

HOLLIS BROOKLINE COOPERATIVE SCHOOL BOARD

JULY 18, 2018

MEETING MINUTES

A regular meeting of the Hollis Brookline Cooperative School Board was conducted on Wednesday, July 18, 2018 at 6:00 p.m. at the Hollis/Brookline Middle School Library.

Tom Solon, Chairman, presided:

Members of the Board present: Cindy VanCoughnett, Vice Chairman
John Cross, Secretary
Holly Deurloo Babcock
Elizabeth Brown

Members of the Board Absent: Melanie Levesque
Krista Whalen

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

APPOINTMENT OF PROCESS OBSERVER

Chairman Solon appointed John Cross as Process Observer.

AGENDA ADJUSTMENTS

A request was made to amend the agenda by adding a discussion of pre-PSAT testing at the Hollis Brookline Middle School (HBMS).

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

APPROVAL OF MINUTES

Hollis Brookline Cooperative School Board June 20, 2018

The following amendments were offered:

- Page 2, Line 7; spell out \$46,333 prior to listing the amount numerically
- Page 4, Line 19; insert "is" prior to "a way"
- Page 6, Line 14; replace "Servicers" with "Services"
- Page 13, Line 22; delete "and" at the start of the line

**MOTION BY MEMBER VANCOUGHNETT TO ACCEPT, AS AMENDED
MOTION SECONDED BY MEMBER DEURLOO BABCOCK
MOTION CARRIED**

4-0-1

Member VanCoughnett Abstained

Hollis Brookline Cooperative School Board – **Public Hearing** June 20, 2018

**MOTION BY MEMBER VANCOUGHNETT TO ACCEPT, AS PRESENTED
MOTION SECONDED BY MEMBER DEURLOO BABCOCK
MOTION CARRIED**

3-0-2

Members Brown and VanCoughnett Abstained

Hollis Brookline Cooperative School Board - **Non-Public** June 20, 2018

**MOTION BY MEMBER VANCOUGHNETT TO ACCEPT, AS PRESENTED
MOTION SECONDED BY MEMBER DEURLOO BABCOCK
MOTION CARRIED**

4-0-1

Member VanCoughnett Abstained

Hollis Brookline Cooperative School Board - **Non-Public** May 16, 2018

**MOTION BY MEMBER VANCOUGHNETT TO ACCEPT, AS PRESENTED
MOTION SECONDED BY MEMBER DEURLOO BABCOCK
MOTION CARRIED**

4-0-1

Member Cross Abstained

NOMINATIONS/RESIGNATIONS/CORRESPONDENCE

Superintendent Corey informed the Board of his acceptance of a Letter of Resignation received from Sandy Bent, Guidance Counselor, Hollis Brookline High School (HBHS).

Attached to the agenda packet was a copy of the Notice of Final Decision relative to the Order on Motion to Dismiss in Eliza LeCours v. Andrew Mason, et. al.

The survey for the field has been completed by the engineers.

Superintendent Corey informed the Board at its August meeting, Amy Rowe, Director, Student Services, would present information on a means of providing improved programming in an area that is mandated and the ability to do so in a cost-effective manner.

PUBLIC INPUT

Janet Merrithew, 19 Forest View Drive

Noted she has been contacted by Director Rowe. They have not yet had the opportunity to meet.

PRINCIPAL REPORTS

- Cav Block Presentation

Amanda Zeller, Assistant Principal of Curriculum Instruction, stated the purpose of CavBlock is to provide a time for students to obtain extra help in classes they have missed, are struggling in, or have make-up or correction work to do for.

She and Lauren DiGennaro, Assistant Principal of Student Services, have discussed the language shifts that occur over time with all initiatives. What started as RtI (Response to Instruction), Tier 1 (core), Tier 2 (targeted), and Tier 3 (intensive) has shifted to what is called MTSS (Multi-Tiered System of Supports). The impetus for the shift was the constant question of whether this was special education or academic classrooms. The name MTSS encompasses the idea that this is everything; this system, doesn't care what kind of coding you have or what kind of math class you are in; it is any student who needs support, what are all of the systems of support we have in place and what is our organized approach to offering them for students.

Tier 1 is students who use CavBlock for a study hall or may fall into the group where they indicate they don't need any supports, they would instead go to the gym. There are enrichment groups. They would like to build them out, but the system is not for the specific purpose of enrichment. Until certain they are meeting the stated purpose, enrichment is down on the list.

