional development. That is huge because we are starting conversations between all buildings.

On Professional Learning Community (PLC) Friday students arrive late and teachers are working together. They work together at the HBHS and at the HBMS. This year because we teach algebra at the middle and high schools, she started a COOP algebra PLC Friday morning. Every other Friday she meets with every Algebra Teacher in the District. They talk about how we teach algebra and how we progress through there. They look at student data, test questions, talk about how we can appropriately fill gaps if there are any, does it make sense to change the order based on students' schedule of the building but also making the most out of that optimal learning time.

Over the summer, the Committee spent a good deal of time revising the grade 7 compacted math curriculum and the grade 8 algebra curriculum to ensure the rigor is the same, that students leaving an algebra course have all had a very similar experience.

At the same time, the Standards Based Report Card Committee, which began in 2015, reviewed the standards for selection; what are the power standards for math at each grade and stage. This year they have engaged in a pilot group (1 teacher per grade level K-6 in both Hollis and Brookline) where teachers are reporting out on the traditional grading system as well as the new grading system. They are working to understand a shift in reporting and grading, and doing so at a time that isn't going to impact any students or communication with families.

They are looking at topic for assessment. For example, if looking at fractions in grade 4; what does it look like for a student in Hollis, for a student in Brookline, what is rigor, what type of questions are we asking, do they

have to apply skills or are they just simply pumping out answers, really trying to make sure that we are placing the same demands on all of our students, and using similar language so that when they arrive at the COOP they are coming together with an experience that is more similar.

The SAU has instituted Meaningful Monday. Every Monday afternoon, an entire grade level team within the SAU works together for three hours. They work within teams, have really good conversations about what the practices are, etc. The team can share assessments, activities, strategies, look at the rigor; how do you teach the standards, how do you backfill when you see there is a gap in a specific area, etc. Those conversations have been very rich.

In addition, the pilot group for the standards based report card also gets together once per trimester to talk about all of these pieces. That really is driving home the point of what we are doing, how do we have a uniform experience for students, how do we ensure that all students are pushed to their maximum level, etc.

Sixth grade students take math placement tests. Information gained from that test along with other data points determines where the student will be in grade 7. In the past, students took the test, were placed, and very little else was done with the information. This year, the results of that test were analyzed, standard by standard, question by question. We wanted to know how the 6<sup>th</sup> grade students in Brookline are doing on these standards and how Hollis students are doing on these students. They then share that information with the grade 7 teachers. That allows for discussion of how to fill any gaps that may exist and how each student will be pushed in the area he/she is excelling in.

State assessments are being reviewed to target a group of HBMS students to create a new afterschool optional intervention program to see how we can boost their performance on their math practice and their engagement in math. Hopefully, that will lead to identification of better tools to work with students more regularly.

Assistant Superintendent Bergskaug reiterated the importance of communicating math placement test results and devising a plan for proactively implementing necessary adjustments. It seems as there was a deficit in this area for 6<sup>th</sup> grade, there is the need to identify what will be done differently this year with the current 6<sup>th</sup> grade cohort to ensure this does not occur again. We need to teach the curriculum, but can't do that while leaving students behind. We must bring our students with us, and we need to identify how to do that if we already know there are certain gaps that exist with the current 7<sup>th</sup> grade students, and looking at the areas of weaker performance and weaving in additional support at appropriate times during the 7<sup>th</sup> grade curriculum.

The Brookline School District (BSD) is in year two of a full implementation of a new math program. They have done some revisions to their pacing and shoring up some of the holes they have. This year, the Hollis School District (HSD) has developed a new plan to address the needs of all learners.

Then what is really important is the idea of acceleration and controlling that. We have a lot of really good math students and want to meet all their needs, but want to do that in a way that is logical and where we have a plan for the next step. A K-12 committee is in place to review and outline very clear guidelines and expectations for entrance and exit criteria for an accelerated program. The District is trying to define the what, when, and how to accelerate.

