

**HOLLIS BROOKLINE COOPERATIVE SCHOOL BOARD
FEBRUARY 21, 2018
MEETING MINUTES**

A regular meeting of the Hollis Brookline Cooperative School Board was conducted on Wednesday, February 21, 2018 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
 Holly Deurloo Babcock
 John Cross
 Tom Solon
 Krista Whalen

Members of the Board Absent:

Also in Attendance: Andrew Corey, Superintendent
 Gina Bergskaug, Assistant Superintendent
 Amy Rowe, Director, Student Services
 Linda Sherwood, Assistant Business Administrator
 Rick Barnes, Principal, Hollis Brookline High School
 Bob Thompson, Principal, Hollis Brookline Middle
 Mary Martin, Student Council Representative

APPOINTMENT OF PROCESS OBSERVER

Chairman Brown appointed Tom Solon to serve as Process Observer.

AGENDA ADJUSTMENTS

A request was made to amend the agenda by adding, under Deliberations, consideration of the request for the Field Trip to New Orleans, LA slated for April 24, 2018 through April 28, 2018, which was included as part of the Principal’s Report.

There being no objection, the agenda was adjusted as requested.

APPROVAL OF MINUTES

Hollis Brookline Cooperative School Board January 17, 2018

The following amendments were offered:

- Page 3, Line 37; insert “for” before “the delivery”
- Page 4, Line 37; insert “to” after “willingness”
- Page 8, Line 21; replace “education” with “educating”

**MOTION BY MEMBER LEVESQUE TO ACCEPT AS AMENDED
MOTION SECONDED BY MEMBER WHALEN
MOTION CARRIED
7-0-0**

Hollis Brookline Cooperative School Board - **Non-Public**. January 17, 2018

MOTION BY MEMBER WHALEN TO ACCEPT AS PRESENTED
MOTION SECONDED BY MEMBER LEVESQUE
MOTION CARRIED

6-0-1

Member Cross Abstained

NOMINATIONS/RESIGNATIONS/CORRESPONDENCE

Superintendent Corey spoke of the recent tragedy at the Majory Stoneman Douglas High School in Parkland, FL. He stated the desire to pause and reflect on the safety and wellbeing of every one of our students, and provided the following remarks:

“Please know that our entire staff is focused every day on how to keep your children safe. As a school, we will continue to build upon the many safety initiatives and procedures that have been adopted over the years. This includes, but is not limited to, drills, professional development for staff members, and upgrades to our infrastructure such as additional security cameras. While it can be frustrating for all of us at times, it is important that safety procedures regarding routine matters like entering the buildings during the school day, are implemented and followed.

Ongoing dialogue from parents to school staff is essential. I am always grateful for the concerned parent who calls in to report something that doesn’t seem quite right. The mantra *If you see something say something* is a good one. You can rest assured that we follow up on every safety concern, big or small, that is brought to our attention.”

Superintendent Corey highlighted some of the things that are done on a regular basis. The District regularly practices lock-down drills. The Hollis Schools have a School Resource Officer (SRO). Staff and administration has undergone intruder training. The District participated in tabletop exercises with the Police Departments as well as Department of Homeland Security. The District has conducted simulations in the buildings, which is important for two reasons: 1) it allows the staff to understand what happens in an emergency of this type, and 2) allows law enforcement into the buildings thereby becoming more accustomed to the layout of the buildings. The District is regularly inspected by Fire, Police, and State Homeland Security. The buildings are evaluated by Homeland Security and recommendations are made and addressed. Many things have been done over the past few years. Homeland Security has been very impressed by the District’s procedures.

This past summer, the District hosted the New Hampshire swat and emergency response team for an entire week. They conducted internal and external training; buildings and fields. Last year the District implemented CopSync, which is a notification software that exists on all computers in the District. When pressed by any faculty member, a signal is automatically sent out to the 4 closest police agencies. That could be a State Police Officer driving through Town, the Hollis Police Department, Brookline Police Department. They are automatically notified. Practice drills were conducted on this, this year. Offsite evacuation drills have been conducted as have bus evacuation drills. The School Nurses, Psychologist, and Guidance Counselors are relied upon to work with the students and identify any concerns, which are then relayed to parents.

There are reentry procedures for students who may be dealing with difficult issues. The District is continually seeking different avenues of funding for security projects. Principal Thompson was just awarded a \$30,000 grant from the Department of Homeland Security to do some work on his main entrance and add more cameras. Principal Barnes has a proposal that has been submitted. The District has access to local health professionals and mental health consultants in the neighboring communities.

This is a great concern, and one which is taken very seriously. He thanked members of the community in attendance and those who have called in to his office so that some of the security procedures could be highlighted. He noted the District does not typically go into the nuts and bolts of the procedures as the recommendation from the agencies is not to.

Superintendent Corey noted a presentation on the proposed facilities projects was provided to the Rotary earlier in the day and was well received.

He informed the Board of his receipt of a Press Release that will be going out shortly from H.B. Elevates, which is the District's Charitable foundation. Members of the Board include Skip Snyder, John Babcock, Barbara King, Melissa Leclerc, Joelle Ford, and Gerrell Smith. The Chairman of the COOP School Board is an ex officio member. The Superintendent and Assistant Superintendent serve as liaisons with non-voting status.

PUBLIC INPUT

Maryanne Shanley, 7 Buttonwood Drive, Hollis

Supports allowing students to show their support for the victims of the recent tragedy in Florida.

She believes the students are safe in the district schools, and that the Administration and staff do a very good job of ensuring that.

Mary Martin

"I want to start off by thanking the staff, administrators, and Board for everything they do and have done to keep us students safe. We are well aware of the responsibility they carry every day and want to express our gratitude and acknowledge their efforts.

While we know how much is done for our safety, our generation has to go to school every day in fear; anxiously wondering if we will be the next victims of another school shooting. Too often we see on the news that gun violence has taken another set of lives. It is time for this to end, and students are ready to take action in any way they can.

Students have already started meeting with teachers and administrators to begin the conversation of how to move forward. Together, we have been brainstorming ways for students to have a say in their safety as well as productive ways to have their voices heard including solidarity events, educational assemblies, and student positions on the safety committee.

We ask that the Board and the community support us as we continue our efforts to make our school a safer place while giving students a platform to have their voices heard. Thank you."

James Belanger, Plain Road, Hollis

Recommended a line item be added to the budget to allocate \$100/year to the Moderator. The District Moderator is required to attend yearly training in Concord (fee for registering). In addition, he/she has expenses associated with supplies.

Cindy Ryherd, 150 Witches Spring Road, Hollis

Stated support for providing students opportunities to express their opinions.

She questioned whether the School Board has the authority to consider allowing others within the school buildings to be armed, and, if within the Board's authority, would it be something the public would be informed of. She stated her desire to understand there is one more person within the building carrying a gun besides a security officer.