Tier 2 is where you get into the zone of is CavBlock working. This is where there exist the most questions for CavBlock use. Tier 2 falls into two categories; voluntary and mandatory. Voluntary is where a student elects to seek out teacher(s). Mandatory is where the teacher identifies the student. Where we lose track of how students are using this time is with the voluntary Tier 2. Attempts were made to collect that data, which proved extremely difficult. This past year there was no means of collecting that data accurately. It was simply too cumbersome. This year they have enhanced PowerSchool, which will provide an accurate count. Teachers can create groups within PowerSchool for CavBlock and students may be able to assign themselves to a teacher. Assistant Principal Zeller indicated she and Assistant Principal DiGennaro are working towards an effective collection and use of data specifically for the Tier 2 so that good decisions can be made about the Tier 3.

Tier 3 is intensive intervention. In the past, this was not structured as anything more than homework rooms; students having 2 Ds or Fs were assigned to a Tier 3 teacher. This past year a significant effort was made to shift Tier 3 intervention to be needs based.

When asked how students are assigned, Assistant Principal Zeller responded this year a Tier 3 recommendation form was utilized and sent to Administration. In the past, they sat down in the SIT group, students' names would come up and they would identify the need. Anyone could use the form, but it asked for a specific identification of what do you think this student's need is. It is rudimentary in terms of a screening tool. Actual screening tools are needed. That is where the specific strengths of Assistant Principal DiGennaro will serve the District well this coming year.

One of the identified needs is the use of screening tools and progress monitoring. Most of the Tier 3 teachers used a goals sheet having an identified goal for each student and a log of progress. In order for a student to leave Tier 3, they had to show significant progress toward that goal or have achieved that goal and the Tier 3 teacher had to sign off.

Previously, it was a matter of the student's grade went up and they left the assignment. RtI is intended to be address very specific needs and to show identify how the need has been addressed and progress made. The District did not have the tools to do that. With Assistant Principal DiGennaro overseeing all of Student Services there is a much more blended approach to using the resources to meet the math needs. It is a unified approach to applying RtI.

Mr. Cross questioned the relationship between this and an IEP. Assistant Principal Zeller responded when you apply the RtI model and identify skill gaps you are supposed to initially set aside any kind of coding. If the student does have an IEP and you see a skill gap, you go to the IEP and say that is being addressed through the specific service. When you initially identify a student, after you have assessed there is a need or if you identify a student and note he/she is coded then you look and see if that matches what you have identified as their skill gap. Initially RtI was supposed to be everybody no matter what. Tier 3 is often seen as a gateway to

identifying students who haven't been identified. If in Tier 3, we continue to have a gap, we can't address their needs, and the progress monitoring shows we are not really doing what we need to, then we are supposed to move into a section of Tier 3 that looks for a special education evaluation. It is a part of Tier 3 when you really are working through the whole process.

The process has been shifted from just a bunch of people sitting around saying this student isn't doing well, to what is the input from staff. What Assistant Principal DiGennaro seeks to do this year, with support, is identify how to better use and collect data on these students so that they can be properly assigned.

In Tier 2, there were about 6,000 recordable entries (sign-in sheet) for semester one. It was a sloppy way to collect data. With PowerSchool there will be the ability to dig into where students are going and why. Staff members talk about their time taking attendance for an assigned section of CavBlock and then the students that are coming to them for help. One area consistently talked about this is math. A lot of students are utilizing the CavBlock time for math (many of which are voluntary). Math and science teachers are very busy during the CavBlock period.

The fact that students are utilizing this time, and this targeted Tier 2 intervention at that time, indicates CavBlock is a tool that is needed. Students are using it to go to where it is seen they need to go. The piece that is missing is how consistently they are visiting, e.g., should be creating groups that go for several days at a time. PowerSchool will help identify if that is occurring.

Chairman Solon questioned if there is a situation where either there are assignments that are pushing beyond the scope of the class or that the classroom instruction is insufficient to support the content that is required of them. He stated concern there is that much of the population consistently going for extra help. Assistant Principal Zeller responded there is a mix; being in student conferences with parents and guidance when these concepts come up, she believes parents and students are just stressed about math no matter what. She has seen students who are doing fine and are stressed out about math. They know math is high powered. In our community, every time math comes up there is an hour long discussion. Part of it is the tenor of the words math and science; students think these are their important classes and where they need to focus. There are a lot of students where, with math, just being in the room with the teacher makes them feel better about how they are proceeding.