Assistant Superintendent Bergskaug stated she would continue her work of having the conversations between 8<sup>th</sup> grade and high school algebra teachers. We're currently implementing the grade 7 compacted math course. Prior grade 7 compacted was all of grade 7 plus half of grade 8, and grade 8 advanced math was ½ of grade 8 and algebra. There is a lot of material in algebra, and it is the foundation for all courses in high school. To do that very quickly sort of put some of our students at a disadvantage when they entered the high school, and these are our accelerated students. We need to make sure we are providing them with a solid foundation. Compacted grade 7 now is 7 and 8 together. It seems like a lot; however, a lot of the standards flow from one grade to the next. A lot of work was done over the summer in identifying where there is overlap and being intentional about flowing grade 7 into 8 appropriately so that it wasn't a grade level in one semester and another grade level in another semester. There is the need to have conversations with the community. People have questions, and we need to have conversations and be open and transparent.

Assistant Superintendent Bergskaug stated she would be back before the Board in the January timeframe to discuss some additional changes. There is the desire to change the math placement test for 6<sup>th</sup> grade students; make it less of a skill based assessment on what the student happens to have been exposed to and more about the student's ability to reason mathematically to see what type of math learner the student is, and make it a very transparent process. We need to lay out the process from grade 6 all the way to grade 12.

This year the Math Steering Committee is focused on:

- Identifying key math vocabulary for each course
- Provide intervention to targeted group at HBMS
- Revise the Math Placement Exam & Procedures
- Offer additional options to HBMS students to best meet the needs of all learners

Assistant Superintendent Bergskaug stated that to be where the budgetary impact comes in. She is proposing an addition of a full-time teacher to meet the needs of high school and middle school students. It would be a split position between both buildings that would provide additional opportunities and pathways for middle school students and alleviate some of the overcrowding in some of the math classes at the HBHS.

- Offer additional and/or refined options to best meet the needs of all learners in Hollis & Brookline
- Develop a K-12 approach to align vertical acceleration practices

Assistant Superintendent Bergskaug spoke of the need to continue to look at data, reflect, and be mindful of the students that we have, to make sure that we are meeting their needs.

Mr. Solon questioned how far away the two elementary districts are from having common curriculum or just common experience. Assistant Superintendent Bergskaug responded in Hollis K-6 they use enVisions 1.0. Brookline just implemented enVisions 2.0. They are very similar. There is the potential for that to be considered in Hollis. They are sharing resources. The HBMS uses a different series. Nine through 12 uses enVisions. When asked if she sees that as a problem, she responded based on the way that math is taught at the HBMS she does not feel it is. Grant funds were used to purchase the enVisions entire teacher resource pack including the online program for grades 6, 7, 7 accelerated, 8, 8 accelerated, and algebra for HBMS teachers.

When asked if the two elementary districts are moving towards common standards, she stated they absolutely are. They have identified the standards and are on the same page. The only difference is for example, in Hollis grade 1 for the first two trimesters work a lot on addition. Trimester 3 brings in subtraction. In Brookline grade 1 does addition/subtraction all through.

Ms. Levesque questioned when parents would be informed of the steps their children need to take, what track they will be on, the results of the 6<sup>th</sup> grade testing, etc. Assistant Superintendent Bergskaug responded she is still developing the new assessment, and is looking at moving it to grade 5. Once that is firmed up, which is hoped to be completed by the end of the calendar year, she will share the information with parents.

Mr. Cross questioned if there are measures of effectiveness or support programs or paths for students who aren't great at math, and do those show us effectively that what we are doing is actually putting them back on a standard path. Assistant Superintendent Bergskaug responded we are absolutely looking to close the gap. What she continues to push her math specialists to do is sit down, analyze every intervention program, and determine its purpose; are we looking for more math practice because there is a purpose for that, but she is uncertain that would close the gap, or are we looking at targeting standards where a student has this identified weakness and shoring up that weakness to close the gap because that is a different purpose, and not all students need that.