Superintendent Corey commented the Hollis Police Officer who serves as the SRO, is the only armed person in the building. He commented he has concerns on both sides of the issue; sometimes people who are not necessarily trained for emergency events may not react how we would hope. In terms of authority, it is the School Board that decides curriculum, security, budgets, etc. It would be an issue, if to be considered, that would come before the Board. It was noted Board agendas, minutes, and policies are posted to the District's website.

Tracy Clifton, 107 Federal Hill Road, Hollis

Echoed the comments of the previous speaker.

Michelle St. John, 29 Orchard Drive, Hollis

Applauded the Administration for the safety measures in place and its continued diligence and creativity in finding additional funds to support the safety and wellbeing of our students.

She applauded the efforts of the students and expressed her full support.

Brandon Yarmo, 218 Federal Hill Road, Hollis

Commented on having spent time the previous day with the Police Chief discussing his concerns relative to school safety. He has done a good deal of research on how some of the school shootings have occurred. In the Newtown, CT tragedy, the shooter was able to break in through a window. The building was very secure with officers at the front entrances, but the shooter was able to break in through a back window. It took time for police to respond and assess the situation from the outside.

He pitched to the Police Chief the idea of creating a sub-station within the high school. There are offices in the police station in Hollis where officers go to make phone calls, do detective work, etc. He was told the Town recently invested \$40,000± on the cruisers so that they can accommodate officers making calls, doing paperwork outside of the station, and having a presence in the community. He stated the desire to see that down time spent in an office in the schools. If needed, there would be the potential of having 2-8 officers already in the building.

He does not believe the cost would be great. There would be a need for the space. Presently, with four school buildings, there is a 25% chance of having an officer in the building were something to occur.

Genevieve

Stated her support of the walkout commenting, as a student, she believes it important for the student body to be able to share its voices. She stated her belief the COOP does a really good job of giving the students such opportunities. She believes it to be a good way to raise awareness.

Brandon Yarmo, 218 Federal Hill Road, Hollis

Questioned if there is a way to create a forum for students to voice their opinions without impacting class time. He would like to see a forum where students could meet with their peers to discuss issues of concern.

Patrick

Wished to emphasize the walkout is giving the students an opportunity to speak without speaking directly. Although the start of a movement, the desire is to call attention to the issue. Students are working with the Administration to find solutions to avoid interrupting class. There currently is no interruption to class the way it is set up. The intent is to plan something that is appropriate, calls attention to the issue, but also sends the correct message.

Principal Barnes thanked the students for their attendance, and for the level of respect and seriousness they have shown towards this cause. He spoke of the level of communication between the students and Administration.

Superintendent Corey stated Principal Barnes has kept him informed, and he is not opposed to anything. However, there is the need to ensure safety, e.g., were the students to plan on going off-property, the Administration would need to determine a way to make that safe.

Chairman Brown stated appreciation for those who came out to take part in the discussion. She commented although you can never achieve 100% safety, the District has put forth a great deal of effort to ensure the safety of all our students.

MOTION BY MEMBER SOLON TO RECESS UNTIL THE CONCLUSION OF THE PUBLIC HEARING

MOTION SECONDED BY MEMBER LEVESQUE

MOTION CARRIED

7-0-0

The Board recessed at 6:30 p.m.

The Board reconvened at 6:53 p.m.

PRINCIPAL REPORTS

- Principal Thompson

Principal Thompson highlighted a few items from his report. He congratulated the two middle school Robotics teams for the awards received during the State Championship Tournament. He expressed his gratitude to the parents who served as advisors this year: Chris Hayden, Todd Pack, Barbara King, and Tammy Fareed.

The prior week 8th grade students participated in the SeaPerch Program; collaboration between Portsmouth Naval Shipyard, UNH, and the 8th grade students. Students built remote-controlled underwater vehicles.

- Principal Barnes

Principal Barnes spoke of the trip the Band and Chorus are looking to take over April break.

He highlighted additional items from his report; Jack Proulx's Senior Quest project is the Aquaponic Garden. He stated appreciation for the support the PTSA has provided towards this project.

He commended the four National Merit Finalists; Jonathan Aldana-Proulx, Katherine Cerato, Ryugo Okada, and Emily Spooner.

Administrative Proposal

Principal Barnes provided a PowerPoint (can be viewed [here](#); beginning at tape counter 1:00).

The purpose of the presentation was to consider a reorganization model and different way of delivering student services (Guidance Department and Department of Special Education) at the High School. The demand/need for services continues to grow. The current delivery model is very traditional (broken into departments). The two areas are very interdependent. The desire is to bring the services under a single umbrella. Also looked for is a 21st Century vision.

Within the proposal is a small increase in a current administrative position to not only meet the needs seen, but to get ahead of current trends. He provided the example of the discussions that have occurred around mental health in education, and the desire to be able to not only meet the needs but get ahead of them.

The current Coordinator of Special Education position is a 0.8 Full Time Equivalent (FTE). The proposal would move that position to a 1.0 FTE and change the title to that of Assistant Principal of Student Services. The purpose of the title change is to provide the position the visibility it deserves.

In addition, adding a Department Head of Special Education position. The current Department Head of School Counseling (Guidance) should remain. The intent would be for both department heads to report to the Assistant Principal of Student Services.

Current personnel address the needs of Cav Block, FIEMUS, CHOICE, 504 Coordinator, SAP Counselor.

Cav Block has been well received and used by students. It also allows for an opportunity for running groups (support, etc.) through special and regular education. The tool is being used primarily for academics. Bringing in another would provide for additional supports that could be offered during that time.

FIEMUS is a program for students experiencing mental health challenges. The program has had tremendous success.

CHOICE is in its pilot year with approx. 40 students participating. Some students are taking online classes, some are taking multiple classes, etc.

504 Coordinator currently oversees the implementation of approx. ninety-nine 504s.

SAP Counselor is the substance abuse professional. The position is currently unfilled.

The need is for increased opportunities for personalization of services; what each student needs. The ultimate goal is to give every student that level of service. Needed to continue program innovation is expertise. There is the need for an individual who has expertise in Response to Intervention, programming, e.g., best practices.

Personnel Recommendations

- SAP Position

RIF the current SAP position (.75 FTE) and replace it with an At-Risk Counselor (1.0 FTE).

The High School counseling personnel in collaboration with the School/SAU Administration will develop criteria, a metric based on factors such as attendance, academic performance, ability to access curriculum, behavior, and risk factors, which will be utilized to determine the caseload to identify individuals who would benefit from working with the At-Risk Counselor.

- 504 Coordinator Position

RIF the current 504 Coordinator (.80 FTE) position and replace it with a School Counselor (.80 FTE) position.

All plans would go back to the counselors. Those plans that are more intensive, would go to the department head.

Principal Barnes provided a comparison of the current caseload and that which would result from the proposed changes. The reduced caseloads would provide for increased services.

Addressing the issue of funding, he stated the Administration's confidence the proposed changes could be funded through savings resulting from staff turnover.