Assistant Superintendent Bergskaug has spent numerous years on math across the District and ensuring it is appropriate at each level. Our High School math classes, as far as she has seen in alignment discussion, line up okay. It seems to be appropriate and seems to be a fit. Where we sometimes get higher levels of stress is where a teacher has said this is the best math course for this student and the student and parents say no, we want this one. Then you get the student that is outmatched by the classroom they are in, and they are in there stressed out and needing teacher help every day.

Chairman Solon commented to him that is something systemic that we, as a District, need to address. Having CavBlock as a band-aid is not going to work. It is creating friction with our staff and becoming a resource drain. The instance of a student being stressed and not needing to be, points back to something about how the material might be being presented. He does not believe it has to intrinsically be tolerated that people stress out about math. Those that are in over their head, he is uncertain what the solution is.

Assistant Principal Zeller stated the math teachers at the HBHS are sensitive to the balance of that conversation with a parent and student. Chairman Solon questioned if the District is required either by law, policy or practice, to let the parents override the teacher. Principal Barnes responded it is done by practice. Chairman Solon questioned if there is policy or law that requires that. Principal Barnes responded not that he is aware of. He commented recommendations coming from the HBMS are pretty accurate. When they have seen students over-placed or self-select and it hasn't worked out, when they go back to the recommendations they have

generally been pretty accurate from that standpoint. He can also provide plenty of examples where parents have over-ridden and the students have done very well.

Principal Barnes remarked it seems students who may not make it to class for any number of reasons are then using CavBlock as not a re-teaching, but the first time they are going through it.

Chairman Solon questioned if this reflects back to what was discussed the prior month regarding unrestricted excused absences. Principal Barnes responded yes it could.

Ms. Deurloo Babcock commented you are also talking about students who may miss 7th period for sports. If a student missed their 7th period math class he/should would need to go into CavBlock to be taught what was missed in math where were an English class missed, the information may be gained in another way. Because the initial data was sloppy there isn't the ability to dig into it to know what the reasons are for attendance.

She remarked the comment was made that math and science matter in this community and therefore our grade in math and science matters. Maybe students are carrying an A- in math and want to turn it into an A whereas we might be carrying an A- in French and are not as stressed about that. It is important to have the data identifying why student(s) are volunteering. She would like to see the Board/Administration have more discussion of shifting the community's ideas to the importance of a holistic approach.

Chairman Solon stated the Board has been told there will be improved data collection and better understanding.

Ms. Brown questioned if there is similar data for prior years and was informed there is not. The mandatory Tier 2 form has been utilized for a few years and that data is available, but this year was the first time voluntary participation information was gathered. Ms. Brown questioned the impact the reduced time in classroom is having on the students that are going to CavBlock. We did decrease our instructional time this year, and she would like to understand if there is any connection. She expressed concern with the amount of voluntary participation and the number of students who may be walking in the room, realizing there is too large a number of students to allow for assistance, and turning around and giving up. Not knowing why they are there and knowing some will turn around, if voluntary, leads her to believe it is necessary to drill down into the data of why they are there.

Assistant Principal Zeller stated her belief PowerSchool has the capability of one teacher creating several groups. It will take the staff learning how to utilize the tool effectively. She is of the belief each teacher will be able to assist in identifying that information, e.g., is it a study group that is meeting in the calculus room because it is a calculus group or is it a specific unit or assignment the teacher is supporting some calculus teaching on. She is of the belief that piece will be able to be put in place, but until they start using the tool, she cannot be certain. When asked if there will be a way to identify a particular student went to the math room but gave up and went back to the assigned CavBlock, she stated she does not know the answer to that. That does come up in their conversations a lot.

Ms. Brown commented there are any number of reasons why antidotally students end up using CavBlock. It is there, and it is the time set aside for all of those reasons; make-up something you missed, finish a test you didn't get done, sports, etc. It is definitely a useful time if you look at those numbers but trying to figure out how to make it more effective is a huge task.

Assistant Principal Zeller stated the first step is to collect the data in a way that it can be used to see if things like that are happening, e.g., students aren't getting the help they need, is it the same group of students in there every day, which is creating a block for other students. We need to rotate them in and out so that everybody has access. Part of Assistant Principal DiGennaro's drive to effectively use data, not just collect it but to have teachers be able to effectively pull the data themselves, is so that we can get greater access for everyone. That

is one of her goals this year; to help teachers effectively use the data we can collect to program the next piece, especially the Tier 2.