Hollis is considering one program, Brookline is considering a different program for different purposes, and at the HBMS there are two different programs being used, one of which seems to work well for a certain population of students, e.g., summer enrichment program where there are motivated students looking to learn more, shore up their skills so that they can get into an accelerated program. For the weaker math student, we have an initial response to that program, and then there is the plateau. That is when we start to say I don't know if this is the best program. This year we're piloting a different program to see whether it is a level of engagement, a piece of the structure of the instruction that is different, etc.

Assistant Superintendent Bergskaug noted at a meeting of the Hollis School Board, the question was asked "How do you know if what you are doing is successful?". At the COOP, we often look at these positive results as being metrics. For her those are good, and she wants to make sure we continue to have those positive metrics, but she wants to ensure we are meeting the needs of all our students, that our students are actively engaged in learning math, and that we do not lose students to other districts because we are not meeting their needs. That, to her, says we're not doing something that we should be doing.

Mr. Solon questioned if she has seen gender differentiation in math as students move up the grades. He noted the national numbers indicate the population of females taking higher level math is still down, and questioned if that is true in this District as well. Assistant Superintendent Bergskaug stated she did not have the facts readily available. When she was in the classroom that was not true; if anything, it was the opposite. Principal Thompson stated that data could easily be obtained for the HBMS. Mr. Solon commented there is a big push in STEM overall and math in particular on a national level and to the bystander it doesn't appear to be so, but he is curious if there is a gap in enrollment or performance at our school.

When asked, Assistant Superintendent Bergskaug stated the additional 6<sup>th</sup> grade section is running in Brookline. There are students who are accelerating (small number). She spoke of having put things into place at HUES this year to really meet the needs of some of our students for whom the regular flex classroom will not meet the needs as they need more than that.

Chairman Brown commented a year ago she would have said she was really worried about where we were in math. This is one of those issues where we are on it now. The question she asked was one of the highlighting decisions, but it is all about how are we vertically and horizontally integrated. She thanked Assistant Superintendent Bergskaug for forcing some of those conversations.

Ms. Duerloo Babcock commented at the start of the year there was some discussion of the 7<sup>th</sup> grade compacted math and the 8<sup>th</sup> grade algebra being a more accelerated pace this year. That is part of what is being tested, and it sounds like there are some avenues that students who perhaps don't do as well on that math placement test can move themselves up over the summer. She stated the desire to ensure that as many students that want to get to calculus can do so. Students can test in a certain place in 7<sup>th</sup> grade, and their preparedness for something different can change by the end of 7<sup>th</sup> grade.

Assistant Superintendent Bergskaug commented that is why she continues to talk about pathways and not here you are and here is your track.

- Facilities Update

The Facilities Committee (Committee) held its first public forum on October 23<sup>rd</sup>. The event was well attended, and numerous community members provided feedback. The Committee has met to discuss that feedback and identified the following recommendations:

Regarding the building, bump out both the 1<sup>st</sup> and 2<sup>nd</sup> floor, which would result in each floor gaining slightly over 700 sq. ft. from the original proposal. The Committee had proposed bumping out the first floor for robotics. Although more expensive (\$200,000), it is better for students and storage to simply do the bump-out at both levels. The architect is currently working on new drawings to be available for discussion at the second public forum. The 2<sup>nd</sup> floor space would be utilized for storage of athletic equipment, uniforms, and the rowing machines. Although an increase, some of the other alternatives would be removed, and there is the potential for that increase to be absorbed into the overall cost.

The Committee considered, but rejected the following alternatives based on cost benefit analysis:

- Alternate #1 Option (Gym Shed Addition): \$160,000

The 2<sup>nd</sup> floor bump-out is believed much more efficient.

- Alternate #2 Option (Air Conditioning for Gyms): \$380,000

The renovated space (STEM/Fitness/Tech Center) will be air-conditioned, but the gyms won't be.

- Alternate #3 Option (Two Story Addition): \$890,000

This would have involved closing in the loading dock area. The cost would have been great for a limited amount of square footage.

- Alternate #4 Option (Third Story Addition): \$1,460,00

The Committee, after reviewing cost benefit and square footage, is of the belief this option would not be a productive way to utilize the funds.