An organizational chart was displayed depicting the proposed structure and associated responsibilities.

Expected Outcomes

- Create a sustainable vision that continually meets the evolving needs of students
- Proactive vs. Reactive
- Better serve the "middle majority" group of HBHS students
- Increased opportunities for personalization of services
- Increased communication: Administration, Department Heads, staff
- Identify other efficiencies and reallocate resources as appropriate

Included with the [agenda](#) were job descriptions for the positions discussed.

Chairman Brown noted any Board action on the proposal would not occur until the March meeting.

Mr. Solon thanked the Administration for the proposal noting it addresses a lot of items the Board and Administration have been discussing for some time. He requested, if moving forward with the proposal, that the cost items be brought into the budgeting, e.g., teachers be labeled as teachers regardless of the department they are in, resources budgeted as resources rather than attached to a student.

He stated concern with the expectation that the Assistant Principal of Student Services would report to both the Principal and the Director of Student Services. He would like to see a single chain of reporting particularly given the likelihood that instances that arise could dictate quick reaction.

He spoke of some ambiguity that is within the job descriptions in terms of understanding what the requirements are going to be for an individual.

Ms. Whalen stated appreciation for the proposal. She questioned who participated in the creation of the proposed structure. Principal Barnes responded it has been a conversation for the past 2 years over which period all parties have had an opportunity to weigh in. This latest iteration was developed primarily by him, the Superintendent, Assistant Superintendent, and Director of Student Services sitting down and taking in to account all the information gathered over the past two years.

Ms. Whalen commented the former SAP Counselor was a Licensed Clinical Mental Health Counselor and questioned if the At-Risk Counselor would also have that certification. Principal Barnes stated he/she would not, under the proposed model. What would be sought is an individual having the School Counselor Certification. When asked why, he noted the SAP Counselor has operated in the past with a much higher level of confidentiality than anyone in the building has. That is a point of discussion. There is a benefit for that, but the reality is, when you have someone in that role students can tell things they don't have to tell the parent.

There have been people in that position in the past that were incredibly trustworthy and there have been other places where he has worked that the situation was different. They are looking for the best candidate to be the point of contact for this person to include college counseling and everything that goes along with that in addition to the at-risk piece. The School Counselor credential is the best option.

Ms. Whalen questioned if a resource would be lost for those students who worked with the SAP Counselor. Director Rowe stated the SAP Counselor did not have a defined caseload. Who she accessed at different times varied. While it was indicated she had access to 50 students, some of that was because they sought her out, and it was an individual case. There are many different point places where students can access that service. The concern is that, at times, there are too many people involved with an individual student. The proposal would reduce some of the redundancies and create efficiencies by having a person with that school counselor training who can do some of the crisis work, proactive work, and walk the students through the process of what a traditional counselor does.

Principal Barnes emphasized he sees this structure as a starting point. He believes it would be prudent for him to come back before the Board in the late winter of next year to provide an update.

Ms. Whalen commented on students who may need assistance on a periodic basis and questioned the point person for that. Principal Barnes responded it would depend on the situation. The District is developing a screening tool, which would have to consider that. The original idea was for it not to be fluid, but there are other models in the building where that has been allowed, e.g., a student comes for a certain specified period, and when the needs are met they move forward.

Ms. Whalen questioned if there is concern with filling the position of Department Head commenting on the workload and the stipend involved. Principal Barnes stated the individual in the current position would keep things that she took on this year. Program of Studies is an enormous task, which would no longer be a function of the Department Head. The Department Head would not have the responsibility of the Master Schedule as had been the case in the past. The position would not have the school profile as a responsibility or some of the testing obligations.

Ms. Whalen echoed the concerns of the position reporting to two. Principal Barnes stated there to have been lengthy discussions at the SAU level on this topic. He spoke of the size of the population and the level of exposure in terms of ensuring things are done correctly. The Director of Student Services has a level of expertise that he does not when it comes to matters regarding special education and the laws governing that. That is her area of responsibility, and it would be difficult to not have her involved. They have discussed the need for a clear reporting structure in terms of delineating where that person goes and when. That would have to be clearly defined. If it is a matter of supervision, staffing, etc. that would come to him first, and he would likely involve the Director of Student Services. Most would fall under him, but there are certain things where he does not need to be involved and the Director of Student Services is a quick resource.

Mr. Solon suggested the Director of Student Services does not need to be the direct supervisor to provide that resource. He questioned who would be responsible for the evaluation, time allocation, etc. Having a single supervisor is preferable. The obvious one is the one closest to the day-to-day activities.

Ms. Whalen questioned if the curriculum for guidance would be the responsibility of the Assistant Principal of Student Services or the Department Head. Principal Barnes stated it would be both. It would depend on who fills the position. The purpose of having Department Heads at both levels, regardless of who is in the position of Assistant Principal of Student Services, is to be able to have that content area expert.

Assistant Superintendent Bergskaug added an academic Department Head oversees the implementation of the curriculum in the department, and the Assistant Principal of Student Services oversees the academics. That

individual has a direct line to the Assistant Superintendent as the ultimate person overseeing curriculum. It is a little bit of a different structure yet falls in line with the structures already in place.

Mr. Cross remarked it was stated the impetus for the proposal is an increase in demand for services. He questioned the reasoning behind the increase in demand, and how the structure integrates with what is done at the Middle School. Principal Barnes stated the demand is two-fold; general level of expectation you get in a high performing district that only increases and the complicated and ever-changing world we live in. There are a lot of things that are concerning, and the need exists to address those situations. They have been meeting the needs through effective programming, but the needs continue to increase/change.

In terms of how it correlates with the Middle School, there are two different models. The teaming model is very effective at the Middle School and completely appropriate for the population it serves. It is not a model that can be employed at the High School; cost prohibitive. He spoke of having been in high schools where they do the teaming model. He has not seen an academic benefit to it for dollars spent on that.

The Middle School has its own Director of Special Education/Building Coordinator. There have been some changes that have occurred in both buildings that are very similar specifically to special education. The big piece (communication) with the Assistant Principal of Student Services position is looking at how we continue to build upon the transition between Middle School and High School.

Mr. Cross commented, as an engineer, what is often said is the problems happen at the interfaces. It sounds as though there are solutions that are tailored for the High School and one that is tailored for the Middle School. The question is if the transition in between is being covered, and it sounds as though that is being addressed.

Ms. Deurloo Babcock commented when she first read the information provided she was concerned with the amount of work associated with the position of Assistant Principal of Student Services, and the ability to fill that position. Now knowing that the Program of Studies and School Profile would remain under the position of Assistant Principal of Curriculum & Instruction, relieves some of her concern.