Mr. Cross commented it is difficult to track/compare because things aren't consistent from month to month. Assistant Principal Zeller responded when tracking information by paper and by hand this is what happens. The data is not very usable to make instructional decisions. It is not usable to make staffing decisions. He reiterated the need to understand the reason why students are participating.

The District would like to enhance enrichment offerings, but because they are struggling to meet the Tier 2 needs adequately, they have not been able to further develop it. There is staff that would love to be running more specific groups during this time for some of the students who don't need to go to their teachers for help, what they need is to find something to explore their interests during this time. This isn't a primary purpose but is something we have staff for that are really longing to speak to this for some students and create some art groups that are not just go in the art room and do some stuff, it's let's do a mural to improve one of the walls in the school and use some of our CavBlock time to do that. It is hoped as they structure Tier 2 and Tier 3 more effectively some of the enrichment offerings can come forth again. A big part is the availability of staff.

Tier 3 should not be homework rooms, should not be you are failing so you go into one of these rooms and work until your grades come up. This year they tried to define the groups by specific needs. They developed a rudimentary progress monitoring tool, which was identify a goal, provide updates on the goal, and a check-in at the end to say we have met that goal and the student can leave Tier 3.

This year they are looking to build out specific groups: Executive Function; students who need organization and a structured approach to setting work goals, Absence/Medical Concerns; students who have been out for extended periods or have concussion protocols in place and need a staff member to supervise/help organize the modified workload, Homework Motivation; students who need a teacher to check in and give them specific directives in completing missing and overdue work, and Social Emotional Learning; students who struggle with using the "open choice" time effectively and need guidance to emotionally handle classes and other aspects of their day.

There is the need to not only build in a Tier 3 intervention for social and emotional learning, but a Tier 2 and a Tier 1. This shouldn't just come in at the last minute. Assistant Principal Zeller remarked she envisions a Tier 1 or core social emotional learning happening in the Freshmen Wellness classes. That would be part of the curriculum as where the Tier 1 social and emotional interventions happen. Tier 2 is a blank space right now; we don't do anything that is the intermediate level to help the students who are starting to show that they can't quite emotionally handle high school the way we anticipate they should be able to. We wait until it is falling apart, and they are in their Tier 3 intensive intervention. They will look closely at social and emotional learning groups and how they can be used effectively at each level.

Chairman Solon commented if a student is not completing homework or is missing assignments, but doing well in the class assessments, is the lack of completion of homework by itself sufficient to get them in trouble. The response was that depends on the course. Assistant Principal Zeller remarked if a student is doing well on the assessment usually a teacher isn't going to say they need to complete their homework. Usually where that comes from is a parent comes in and says I know they are not doing their homework. Math has changed their approach to grading homework so that if a student is doing well on assessments their grade is going to be okay. The homework doesn't figure into a poor grade in math and homework doesn't boost someone who doesn't know the concepts when they get to the assessments.

Chairman Solon commented the Board went through that a few years ago and put policy in place to try and avoid busy work. Assistant Principal Zeller remarked math is doing a great job because that is where a lot of that pops up to the point where a lot of students are struggling because they have always gotten credit for

homework and it boost their grade and now the homework doesn't count. Homework motivation is truly students who don't want to work in class.

Assistant Principal Zeller stated the need for specific math and reading groups. They started discussions about how to identify those skill gaps. That would be the screening and progress monitoring; really needs to fall in those two cases, but they struggle with resources; specifically staffing. Now that there are possibilities for staffing; some really well positioned math and reading people at the high school who can help apply screening tools in a very meaningful way, these are two groups they should be able to get up and running this year.

The conclusion to the main question of is CavBlock an effective mechanism to support instruction is yes, it really does help our students connected to and enhance and support the instruction they are receiving in class rooms. The next step is to make sure it is happening in specific need based ways.