The revised cost estimate would be \$1,920,000 for robotics, tech center, and a new fitness center that would be in the current weight room area (by adding the 2<sup>nd</sup> floor).

The Committee has had many discussions around grass versus multi-purpose synthetic turf field, and has recommended a multi-purpose synthetic turf field. It is believed that would enhance and could be utilized by all sports.

From a facilities approach, they will work with the athletic directors to look at ways to rehab some of the existing grass fields by dedicating the turf specifically to some teams at the start. The cost of the multi-surface synthetic turf field is \$1,660,000, which includes all site earth work, synthetic field, drainage, conduits would be placed underground for the future addition of lights, fencing, and required paving to provide access to the field. The cost also includes a 15% contingency.

The Superintendents of Bedford, Souhegan, and Oyster River were contacted as they have recently completed fields. The Superintendent of Bedford indicated they did not require additional staff in terms of groundskeepers, in the last 10 years have only had to repaint the lines on the field once, and the only purchase they needed to make for the field is a sweeper (\$5,000), which is used to rebalance the fill that is part of the soil. They are projecting the need to replace their turf in the next couple of years. The Superintendent stated a lighted turf field was the equivalent of having 3 grass fields. They do not plow it, but when it gets down to a certain level of snow the sweeper can be used.

Superintendent Corey stated he would be meeting with the Superintendent of the Souhegan School District and their Director of Facilities on the 30<sup>th</sup>. They will be providing their revenue profile, information on how they work with their Town Recreation Department, and their overall feedback.

Rhon Rupp has contacted the Athletic Directors of the three districts. Each are providing a detailed synopsis, which will be shared with the Board at its next meeting.

The Committee spent extensive time reviewing a grass sod field option. The cost came out at \$1,155,750 (with 15% contingency). The big difference is the irrigation system and well (\$25,000 - \$125,000).

Superintendent Corey remarked in their discussions, there were three main things that came up: ongoing cost for seed, pesticides, and mowing, lining of a grass field, and closing a field when recovery time is needed.

Water is a large issue, e.g. the potential of a drought. The District would drill a well, and there is the potential to hit water, but the question would be what that would do to the water supply that presently comes to the high school and to the wells of the neighbors.

Superintendent Corey stated he would have to project at least a half-time person added to the grounds crew to maintain another field of this caliber. He noted a fully loaded grounds person would cost about \$60,000 (\$25,000-\$30,000 for part-time). Over 12 years, that would equal the difference between the grass and synthetic options.

The Committee believes its recommendation to be more cost effective. It is believed students could get on the field earlier, which would translate into getting those students home sooner. Eventually, he would recommend lights (approximately \$200,000). Mr. Solon noted the addition of lights would double the amount of usable field time each day. Superintendent Corey noted there would be great potential in that during a regular night, e.g., no game, the student athletes would be home by 6:30 – 7:00 p.m., leaving the field open to the recreation department under the lights. Mr. Solon suggested the proposal be shown with the lights included, and identification of what the subcontractor is if the community wished to pull it out.

Superintendent Corey stated he has contacted the Chair of the Hollis Budget Committee who is working to determine the tax impact on the projects. The Committee is considering whether it would recommend 1 or 2 Warrant Article(s). A number of individuals have advocated for 2 Warrant Articles.

The application for the private foundation has been filed with the State. They have reached out to some individuals who may have interest in providing support. The 2<sup>nd</sup> Public Forum will be conducted on December 5, 2017 at the HBHS Auditorium. Tours of the facility will be conducted at 5:30 p.m. The formal presentation will begin at 6:00 p.m., and is expected to conclude around 7:45 p.m. The snow date is December 7<sup>th</sup>.

Mr. Solon remarked, when the Budget Committee is running their model, it would be helpful if the cost of bonding was broken down by increments, e.g., for every \$200,000 you bond the tax impact would be X.

Superintendent Corey explained if two Warrant Articles passed, they could be combined into a single bond providing the language of the Warrant Articles allow for that. When asked, he stated he does not believe all the work could be completed during a summer. Were the District to decide to go with a leasing option as opposed to bonding, a portion of the bond proceeds would earn interest during the school year when construction cannot occur. Some of the lease costs could be offset by interest accrued. Legal counsel will provide information on both bonding and leasing options.