She stated concern with the idea of decreasing the number of students per caseload for the School Counselors but adding 504 planning. She likes the idea that the counselor will follow the student with the 504 plan but is concerned about their workload and the multi-faceted nature of their position. With a single at-risk student, the counselor's day is consumed resulting in the middle of the road students not having access to the services they need. She questioned why the position would not go from a .80 FTE to a 1.0 FTE, and if the cost of increasing that position would be too great. Superintendent Corey stated the position does not have the benefits package included. It is benefits eligible. He spoke of having increased the At-Risk Counselor position from a .75 FTE, which was at a significant expense. Part of the issue with the At-Risk Counselor is he/she was only in-house 4 days/week. We can never know when a crisis will occur. That is something that could be considered, and there would be some discomfort level with identifying the funds in the budget.

Director Rowe commented for a considerable number of the 504 meetings, two counselors are in attendance. They are looking at the time efficiency component of that; if they are already participating and expending that time. They may not be doing the paperwork component of it but are at the table and engaging in those conversations.

Ms. Deurloo Babcock stated her understanding. She noted it is the direction, concentration and energy of staying focused on that with all the other pieces in play. She commented on students having discussed some significant issues. There are students in the District who struggle with mental health. If we cannot find the funds this year, she would like the Board to consider it in the next budget cycle. It is a small addition to the position that would make it full-time and decrease caseloads for all the counselors that much more. She stated her belief the community would support that increase. We're at a crucial time in discussing how mental health

fits in schools. She stated concern with not having a Licensed Clinical Mental Health Counselor in that position.

Ms. Deurloo Babcock commented we reside in two small towns, do not have a Department of Human Services in the Town Halls, a crisis group across the street; we must rely on Nashua for that. When people say you shouldn't be addressing mental health in the schools, it needs to be noted the closest mental health facility is 25 minutes away. She added the higher level of confidentiality, although scary, is important.

Mr. Solon commented one of the things this program addresses, that has been a concern for the past few years, is the need to have an administrator level position within Guidance. There are both legal and professional activities that require an administrator, by law, by contract, and by practicality. Up until now, to do that it has required the Principal, Assistant Principal, or someone from the SAU coming in and participating.

Early in the presentation, there was discussion of the fact that we may be driving towards having individualized instruction for all our students. He stated agreement that all our students have a schedule that is unique to that individual and that individual's needs. We don't deal with the cohort as a unit we deal with the student as a unit. The vision the plan puts forth recognizes that, and he is very pleased it does.

Vice Chairman VanCoughnett stated concern with the reporting structure for the proposed Assistant Principal of Student Services position. She has great concern over losing the SAP Counselor position and the resource. She understands the confidentiality issue, but there are students that connect to those individuals. The 504 caseload is a lot to put on the Counselors.

The job description for the position of Assistant Principal of Student Services indicates the individual would supervise nurses and support staff. She questioned the current reporting structure for those individuals. Principal Barnes stated in terms of support staff it would be the Registrar Guidance Secretary and the Secretary within the Special Education Department. Currently the Secretary in the Special Education Department and all the para-educators report to the Special Education Coordinator and the remainder of the positions report to him.

Vice Chairman VanCoughnett remarked with the state of where we are today, adding the .20 FTE to the budget does not seem like a lot for what we would get in return.

Chairman Brown echoed remarks made around the desire to be able to do an apple-to-apple comparison of the current and proposed job descriptions. There has never been two department heads. When talking about that, we fall back to thinking of things the past Guidance Chair did, and some of those components have been peeled off. She stated the desire for a clearer understanding of how the proposed structure would function, e.g., how all the pieces are intended to be addressed.

Chairman Brown commented on the remark made that the Department Head would have a reduced caseload from what was the case when the position was that of Department Chair. She questioned the comparison. Principal Barnes stated his recollection the lowest caseload the Chair position had was 110-150, which was in addition to having the responsibility for Program of Studies, Master Schedule, etc., which have been removed from the position. He stated he could provide the most recent job description for the last time that position was filled. However, noted what was put on that position exceeded what was written in the description. He could adjust the prior description to identify the work that was being done by the position.

Principal Barnes commented there had been a single job description for department chairs. Director Rowe commented there was no separate job description for guidance. The only one that was separate was prior to her time in the District, when there was a Special Education Chair.

Director Rowe stated one of the pieces that has come up repeatedly in discussions is, both departments want a non-administrator that they can have conversations with before reaching administrator level. Every other department has that. The desire was to incorporate that aspect during the review.

Chairman Brown commented the consistent themes she has heard for the past 2½ years is we want to make sure our guidance department does what is statutorily mandated but also provides the necessary services to our typical student. She stated her impression members of the Boards are just not convinced that spreading it out, even with a reduced workload, will ensure the average student receives the guidance services needed. Having a better understanding of how the process is intended to function may address those concerns.

Assistant Superintendent Bergskaug reiterated the need to program for all the students, and by meshing all the services together we are taking the best of all worlds; learning from those who can program well and collect data well and learning from those who intimately work with all our students not just those with a particular plan associated with them. She believes this to be an opportunity to really program and be more proactive for all students.

Chairman Brown stated part of the concern is understanding better what the proposal is and how it all fits together so that we feel we have the assurance it is a proposal that will move the District forward.

Superintendent Corey stated appreciation for the work that has been done by the Administration and the feedback provided by the Board. The item can come back before the Board at its March meeting. It may be that, if in the spring teacher turnover has generated enough revenue, the .2 position could be added. The Administration is of the belief the work that has been done puts the District in a better place next fall than we are in today.

Vice Chairman VanCoughnett commented she is looking for information on the trickle up; what the existing counselors are doing that provides the justification of breaking that structure into two department chairs. She does not know that a change would lighten their load if she does not understand what that is to begin with.

It was noted Board approval is required for items involving cost and/or policy.

Superintendent Corey noted the administrative position has been posted as there is a need to get out early in the hiring process to obtain the most competent person. When back before the Board in March, there is the potential for forward movement in the hiring process. When asked, he stated the position was posted as Dean. Director Rowe stated from the initial conversations, they had moved forward with the title of Dean. Consideration had been given to renaming all three positions as Dean. When considering the requirements under tenure status, Assistant Principal is listed whereas Dean is not.

Ms. Deurloo Babcock questioned if the Administration is finding having Assistant Principals in charge of very specific things is working. Principal Barnes commented his only regret is not doing that sooner.

DISCUSSION

- Facilities Update

Superintendent Corey reiterated the Administration met with the Rotary earlier in the day. Since the past meeting all the PTOs, PTAs, and PTSAs have taken positions to support the COOP Warrant Articles.

He spoke of having had a few different inquiries regarding the facilities projects, and the desire to address some of the comments.

There was a question around budget increases in the past few years. Several years ago, some bonds matured resulting in the ability to reduce the overall budget and relatively sustain that budget. This year's operating budget is basically level funded. He reminded the viewing audience enrollment has not decreased during his tenure; if anything, it is seen as increasing.