Tier 2 Needs

- Appropriate distribution of staff based on student "traffic"
- Accountability without drastically compromising student choice
- Accessibility of data

Tier 3 Needs

- Screening process to identify needs/skill support
- Progress monitoring tools
- Staffing /access to resources for math, reading, and writing
- Designated SEL group structures (anxiety/stress, for example)

When asked, Principal Barnes stated CavBlock to be in its 5th year. Mr. Cross commented it looks like from year to year things are mostly the same except in year 2017 the AP score seems to have taken a noticeable dip. Principal Barnes stated the reason to be that was the first year the AP World History course ran. It is a difficult course and we had a high number of Sophomores decide to opt in, which was a bit of a wakeup call for teaching the course the first time and for us realizing that not everybody is ready for that course. They went from about a 60% passing rate, which definitely is a big piece of that, to a 90% passing rate this year.

Ms. Deurloo Babcock commented like with every batch of data, there are stories behind it, e.g., the SAT test changed from 2016 to 2017, the types of students taking it changed because it became our assessment for the State, etc. The question about support instruction is great, but she recalls when CavBlock came in one of the main arguments for it was to help decrease stress levels in the student population. Principal Barnes stated that to be data that needs to continue to be looked at. It is one of the primary concerns. With the work that Assistant Principal Zeller has done on this, he is seeing the strength of reorganizing things from an administrative level; rather than having Assistant Principals who are generalists, having them specific and have the time to dig into these things. With the recent staffing changes we have only gotten stronger and will be able to provide even more detailed information.

- Athletic Update - Brian Bumpus

Stated work on the baseball/softball fields is nearing completion. All of the equipment ordered to date for the equipment center has been received.

Nashua Swim & Tennis, where the District played and practiced tennis this past spring and the previous spring, was recently sold and will not be available to us this coming spring. Hampshire Hills was a location discussed, but it appears, based on the requirements for the NHIAA, it may not be a viable option.

- Coaches' Handbook

Mr. Bumpus spoke of the handbook provided the Board at its last meeting and stated the desire to have the handbook in its final form for the Board's August meeting. Superintendent Corey requested Board members email questions/concerns to him and Mr. Bumpus. The goal is to refine the handbook looking at it through the lens of the varsity coach being more responsible for overseeing an entire program versus the freshmen coach.

Ms. Deurloo Babcock commented she spent time in the fall reviewing the document and did forward feedback. It was her recollection a lot had to do with the tiering and structure and even some of the structure of the handbook itself which isn't necessarily in keeping with our general program.

When asked if the coaches' checklist is something that is currently used or being proposed, Mr. Bumpus stated it to be something that is proposed (needs to be looked at and trimmed).

Chairman Solon commented on the importance of the evaluation process; to get something in place as early as possible. Mr. Bumpus spoke of his desire to ensure the evaluation process is included in the handbook. He plans to sit down with the Administration to come up with a uniform evaluation tool for both the middle and high schools.

Chairman Solon noted he recently learned the coaches' survey done at year-end is not anonymous. He has heard from others that it is a huge barrier to getting appropriate input. Mr. Bumpus stated coaches are not provided with names (redacted). The thought process was if the surveys are not anonymous it would cut down on the amount of people that go on there and say whatever they want about anybody. Chairman Solon commented what you are looking for is trends not outliers. When seeing trends, anonymous surveys are really good at getting good raw data. He strongly encouraged that be tried.

Ms. Deurloo Babcock commented parents will not put their names on a survey. Even if knowing their names would be redacted they likely would not participate if only for lack of trust in the process.

Principal Barnes commented on the communication protocol noting that type of structure should be put in place with coaches; athlete to coach, parent to coach, etc. The feedback regarding the anonymity of surveys is something he has discussed before. Mr. Bumpus stated some do fill out the survey and do not provide a name. The only stipulation was if anonymous it would not be used when evaluating the coach.

Chairman Solon recommended a suggestion box opportunity.

Vice Chairman VanCoughnett questioned if data is available of the approx. amount received per season. Ms. Bumpus stated in the spring season it is typically very light in terms of responses. They have had as many as 40. Usually the fall season is a high count (about 300 students in the fall). This past winter there were 45 (about 280 participants) whereas in the spring there were 19 (approx. 300 participants).

Mr. Bumpus stated the overview of field usage would be provided at the August meeting.

Sign ups for impact testing is available through FamilyID. It is set up by team. A makeup day is built in as are open times each day for those who cannot make their scheduled time. Impact testing at HBHS will occur the week of August 6th and at HBMS during registration day on August 23rd.

DISCUSSION

- Board Priorities

Chairman Solon questioned the will of the Board with regard to specific tasks, projects, items that are uniquely Board responsibilities.