When asked, he stated, if the projects are approved in March the field could be done in a 9-12 month timeframe. When asked about the building construction, he spoke of an option to pay a differential for 2<sup>nd</sup> shift work so that construction could occur during the school year. As the process gets further along there are options that could be considered that might elevate the cost slightly, but would provide a potentially better environment for the students during the school day. He stated the timeframe for completion of construction to be similar. It may be that there is the loss of the mini-gym for a period. The use of the weight room would be lost during construction. When asked, he stated his belief the gym may not be able to be used during the start of the construction; however, that should occur during the summer.

- FY19 Budget Update

Superintendent Corey noted the agenda packet included an Excel spreadsheet, which details each line item. Presently the proposed budget identifies a 1.28% increase over last year.

He commented on the process the Administration undertakes; Principals submit a list, which is then discussed in detail through a series of reviews/rounds. It is during those reviews that items are removed and/or added. The last phase of the process is the scrubbing of the individual line items.

Questions were posed on individual line items:

Line Item #10.2600.411.04 – Water System Maintenance (\$3,806.50 reduction) - Superintendent Corey explained the HSD owns the water system, and in the current setup if repairs are needed the cost comes from the school district's operating budget. The School Board is working with the Hollis Budget Committee on establishing a water system maintenance trust that could be used for such purpose(s). In Hollis, a Warrant

Article will be put forth looking for authorization to conduct a comprehensive study to identify the operational condition of the system.

Line Item #10.2600.422.03/04 - Snow Removal and #10.2600.422.03/04 - Mowing; when asked if the District is reaching the point where it is cost effective and/or beneficial to have that work done in-house, Superintendent Corey responded he can see the District moving to staffing from a grounds person point of view, but does not believe it would be cost effective to bring snowplowing in-house.

Line Item #10.2600.431.03/04 - Heating/Ventilation Services; when asked, Superintendent Corey stated the line covers repairs, maintenance, cleaning of ducts.

Line Item #10.2600.622.03/04 - Utility Services Lighting (\$10,600.00/\$7,400.00 increases); Superintendent Corey stated the increase to be associated with a new delivery charge, which provides rebates for energy projects. He suggested the District is getting to the point of looking at solar array or other energy updates. He spoke of the savings the HSD anticipates (\$138,000) because of their energy project. Mr. Solon stated his understanding those who get in before 2020 would be locked in for true net metering for at least 20 years. He questioned if there is a time limit to react, and suggested it may be that the timeline should be pulled in. Superintendent Corey responded he is in constant communication with NetZero, consultants on the HSD energy project, and can ask those questions. Superintendent Corey suggested inviting the consultants to a future Board meeting.

Mr. Solon questioned if the District is considering expanding its use of district-owned vehicles. Superintendent Corey stated the District is looking at 1 vehicle for vocational education transportation, which is believed would be cost effective. A recommendation will be brought before the Board. Mr. Solon commented such a vehicle could be used for some of the smaller sports teams. Chairman Brown suggested the need for the Board to look at it in terms of the big picture, e.g., insurance costs, etc.

Superintendent Corey spoke of the work done in the beginning rounds of the budget review. The primary focus under the heading of Personnel, is the math position (split between HBHS and HBMS). Under Academics, all textbooks requests are in; there was no cut. Round 2 simply denotes that the English textbooks had already been purchased. When asked about the graphing calculators, he stated the cost to be for a replacement set at the HBHS. Also highlighted was the cost for science equipment proposed for the HBMS. Under new computer equipment, the big purchase at the HBHS is to expand the wireless network. Also requested are 2 Smartboards. The budget includes the purchase of 65 Chromebooks at the HBMS. Superintendent Corey spoke of the computer replacement cycle noting he has been assured the desktops and laptop carts are not ready to go yet.