There is the need to understand that during the period where there were significant budget increases, part of that was related to the cost passed down to the municipalities of the State's contribution to the New Hampshire Retirement System coming to an end. It was also a volatile time regarding health insurance costs.

One of the contentions out there is that when we did the Strategic Plan one of the priorities was curriculum and moving forward for students. It has been asked where is this. He commented just before starting in the District he attended a meeting at the High School on the Common Core State Standards (CCSS). At that point, the department had looked hard to identify areas requiring review. A committee was formed and met for over 2 years. Seated on that committee were 2 Board members. Those representatives oversaw the District's review of the Math program and Language Arts program. An overall Math presentation was provided the Board as were presentations on Language Arts and Science.

Regarding student achievement, the High School profile is put out every year. The Board received a draft version of what has become the new District Report Card. During former Superintendent Moody's first year, he did the SAU Report Card, which was well received. One of the things the Administration heard from the community was the desire to understand how their district was doing. Assistant Superintendent Bergskaug has created an information guide, which depicts all the Warrant Articles, statistics, etc. One of the subjects a great deal of discussion has occurred on is Math. He noted focus was placed on the Middle School results, which he and the Assistant Superintendent are well aware of. They are reviewing those to identify areas they want to delve into further. They predicted the scores at the Middle School would go down based on moving to the online test. The District stayed with the paper and pencil version to ensure the students are competent in Math knowing that taking a math test online is completely different.

Superintendent Corey reminded the community the District went through a difficult spring. There was a tragic event in the communities. Focus was placed on helping the students through that time.

At the High School level, the average score on the SAT Math is 579. The State average is 524 and the national average is 538. In Language Arts the score is 570 whereas the State average is 511 and the nation 533. Also listed are Student GPA, AP, and ACT scores as well as colleges and acceptance of students.

He stated his opinion the districts within the SAU have done a tremendous job of getting information out to the public. An excellent job has been done of bringing issues to the Board and the public. Although some members of the public have indicated they were not aware of the Public Hearing conducted earlier in the evening, the meeting notice was posted in the Nashua Telegraph, at each of the buildings, at the SAU, and the Board agenda packet has been posted on the website since the previous Friday. He stated he would happily find different means of getting the communication out. He does know when people are interested in an issue, there is a public presence at meetings.

He noted the State Assessment is designed to measure performance on the CCSS. The District did not fully adopt the CCSS; took a different method. The District took a critical review of the standards and decided what was right for Math in Hollis/Brookline, what was right for Language Arts, and our staff developed an outstanding curriculum the Assistant Superintendent is working to enhance.

Superintendent Corey commented he finds it difficult when utilizing a test for which the District does not believe in the material being tested, as the mechanism to say we are not performing well.

NESDEC enrollment projections identify a 5% increase over the next five years. The District is trying to prepare and be proactive for that. He commented the Tech. Center/Robotics piece will be part of the daily curriculum and free up a classroom. Any time you free up a classroom you basically free up every period of the day. It is almost a teacher and a half that gets a room when you think about occupancy.

People were very concerned with cost per pupil. In the material handed out, it was identified as \$18,200, and the math was simply take the total budget and divide it by the number of students. He noted the State publishes the cost per pupil on a regular basis. There are 74 high schools in the State, and the HBHS is 10th regarding cost per pupil. He stated his opinion, of the 10 there is nobody getting the bigger bang for the buck than Hollis Brookline.

Another question was the watering of synthetic turf. Although he was originally going to let it go, having received the question numerous times, he felt it important to address. He reached out to the Civil Engineer and asked if synthetic turf would utilize 5 times more water. The response was that is absolutely false. When providing that response to an inquiry, the individual indicated that answer was provided by one person selling you a product. He then reached out to the Souhegan, Bedford, and Oyster River School Districts. A few thought he may have lost his mind, but promised they were not watering their turf. He was then contacted by a new Brookline resident who works for a company, not associated with the District or its projects, that does turf fields solely. His company has installed 16 turf fields for high schools, and none of them have had an irrigation system put in.

Believing there must be something behind the questions, he reached out to the Vice President of Facilities at Boston College, and posed the question. What he learned was that certain colleges; UNH, University of Connecticut, Quinnipiac University, as well as others, including Boston College, water their turf field for three reasons; to slow down the rate of a Field Hockey ball as the game is played; the players are experts at their craft and the ball can be dangerous so the field is watered before the event, that is the same for men's and women's soccer, and also occasionally water during the summer as they run very large camps. If a 90-degree day a turf field would be 120 degrees.

That is no different than what the District does now. The Athletic Trainer tells the Superintendent when the athletes can practice. If it is too hot or the air quality is poor, we adjust the time or simply do not practice.

Superintendent Corey stated his belief it was important to address these pieces because of the number of people who have requested the information.

The Facilities Committee has put in well over 100 hours of work on these projects and is interested in providing the most accurate data, so the community can make an informed decision. The decision of the community will be accepted by the school system, and a great product will be put forth next year with the Administration doing the best it can with what it has.

Chairman Brown departed, and Vice Chairman VanCoughnett presided.

- Mathematics Update

Superintendent Corey commented four years ago when he interviewed for the District one of the large topics was flexibility in the Math program. Assistant Superintendent Bergskaug has been with the District for about 1 ½ years, and has been meeting with K-12 personnel, listening to parents, gaining feedback, and tonight brings back an update on Mathematics. He requested the Board and viewing audience look at it the way it was explained to him; creating flexible pathways for our students so that we can meet the needs of all our students in Math. He remarked he would be remiss were he not to thank and commend her for this work as it will set the District up for great things in the future.

Assistant Superintendent Bergskaug spoke of the information provided at the Board's November meeting at which time she had indicated she would be back before the Board to provide an update on some of the work that is taking place in the area of Math.

Part of the work is refining our approach. Looked at first was the math placement test, which is a test all 6th grade students in both districts would take. It was a skill-based test that focused on the ability to recall or replicate discrete skills. Some of the concerns were what if a student missed the instruction of X, was he/she at a disadvantage on that placement test. Another concern was all students suffered through a test when many had no interest or plans to enter compacted grade 7 math.

The thought was are we missing out on students who possess math maturity.

The switch was to revise the test and focus a different test on logic and reasoning skills and make it an opt-in so that parents can choose for their children to take the test and make it difficult to be able to distinguish who those students are with that math maturity.

Assistant Superintendent Bergskaug stated her belief it made a lot of sense to switch the math placement test to grade 5. The transition to Middle School is a huge transition time for a lot of reasons, e.g., switching to a new district, to an unknown, and we're relying on administrators with no prior knowledge of the students to decide about math placement based on a few data points. The thought was to look at this again and have an experience for 6th grade students in an environment where they are comfortable with teachers and administrators that have known them for a couple of years, and really give them an opportunity for an accelerated grade 6.