Mr. Cross spoke of tech device use in school and the impact on attention, math intervention, and surveying all staff to see what is working well and what could be improved. Chairman Solon responded technically that is not something the Board would do. All of the Board's interaction with staff is through the Superintendent to the building Principals. It is not something the Board can initiate. Mr. Cross stated he would be interested in hearing feedback from staff, however collected. When asked if there is a particular topic, he spoke of having attended the orientation on Student Services given by Director Rowe. He commented it seems there is a lot of focus and attention being put in that area and we seem to be doing well there. What he does not have insight into are the areas that are not doing as well or getting the same kind of attention.

Chairman Solon stated what he was hearing was there may be an opportunity for a Board workshop equivalent to what Director Rowe does but in the general education environment. Mr. Cross agreed.

Mr. Cross commented on having members of this community in his household. He surveyed them, and one of the things he heard was the impression there are a lot of students vaping. Chairman Solon noted that has been brought up. Principal Barnes specifically asked that the tobacco policy be updated to give them authority over alternative products. The language has been adjusted so that it no longer has to be identifiable as a nicotine product.

Chairman Solon summed up the discussion as a question of whether the Board can identify a means of obtaining input from a larger portion of the district community (360 evaluation).

Chairman Solon noted in the earlier discussion of the issue of technology it was indicated Superintendent Corey intends to address that issue as part of a larger topic; how technology integrates with curriculum.

Chairman Solon spoke of previous requests for discussion of the athletic trust as well as scheduling/start time.

Ms. Deurloo Babcock spoke of issues that have been brought to her attention by the constituency commenting on her belief the Board is addressing all that have been brought forward. What is brought to her attention frequently is the issue of athletics. She would like to continue to hear more about evaluation of coaches and feedback on what is going on with coaches. With regard to math, the Assistant Superintendent has done a great job in that regard. Once we get through the bubble of next year, there will be more information on that. She would love to see more direction on writing.

Vice Chairman VanCoughnett spoke of curriculum and alignment. She is interested in the guidance structure and feedback on whether additional staffing time is needed. She would like to have additional discussion around facilities. She would like to see the Maintenance Trust defined, e.g., whether intended for unanticipated expenditures or capital planning.

Ms. Brown stated the Board should drive the conversation around the Maintenance Trust Fund and make it a priority. She would like additional discussion around the Athletic Trust Fund. Although likely a multi-year goal, she would like discussion to continue around those students who fall in the middle. She spoke of the lack of basic classes such as business, accounting, etc. Regardless of the profession a student ends up in, there will be the need to understand basic accounting skills. We're not teaching that. Our students are graduating without basic fundamental business knowledge that they have to have in order to work in this society.

Chairman Solon stated he would meet with Vice Chairman VanCoughnett and Superintendent Corey to put together near term agenda items to begin addressing the issues that have been identified.

- Chairs' Meeting Update

Input was provided on recognition of staff accomplishments. The staffing situation, in general, is good. The SAU is seen as competitive in terms of compensation. The area where we stand out is providing autonomy to the staff members and recognition of experts within our own District contributing to their feeling of satisfaction and accomplishment.

One of the things discussed at length was the potential move to pre-PSAT as a standardized testing at the middle school level.

Assistant Superintendent Bergskaug commented on the number of staff members who have represented the District quite well. The Principal at HUES presented, along with some teachers, at a national conference in June. She attended a different national conference where the Principal of HPS along with the Hollis District Curriculum Coordinator presented essentially what we do in the Hollis schools in terms of how we have shifted mindset in teaching and instructional practices; Makerspace, Library Learning Commons. Having seen the presentation previously, she sat and watched the crowd and the other principals from all of the country, and they were in awe of what we do, taking notes, and asking to come visit. It was a really good reminder for her that the SAU does a lot of great things.

One of our math specialists in the Hollis District put together a book study about a particular book having to do with math and the author of that book was so intrigued that she asked if she could participate in the book study alongside all of our teachers. All summer long our teachers have access directly to the author and each other to put together some new strategies and instructional best practices helping kids write personal goals with specific skills target in mind. That included Brookline as well.

A proposal came forward for another to put together a study; technology and applications of technology in different ways. She suggested it go SAU-wide. That individual has put together an incredible professional development activity for any para-professional, professional staff member, administrator SAU-wide where we are all engaging in conversations and utilizing tools that are new to us and learning side by side.