Under Replacement Computer Equipment, at the HBHS funds are identified for staff laptops, projectors, etc. When asked about the removal of the cost associated with the intercom system at the HBMS, Superintendent Corey commented items such as this, if not placed in the Capital Improvement Plan, and not truly an emergency, then it doesn't make it into the budget. The intercom was not in the five-year plan. The current system is aging. Were it to fail unexpectedly, there is a contingency account that could be looked to. He noted the phone system for the HBHS is identified within the budget under Safety Issues. Currently, if you were to call for an emergency, it does not track the room number the call originated from. When addressed, it will.

Under Athletics, the requests for the HBHS are for a football scoreboard and a volleyball pole system. Regarding Facilities/Maintenance requests, Superintendent Corey noted he has requested from the Budget Committee approval for the cost of relining the water tank (\$40,000) to come out of the current budget. He noted it is likely, in the next round(s), the cost associated with the elevator replacement will come out.

Superintendent Corey stated his belief the District will meet budget guidance. He noted there to be two outstanding contract items. It is believed the proposed budget will come within ½ percent increase over the current year's budget. A large part of the reason is significant savings in special education (\$250,000 - \$300,000) resulting from students moving out of district.

Mr. Solon remarked at the last SAU41 Governing Board meeting, it was noted the SAU budget would be discussed at district board meetings. Superintendent Corey stated the budget is projected to result in a 5% increase.

When asked about items appearing in round 1 without a dollar amount, e.g., part-time P.E. position, Superintendent Corey responded there are things that have been discussed that the Administration is still not confident in from an educational side. Having the items appear on the spreadsheet ensures they are looked at again at the start of the budget process the following year.

Chairman Brown asked what the number would be for Athletics were the Board to vote to approve the lacrosse teams at the HBMS, and was informed there would likely be a \$20,000 placeholder added.

Ms. Deurloo Babcock questioned why Food Service Devices were identified under Replacement Computer Equipment, and was informed the costs would come out of food service funds, if there was sufficient revenue to support the purchase.

### DELIBERATIONS

- To see what action the Board will take regarding the proposed High School Mathematics experience

### **MOTION BY MEMBER DEURLOO BABCOCK TO APPROVE THE ASSISTANT SUPERINTENDENT'S RECOMMENDATIONS REGARDING THE PROPOSED HIGH SCHOOL MATHEMATICS EXPERIENCE COURSES**

### **MOTION SECONDED BY MEMBER LEVESQUE**

### ON THE QUESTION

Mr. Solon asked for clarification the motion is intended to approve the selection of courses which will count as a math experience, and was informed that was the case.

Mr. Cross spoke of the earlier question regarding biology and chemistry, and questioned if there is a reason why it is called a math experience. Assistant Superintendent Bergskaug responded Ed306 governs required minimum standards for what is done at every age and stage of school. They have imposed a new regulation that calls it a math experience. Students graduating with the class of 2019 and after must engage in a math experience every year they are in school. If a student were on a 5-6-year plan they would engage in a math experience every year, but it is not necessarily a math credit. She stated she met with Principal Barnes and polled the entire senior class of last year's graduates and the year before to analyze every single student; what they took, who would just meet it by taking a math class and who would not meet it just purely by math credits. We are really talking about just a handful of students that don't take four years of math, but they all had something else in common that correlated with the rubric that was applied to the curriculum. It seemed to make sense to continue to do what we are doing, to emphasize our standards, and to ensure we are following the guidelines of the minimum standards for the State.

Mr. Solon commented it is sort of equivalent to saying you can get credit for writing if a class has a writing component. The test sounds like are they doing math or are they doing work that contributes to an understanding of mathematical concepts, and with that relatively broad definition he is comfortable. Mr. Cross commented if the impetus is to ensure students are exposed to pure math then it seems like we have come up with an approach to an application of a philosophy that gets us to meet the requirements, but doesn't resolve any end purpose of making sure students are exposed to math every year for four years.