This year is a transition year. Two groups will be tested; traditional placement test for grade 6 into compacted grade 7. It was noted compacted grade 7 will be retitled as pre-Algebra because it will be a completely different course than compacted grade 7 has been; is grade 7 and 8 combined. When speaking of the traditional placement test it is intended to mean the new test that is being done in the same way by administering it to 6th grade students but only those that opt in for that test.

Also administered will be the placement test for 5th grade students going into a newly developed course, which is accelerated grade 6 math. This course has been developed by the two Math Specialists from Brookline and Hollis utilizing the same resources, same materials, on board every step of the way working together and sharing that information with the Middle School teachers, so the Middle School Math Department knows what experiences those students will be coming in with and making sure that the curriculum is aligned so that we're not inadvertently creating gaps for those students. New resources were purchased for grade 6 and 7 math for the grade 6 math teachers teaching this course.

With the new math placement test, there are five sections; 15 minutes per section given in the same order to all students. Examples of the five sections were provided. The test is intended to test math ability rather than whether a student was exposed to it. There is a minimum required score. Students will receive a pass/fail score on each of the five sections as well as the overall test. A passing score is one that is at least 1 standard deviation above the mean in each of the component parts. For selection into pre-Algebra/compacted grade 7, students must pass 3 of the 5 sub-tests and then pass the overall test.

After an administration of the test, a review will be conducted to evaluate the students who are eligible and determine if that is the best criteria. It is a place we are starting with as a result of a good deal of feedback from other districts along with the K-12 math committee.

Assistant Superintendent Bergskaug stressed the need to continue the conversations; must revise and reinvent compacted grade 7 math, revise and refine Algebra I in consult with the Algebra II team and continue to reflect and refine.

The grade 7 compacted is different this year; grade 7 and 8 together in one year. Algebra I is different this year than it was last year. It is the entire Algebra I curriculum fully aligned with the High School Algebra I. All the Algebra I Teachers have been meeting periodically throughout the school year. A great conversation was had in January when the Middle School Teachers and the Algebra Team from the High School met and drilled into the data on the common assessment, which was the mid-term questions to look at the strengths and weaknesses of the students, why we are doing what we are, if it made sense to have this part in the curriculum, etc.

When moving from K-8 into 9-12 standards change a little bit, and they call them Algebra. It is up to the District to decide what is in Algebra I and what is in Algebra II. Some pieces are taught in Algebra I because they have been taught there for a long time, but the Teachers are being pushed to ask the question why; is this a skill that they need for Geometry, is it a skill that is best introduced once in Algebra I so that when they re-visit in Algebra II they are recalling or is it maybe too much too soon, and it is best introduced in Algebra II when they have already had exposure to Geometry. During the meeting, some good questions were asked, they consulted with the Algebra II team, and have already made some changes for next year.

Assistant Superintendent Bergskaug remarked those kinds of conversations did not occur before this year. They will continue to reflect and refine. The structures are in place to continue these conversations.

There is more to develop. They will finalize the grade 6 accelerated math curriculum and will purchase the student resources for that new course. The new course will lend itself to additional options for Middle School students, and there will be the need to draft that curriculum. They will refine summer offerings. Information will be shared at the grade 6 parent night and at all Board meetings.

A math placement page will go live, and will include frequently asked questions, a flowchart, and the opt-in permission slip.

A flowchart was displayed which depicted the various pathways that could be utilized for math. It was noted the pathways identify crossover points that are opportunities for optimum success for those students who take two math classes in one year. What the chart does not account for is summer programming. That will continue to be refined and developed over time.

Mr. Cross questioned if the placement for grade 6 accelerated is an opt-in. Superintendent Bergskaug stated currently it is for grades 5 into 6 and 6 into 7. In future years it will be for grade 5 into 6.

The question was asked of whether, in the coming years, the 6th grade assessment would be offered for those who may not have had the math maturity to end up in grade 6 accelerated math. Assistant Superintendent Bergskaug stated currently the thought is the placement test becomes grade 5 into grade 6 for a variety of reasons one of which is you have teachers who know you, you have a test that is familiar, you are in a familiar school, etc., and then based on your performance in that class there would be a recommendation into grade 7.

Mr. Cross suggested the chart indicate where the assessment test comes into play and the fact that when reaching the junctures where a decision point can be made, it is based on a recommendation from a math professional in accordance with discussion with parents.

Mr. Solon questioned if there is a mechanism in place whereby students who might not see themselves as math students, but the potential is recognized by the school, that they can opt the student in. Assistant Superintendent Bergskaug stated she would like to see teachers encourage students to take the placement test. There is a certain population that absolutely has no interest, the family has no interest. She indicated were a student to express the desire to take the test, but there was no permission slip in place, the student would not be turned away.

Mr. Solon questioned if there would be hard limits on the maximum number of students that can participate. He stated concern with the staffing structure and having the support to avoid having giant classes because of having

a lot of qualified students. Assistant Superintendent Bergskaug remarked she is more concerned with the numbers being too low. She commented this is the year that the information is being collected to see what that looks like. She can identify in her mind the number of students currently in grade 7 compacted that probably could have done more had they been given the opportunity, and that is one class. Looking at the grade 6 students how many she expects to become eligible between both districts coming together she is also looking at one class. She remarked she does not intend to say she is looking for the top 15% of the class and that is it.

Mr. Solon commented 8-10 years ago there was a fixed number because there was 1 teacher and a maximum class size. There was some heartache about it. What it did do is preserve the integrity of the class in the context of not having parents pushing kids in because they wanted their child to have the best opportunity when that child either didn't want it or was not ready for it. Assistant Superintendent Bergskaug commented on the number of studies that support holding certain kids back from acceleration. The difficulty might not come this year or next year, it might come in grade 11 when the student is just moving along on a weaker base because you have been keeping your head just above water. It is difficult to get to the higher-level math without that solid foundation in no fault other than you were just maybe pushed a little further than your math maturity.

Mr. Solon questioned if the parent override would be absolute in terms of getting their child into one of the accelerated or compacted classes. Assistant Superintendent Bergskaug responded there will be some recommendations and some students that fall in a category that your student performed here, there are students that performed better and were not recommended, but we're going to leave this decision up to you as the parent knowing that the recommendation is to go with standard grade level curriculum. It is a different approach than what we have had. We'll see how the community responds to trusting the professionals and the recommendation.

Mr. Solon commented if going to do that we have to be prepared to let the kids fail. It is not fair to the students who are genuinely qualified to have the class penalized because we allowed someone to get in. He stated appreciation for the structure; however, commented at some point you must draw the line. That has not been done in recent past, and it has been to the detriment of the majority in an accelerated class.

When asked for additional clarification, Mr. Solon stated there are students who, for whatever reason, are having a tough time keeping up. We have a tendency in our classrooms to want every student to be successful, the net result has been that classes have not met their goals for covering material or even to the point of getting into a situation where most them get bored because they are going over concepts again and again that the majority has grasped but other students have not.