Chairman Solon commented we have been talking for many years about the goal of one SAU. That is being achieved in many areas through conscious efforts where it is a collaborative rather than a competitive environment.

Superintendent Corey commented the priorities that have been identified are areas that are on the radar.

- COOP Budget Committee Update - Open Position, Brookline Representative

There is an open position on the committee for a Brookline representative. Mr. Cross stated his belief there is at least one member of the committee planning to attend the Board's August workshop.

- Turf Field Update

Superintendent Corey noted receipt of the Court's decision wherein the Court ruled in Mr. Mason's favor that it was a valid meeting, there were no procedures faulted in the votes, and that the Judge believes that decision should stand. Since that time the Plaintiff has filed a Motion for Reconsideration. That is simply a procedural piece where they are asking the Superior Court Judge who heard the case to re-look at a submission they provided (provided to the Board and will be posted with the meeting minutes) and asked that the Judge reconsider his initial motion. At that point, the clock would then start ticking for the 30 days to appeal, if that is a desired direction.

The survey has been completed. The situation will be closely monitored. Legal counsel is submitting a response to the recent reconsideration request. The Administration has been in contact with Bond Council. We will be able to proceed as soon as the final outcome is known.

When asked about rates, he indicated they had been going up. About two weeks ago they leveled off. He suspects they will vary in the coming months. The intent would be to solicit as many proposals as possible when the timing allows.

The issue of the cost to the District to defend itself was discussed. Primex, the District's insurance carrier, was notified at the onset; however, at that time, they indicated they were not opening a claim. By providing official notification early, Primex was put on notice. Chairman Solon commented it may be that Primex would want to utilize their own counsel. Ms. Brown stated uncertainty with policy language in terms of whether Primex simply has the right to defend, etc. Superintendent Corey stated he would contact Primex and provide the Chairman with an update that can be distributed.

Ms. Brown commented there has been a possible misperception in the community that the cost is covered under insurance and that if there is a cost to the District, it would only be in the potential for an increase in the bond rate.

When asked if the results of the survey were different from what had been anticipated, Superintendent Corey stated it was exactly as expected and provides the data needed. The next phase the Board would be asked to support is the permitting fees.

Ms. Deurloo Babcock commented she has been asked if the District can move forward with any of the work without having the court case resolved. Her impression from what she is hearing is the project is at a standstill. Superintendent Corey stated they could move forward, but would be paying for services that, if the suit were lost, would not be recouped. He believes the survey will be valid for a length of time and can look into how long the permits would be valid.

Chairman Solon commented on the August 2nd workshop. A topic suggested for discussion was SB2.

- Pre-PSAT testing at HBMS

Assistant Superintendent Bergskaug remarked last year she and a few others visited various schools to review their RtI models. It has been known we want to make our process a little more robust. One important key is a universal screener collecting data, having a universal tool, a normed measure to identify possible gaps. For our students in the elementary districts we use our MAP testing/NWEA data to provide a little bit of information. That drives instruction and helps identify gaps. Our students take that in grade 6. That data is provided to the middle school. Then we have nothing for grades 7-12. What we do have is the State testing (3-8 and again at 11). In 11th grade it is SATs and there is more buy-in. For our middle school we just have the State testing and it is not taken seriously by all of our students or families. The information gained we cannot drill down into, and it is a moving target where you go from NECAP to Smarter Balanced to now the New Hampshire Statewide Assessment System (NHSAS). It is difficult to obtain useful data from that assessment, but it is a required assessment.

The Administration has been looking at what could be put in place to provide an additional data point that would be very useful in acquiring more information about our students. She recommended the pre-PSAT 8/9 assessment, which can be administered any time although she recommends October of 8th grade year so that they are able to acquire data from the end of 6th grade to drive 7th grade and data at the start of 8th grade to drive what we do with our students for 8th grade and then provide more recent data for our students as they enter the high school.

It is a 2 hour and 25 minute test. The District is not in full support of hours and hours of testing; it is a bit more of a brief test. It should be noted State testing time has decreased with NHSAS compared with Smarter Balanced or NECAP. Overall for 8th grade students there would still be less testing time than in years prior, even with the addition of this test. When asked, she stated the window for the NHSAS is March to June. The District typically does it in May. By the time we get the data back the school year is over. It is not really useful data.

The Pre-PSAT would not only provide usable data, the score report drills down into not just where they are but the appropriate next steps to drive instruction. It also is in line with the PSAT and SAT that our students take. Then we have a coordinated set of data for our elementary schools and another set of data that allows us to watch our students over time as it is a comparable data point.