Superintendent Corey remarked the State was looking to mandate four years of math, but that would have been an unfunded mandate as teachers would have to be hired, and there is a mathematics shortage. This was a way to say they will have a math experience, and we didn't tell you to do something, so it is not an unfunded mandate. Ms. Deurloo Babcock noted it is transitioning from three years of math to a fourth-year math experience. Chairman Brown remarked there has been a trend; math classes tend to be larger than that which is recommended by State standards or the District's own policy. Consequently, if we start adding more pure math into that, the District will be looking at either larger class sizes or trying to hire in that area. Assistant

Superintendent Bergskaug reiterated we're talking about 6 or 7 students who didn't take four years of math, which is above the State requirement. We were practically meeting what the State wanted to put into place. The question is what does it look like for those other students, and they are taking physics. The desire was to take a systematic approach to review the curriculum to ensure it was not just based on the class of 2017.

**MOTION CARRIED**

**6-0-1**

*Member Cross Abstained*

- To see what action the Board will take regarding the High School Program of Studies

**MOTION BY MEMBER SOLON TO TABLE CONSIDERATION OF THE PROGRAM OF STUDIES UNTIL THE NEXT REGULARLY SCHEDULED MEETING**

**MOTION SECONDED BY MEMBER LEVESQUE**

**MOTION CARRIED**

**6-0-1**

*Member Cross Abstained*

- To see what action the Board will take regarding the request for middle school lacrosse teams

**MOTION BY MEMBER LEVESQUE TO APPROVE THE REQUEST TO ESTABLISH A BOYS AND A GIRLS LACROSSE TEAM FOR THE SPRING 2018 SEASON ON A PAY-TO-PLAY PILOT BASIS**

**MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

ON THE QUESTION

Ms. Whalen stated the input provided by parents and students was outstanding. She has always been someone who supports student programs as has the Board. At this time, with the information provided, and the desire to consider the needs/wants of all the students in the District, she would support tabling the proposal until April when additional information on the fields will be available. She would not prefer to be in a position of having student athletes off campus. At this point, it would be difficult for her to support the proposal. She reiterated her appreciation for the time and effort that went into it.

Ms. Deurloo Babcock stated she would love to see a middle school lacrosse program. She stated the students who spoke before the Board did a wonderful job advocating for the sport they love, and she appreciates where many of them are coming from; might get to be the last time they get to play with teammates they have been playing with for years because some of them may end up at different schools next year. Lacrosse is a very popular program with some of our private high schools. Those students should be proud of themselves, because when the Board does approve a middle school lacrosse program it will be due in large part to their efforts. As a Board member she supports all athletics, feels strongly that the community and character building of a thoughtful athletic program can be an integral part of many adolescents' education. In that vein, many on the Board identified, over a year ago, the need for more fields for our athletes in both schools. After spending many months with the Facilities Committee, she believes many of the teams would be better served were there another field.

The impact of a turf field on the current lacrosse program would be undeniably positive; would get the boys and girls varsity and JV teams on a practice field almost a month earlier, would get the boys out of the back parking lot, then girls would be able to practice outside rather than in a gym or a space that they have to fundraise for, e.g., the Hampshire Dome. For both programs more of their games would be held according to their schedule as a turf field would drain and be playable after a storm. The current fields could be repaired and maintained if there were another place to play.

Adding a middle school program, after looking at that schedule, would clearly touch almost every outdoor sport in the spring; varsity and JV, middle and high school baseball, all during a year that we are advocating for a turf field. It is just not fair to the voters. A new field is needed because the current programs need it, and adding another program to an already stressed infrastructure and athletic department is simply not fair. As suggested there would be no cost to this, that parents would cover all the costs, means that we are not accounting for the time and effort of our athletic department and administration in starting up such a program.

Ms. Deurloo Babcock stated for her personally a pilot pay-to-play program doesn't sit well noting once it is put in place it is difficult to take away. She stated the desire to see the program approved in the following year's budget.

Ms. Levesque spoke of being impressed with the students and parents who spoke with such passion. She commented there were issues raised, and the Administrative team overcame the issues very well. The pay-to-play is something she would not typically support; however, having been assured there are funds available to provide assistance, if needed, the only remaining hurdle relates to conflicts with the field. If a team had to be bumped, it would have to be lacrosse. She stated the desire to support the proposal.