Assistant Superintendent Bergskaug stated there to be intentional overlaps of the start of grade 7 and grade 8 so that if there is a family that potentially selects a course for their child that was not necessarily recommended we can say here is our first unit, this is how he/she performed, I have some concerns, now is an opportunity to make a change.

Assistant Superintendent Bergskaug commented what she has learned is we cannot put an end to the conversations because the moment we start working in a silo, inadvertently we go off into different directions, and it takes a long time to bring everyone back together and move forward.

Mr. Solon remarked on some of the things that are good about this; moving it to 5th grade because of all that was stated about having context for the evaluation, and the nature of the test, which isn't testing were you taught this but how you think. Principal Barnes spoke of the benefits/opportunities of the multiple pathways.

Ms. Levesque asked for clarification of when the placement test would be given. Assistant Superintendent Bergskaug responded grade 6 will be administered mid-April and for grade 5 it would be when they have completed the New Hampshire Statewide Assessment and the Science Statewide Assessment in May.

Ms. Levesque questioned when the Administration prepares the grade 5 students/parents for what will occur in grade 6. Assistant Superintendent Bergskaug stated that occurs after the discussion with grade 6. She spoke of the magnitude of the transition to the COOP District, which goes beyond math placement.

Mr. Cross commented there may be students who perform well in the subject matter but not on tests. He suggested it would be interesting to find out how many students are placed, and the kind of grades they were getting in their classes.

Mr. Solon commented the fact that the elementary districts and the Middle School are coordinating, and the Middle School and the High School are coordinating to improve upon the transitions is a huge gain.

- Review of Warrant Articles for Annual Meeting

Superintendent Corey stated the need for signatures related to the posting of the elections, SB2 (acknowledging it must be posted as a Petition Warrant Article), and the 14 Warrants. The paperwork was distributed for Board signatures.

DELIBERATIONS

- To see what action the Board will take regarding the request for the Field trip to New Orleans, LA slated for April 24, 2018 through April 28, 2018

MOTION BY MEMBER LEVESQUE TO APPROVE THE REQUEST FOR THE TRIP TO NEW ORLEANS, LA SCHEDULED FOR APRIL 24, 2018 THROUGH APRIL 28, 2018
MOTION SECONDED BY MEMBER WHALEN

ON THE QUESTION

Mr. Solon noted the cost of the chaperones is assumed by the student participation. He remarked, in the past, the chaperones have paid a small cost to cover having single rooms. He questioned if consideration was given to that. Principal Barnes was uncertain if that would occur.

MOTION CARRIED
6-0-0

- To see what action the Board will take regarding the citizens petition

MOTION BY MEMBER SOLON TO SUPPORT THE CITIZENS PETITION FOR SB2
MOTION SECONDED BY MEMBER WHALEN

ON THE QUESTION

Ms. Whalen remarked she is from Chicago, grew up in a suburb of 60,000 people, and moved to one with 140,000. The information that was put on the ballot was the information put on the ballot. There wasn't a lot of discussion, and she certainly didn't get to participate in that part of it. When moving here, and attending the town meetings, she found it to be the truest form of government. She believes it impressive particularly in today's day and age with the abundance of information and social media giving sometimes half-truths and sometimes bold-faced lies about information we are expecting people to vote on.

She stated appreciation of the fact it is difficult to get everyone's vote. She would be open to opportunities to do that but does not believe SB2 is that format. She stated her belief it is in a state of flux. Even in an SB2 format, to get the information, you must attend an evening meeting (Deliberative Session). At Town Meeting you get to hear the information being shared (both sides of an issue) and you get the information directly.

Mr. Cross commented one of the issues raised was the duration of the Annual Meeting. He has been at such meetings and missed out on some votes because he had to leave at a certain time. There is still a meeting to attend one way or the other. However, he believes at the Deliberative Session you at least have the chance to vote on the issue later, and you have additional time to do your due diligence. He commented it seems the Deliberative Session is intended to take the place of the discussion prior to the vote. Ms. Whalen responded the problem is that has not been a practice. People, because they don't get to vote at that time, don't attend the Deliberative Session.

Mr. Solon spoke of the Deliberative Session conducted in Brookline, noting, not including those who were required to be in attendance, he counted 32 people. There was next to no discussion except in a few instances where individuals tried to cut the budget. Part of the problem is when it takes place often not all the documentation is available, e.g., no formal presentation on the budget because there had been a Budget Hearing. The budget wasn't presented but was discussed. A few people had copies from the Public Hearing, etc. It was somewhat disjointed. That can potentially be improved upon, but it is a very different flavor. The people who come tend to be, for the most part, there with an agenda rather than to learn. They know the function of SB2 so the people who go are either going because they want to change something, and they see this is the way to do it or they want to make sure something doesn't change as opposed to Town Meeting where you tend to get people who want to learn, and it is a much more exploratory conversation.

What we have is not satisfying the needs of a lot of people. There are no absentee ballots allowed. His understanding is Charter Government provides that opportunity. He does not believe SB2 is the answer, but believes it is incumbent upon the Board to work on fixing the things people don't like. There are improvements that are possible.

Ms. Levesque stated her belief in the right to vote and as many people voting as possible. She does not believe in SB2 for our District, and questions it for the Town. The community is dealing with some weighty issues, and the stakeholders are the ones that come out and ask the questions. If we want to maintain the quality of our schools, then the Town Meeting is the forum that will happen in. She suggested the possibility of conducting the Town Meeting on a Saturday.

Mr. Cross questioned if there is data that speaks to the potential for a majority at the meeting but a minority in the Town to control the vote, without SB2. He likes the idea of providing the opportunity for everyone to vote. If there are those having a special interest that can attend the meetings while others cannot, they would be able to control the outcome.

Mr. Solon stated during times when there is a major measure, the community has come out. He has not seen an instance where a vote was had that was then clearly not the majority. During the last two meetings, there has not been a lot of controversy, which is why you did not see the turnout. When the School Board and the Budget Committee are both unanimously supportive of everything, there is a certain level of confidence that it makes sense and people do not feel there to be a lot of risk to be concerned with.

Ms. Deurloo Babcock commented about 5 years ago she would have supported SB2 because of the issue of the absentee ballot. But it is a Town Meeting form of government, and what SB2 tries to do is make it a little bit representational but keep that Town Meeting. That is how it was explained to her; if you want a representational form of government where you elect everybody, they put together your Warrant, and then you go vote on it, that is SB2. What we have is Town Meeting form of government, and SB2 is a bad compromise. In the event the budget does not pass, the default budget goes into play, etc.

Ms. Levesque commented people tend to not know when it is time to vote. It is not on a lot of people's radar. The town's do not do a good job of advertising in newsprint that it is time to vote, this is who is running, these are the issues, etc. A better job could be done educating people.

Mr. Cross commented what he was hearing was the Deliberative Session may be a problem with SB2. If that could be made more effective it could be a step in the right direction. He agrees with Mr. Solon that, should the citizenry vote against SB2, that the Board endeavor to seek alternatives.

It was noted changes can be made to the budget at the time of the Deliberative Session. The outcome of the Deliberative Session is how the Warrant Articles are presented for a vote. Once the Deliberative Session has concluded, no additional changes can be made.

MOTION FAILED

0-6-0

- To see what action the Board will take regarding the Resolution to Enter Primex Workers' Compensation Contribution Assurance Program (CAP)

Primex guarantees a maximum increase of 10% for all three years of this agreement; July 1, 2019 through June 30, 2022.

The following Resolution was read into the record:

RESOLVED: To hereby accept the offer of the New Hampshire Public Risk Management Exchange (Primex) to enter into its Workers' Compensation Contribution Assurance Program (CAP) as of the date of the adoption of this resolution, and to be contractually bound to all of the terms and conditions of Primex risk management pool membership during the term of the Workers' Compensation Contribution Assurance Program (CAP). The coverage provided by Primex in each year of membership shall be as then set forth in the Coverage Documents of Primex.

MOTION BY MEMBER SOLON TO ADOPT THE RESOLUTION AS READ

MOTION SECONDED BY MEMBER WHALEN

MOTION CARRIED

6-0-0

- To see what action the Board will take regarding the Resolution to Enter Primex Property & Liability Contribution Assurance Program (CAP)

Primex guarantees a maximum increase of 7% for all three years of this agreement; July 1, 2019 through June 30, 2022.

The following Resolution was read into the record:

RESOLVED: To hereby accept the offer of the New Hampshire Public Risk Management Exchange (Primex) to enter into its Property & Liability Contribution Assurance Program (CAP) as of the date of the adoption of this resolution, and to be contractually bound to all of the terms and conditions of Primex risk management pool membership during the term of the Property & Liability Contribution Assurance Program (CAP). The coverage provided by Primex in each year of membership shall be as then set forth in the Coverage Documents of Primex.

MOTION BY MEMBER SOLON TO ADOPT THE RESOLUTION AS READ

MOTION SECONDED BY MEMBER LEVESQUE

MOTION CARRIED

6-0-0

- To see what action the Board will take regarding Policy **KHB** - Advertising in the Schools
1st Reading January 17, 2018

Given its second reading;

Mr. Solon stated there to have been no changes proposed since the time of the first reading.

MOTION BY MEMBER SOLON TO ACCEPT THE SECOND READING, WAIVE THE THIRD READING, AND ADOPT POLICY KHB - ADVERTISING IN THE SCHOOLS

MOTION SECONDED BY MEMBER WHALEN

MOTION CARRIED

6-0-0

- To see what action the Board will take regarding Policy **BEDB** – Agenda Preparation and Dissemination
1st Reading: October 18, 2017
2nd Reading: November 15, 2017

Given its third reading;

MOTION BY MEMBER LEVESQUE TO AMEND THE SECOND SENTENCE OF THE SECOND PARAGRAPH TO READ “EVERY BOARD MEMBER HAS THE RIGHT TO REQUEST ITEMS TO BE PLACED ON THE AGENDA”, ACCEPT THE THIRD READING, AND ADOPT POLICY BEDB – AGENDA PREPARATION AND DISSEMINATION, AS AMENDED

MOTION SECONDED BY MEMBER WHALEN

MOTION CARRIED

6-0-0

- To see what action the Board will take regarding Policy **BEDG** - Minutes
1st Reading: October 18, 2017
2nd Reading: January 17, 2018

Given its third reading;

MOTION BY MEMBER SOLON TO AMEND IN THE SECOND SENTENCE BY DELETING THE WORDS “SHALL BE KEPT IN AN OFFICIAL MINUTE BOOK AND”, ACCEPT THE THIRD READING AND ADOPT POLICY BEDG – MINUTES, AS AMENDED

MOTION SECONDED BY MEMBER DEURLOO BABCOCK

ON THE QUESTION

It was noted retaining the minutes in an official minute book is not required by the RSA, and is not done in practice.

MOTION CARRIED

6-0-0

- To see what action the Board will take regarding **BEDG-R** - Access to Minutes and Public Records
1st Reading: October 18, 2017
2nd Reading: January 17, 2018

Given its third reading;

MOTION BY MEMBER SOLON TO ACCEPT THE THIRD READING AND ADOPT POLICY BEDG-R - ACCESS TO MINUTES AND PUBLIC RECORDS

MOTION SECONDED BY MEMBER DEURLOO BABCOCK

MOTION CARRIED

6-0-0

- To see what action the Board will take regarding Policy **IGE** - Parental Objections to Specific Course Material

1st Reading: October 18, 2017

2nd Reading: January 17, 2018

Given its third reading;

**MOTION BY MEMBER SOLON TO AMEND IN THE LEGAL REFERENCE BY DELETING “& IX-E”, ACCEPT THE THIRD READING AND ADOPT POLICY IGE - PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL, AS AMENDED
MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

ON THE QUESTION

Mr. Solon noted there is no such reference point. Mr. Cross questioned if there may have been a typo. Mr. Solon commented there may have been such a reference point at one time. The original policy dates back to 2012.

MOTION CARRIED

6-0-0

- To see what action the Board will take regarding Policy **JICFA** - Hazing

1st Reading: October 18, 2017

2nd Reading: January 17, 2018

Given its third reading;

MOTION BY MEMBER SOLON TO ACCEPT THE THIRD READING AND ADOPT POLICY JICFA - HAZING

MOTION SECONDED BY MEMBER DEURLOO BABCOCK

MOTION CARRIED

6-0-0

- To see what action the Board will take regarding Policy **IHAM** - Health Education and Exemption from Instruction

1st Reading: January 17, 2018

Given its second reading;

MOTION BY MEMBER SOLON TO ACCEPT THE SECOND READING OF POLICY IHAM – HEALTH EDUCATION

MOTION SECONDED BY MEMBER DEURLOO BABCOCK

ON THE QUESTION

Mr. Solon questioned the wording of the paragraph that reads: “Parents/guardians, or students over eighteen years of age, who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons or religious objections, are allowed to have their child opt-out of such instruction.”

Superintendent Corey stated the wording would be reviewed prior to a third reading of the policy.

MOTION CARRIED

6-0-0

REPORT OUT BY PROCESS OBSERVER

Mr. Solon stated the time needed for the Administrative proposal was underestimated. The meeting was very productive and conducted well. He thanked the public for the input provided. He thanked the Administration for the information shared with the Board and the Public commenting it is through having that level of transparency and honest conversation with the community that makes the meetings much more meaningful.

ADJOURNMENT

MOTION BY MEMBER SOLON TO ADJOURN
MOTION SECONDED BY MEMBER DEURLOO BABCOCK
MOTION CARRIED
6-0-0

The February 21, 2018 meeting of the Hollis Brookline Cooperative School Board was adjourned at 9:35 p.m.

Date _____ Signed _____