**MOTION FAILED**

**1-4-2**

*Members VanCoughnett, Deurloo Babcock, Solon, and Whalen voted in opposition  
Members Brown and Cross Abstained*

- To see what action the Board will take regarding Policy **GEA** - Extra-Curricular and Co-Curricular Advisors and Athletic Coaches

1<sup>st</sup> Reading: September 19, 2017

2<sup>nd</sup> Reading: October 18, 2017

*Given its third reading;*

**MOTION BY MEMBER WHALEN TO AMEND POLICY GEA– EXTRA CURRICULAR AND CO-CURRICULAR ADVISORS, IN ITS ENTIRETY, BY REPLACING IT WITH THE COPY PROVIDED WITH THE AGENDA AND ACCEPT THE THIRD READING, AS AMENDED  
MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

ON THE QUESTION

Chairman Brown stated there to have been lengthy discussion at the Policy Committee meeting regarding eligibility; the language included criteria for coaches, but not for co-curricular and extra-curricular advisors.

Mr. Solon questioned if there is no longer a need or desire to create an age differential. New language for qualifications for co-curricular advisors doesn't identify what kind of work experience or that it even must be relative.

**MOTION CARRIED**

**6-0-1**

*Member Cross Abstained*

- To see what action the Board will take regarding Policy **BEDB** – Agenda Preparation and Dissemination

**MOTION BY MEMBER WHALEN TO ACCEPT THE SECOND READING, WAIVE THE THIRD READING, AND ADOPT POLICY BEDB – AGENDA PREPARATION AND DISSEMINATION  
MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

**MOTION CARRIED**

**6-0-1**

*Member Cross Abstained*

It was noted the revision dates listed on the policy are those of the New Hampshire School Board Association, and should be removed. The most recent adoption date should be included.

Mr. Solon questioned if the amendments made during the last review of the policy (2016) were incorporated into the current proposed version. Chairman Brown stated her belief they were. Mr. Solon noted the language reads: Any Board member, staff member, student, or citizen of the District may suggest items of business.”, but does not include “Board member” in the sentence that follows, which reads: “The inclusion of items suggested by staff members, students, or citizens shall be at the discretion of the Board Chairperson.”

**MOTION BY MEMBER SOLON TO RECONSIDER POLICY BEDB – AGENDA PREPARATION AND DISSEMINATION**

**MOTION SECONDED BY MEMBER WHALEN**

**MOTION CARRIED**

**6-0-1**

*Member Cross Abstained*

**MOTION BY MEMBER SOLON TO ACCEPT THE SECOND READING OF POLICY BEDB – AGENDA PREPARATION AND DISSEMINATION**

**MOTION SECONDED BY MEMBER WHALEN**

**MOTION CARRIED**

**6-0-1**

*Member Cross Abstained*

**MOTION BY MEMBER WHALEN TO TABLE POLICIES BEDG, DEBG-R, IGE, JICFA, AND IHAM UNTIL THE NEXT REGULARLY SCHEDULED MEETING**

**MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

**MOTION CARRIED**

**7-0-0**

- To see what action the Board will take regarding Policy **BEDG** – Minutes
- To see what action the Board will take regarding **BEDG-R** - Access to Minutes and Public Records
- To see what action the Board will take regarding Policy **IGE** - Parental Objections to Specific Course Material
- To see what action the Board will take regarding Policy **JICFA** – Hazing
- To see what action the Board will take regarding Policy **IHAM** – Health Education

December Meeting

The consensus of the Board was to conduct the meeting on December 20<sup>th</sup>.

REPORT OUT BY PROCESS OBSERVER

Vice Chairman VanCoughnett commented on the length of time involved in discussing the Program of Studies.

ADJOURNMENT

**MOTION BY MEMBER WHALEN TO ADJOURN**

**SECONDED BY MEMBER DEURLOO BABCOCK**

**MOTION CARRIED**

**7-0-0**

The November 15, 2017 meeting of the Hollis Brookline Cooperative School Board was adjourned at 10:06 p.m.

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