It also can provide suggestions in terms of career pathways that would allow for earlier conversations with students to broaden their horizon, which ties in nicely with Naviance that is being started at the middle school this year.

Ms. Brown questioned how long it takes to get the test scores back and was informed it is approx. 6 weeks.

Assistant Superintendent Bergskaug noted College Board is working with Khon Academy so you can upload scores and independently work with a student account on Khon Academy to provide additional support in targeted areas.

Chairman Solon stated it to be an important discussion particularly the ability to tie it into Naviance and the focus on moving end goals to earlier in the process.

He remarked we have a Superintendent who has experience in pushing the State to approve alternate test methods. We have frequently advocated for reduced testing time, and there is a State test being done late in the year, which is viewed to have somewhat limited value. He questioned if there is support to authorize the Superintendent to seek approval of this pre-PSAT test as the State standard test for our District.

Ms. Brown commented if you lay out all of the reasons against State testing it is hard not to look at alternatives. With the concept of this playing into real PSATs and SATs and that you can lock it into Khon Academy, she questioned if it would push the stress level from our typical 10th and 11th graders down to middle school where students are dealing with a multitude of other issues. She questioned the data that is available on other schools that have done this.

Superintendent Corey remarked when we worked with the State to move to the SAT at grade 11, a number of individuals had proposed adopting the pre-PSAT, PSAT as more of a logical progression working with students. It was felt that would be more in line with the overall college process and result in less stress because it wouldn't be done in that short window of 11th grade to 12th grade. By doing this we can now tie this back into Naviance which starts to look and explore more things. In terms of increasing the stress, he believes that could happen if we don't control the driver seat through our Guidance departments and how we approach the test and get the message out to parents.

This is very common in the private school setting; where you go through this process and prepare for that eventual college process so that it is not a 10-month period of time getting there, it is more of a four-year process. In our case it would be more of a five-year process. He does not believe there to be much risk involved. He commented on his belief there are between 30-40 families opting out of the State test. In that instance, there will be no data until 11th grade. He believes many of those families would opt back in because it is more data driven and value to families.

Ms. Deurloo Babcock stated, as a Board member, she completely agrees, but as a Mom who has a student going into the 8th grade she got a pit in her stomach with the idea of PSATs, Khon Academy, and the stress of that. She reiterated, as a Board member, and with the lens she needs to look at this through, she sees the value in it.

Chairman Solon commented both of his children were offered the opportunity to take SATs as 8th graders, and they did. It was an experience. They took them again a few years later. By the time they took them when expected in their progression, it was almost trivial from the standpoint of the procedure. He sees both sides of the issue. It really depends on how it is packaged. If we allow it to take on a life of its own where all of a sudden we are trying to give career counseling in 7th grade it is the wrong thing, but if we resign ourselves to the fact that we are legally bound to perform some testing, he can see the merits of this over the NHSAS. Ms. Deurloo Babcock stated she too would like to see it as the single assessment.

Vice Chairman VanCoughnett commented she encouraged her child to take the PSAT just so that he knew what to expect when it came time for the SATs. If they are opting out, especially of the State test, and never get that opportunity, she would be concerned it would be more difficult than necessary. She stated her support of the decision.

Superintendent Corey suggested members having concerns or questions email him or the Assistant Superintendent. A formal presentation will be provided next month. Chairman Solon requested the presentation include information on the process required to seek State approval.

DELIBERATIONS

- To see what action the Board will take regarding Policy IJ – Instructional Materials; 1st Reading
Given its first reading;

MOTION BY MEMBER VANCOUGHNETT TO ACCEPT THE FIRST READING OF POLICY IJ – INSTRUCTIONAL MATERIALS

MOTION SECONDED BY MEMBER DEURLOO BABCOCK

ON THE QUESTION

Assistant Superintendent Bergskaug commented one of the issues voted on in March is whether the District will accept Federal grant money for special education. The voters approved acceptance. It recently came to the attention of the Administration that there is a requirement for specific language to be included in policy: “Print instructional materials will be provided to students with disabilities in a timely manner as required in 34 CFR 300.210.” Being proposed is an amendment to the policy to include that language.

Assistant Superintendent Bergskaug noted the requirement is something that has been followed. The only change is in the addition of the language in the policy. Were the language not added, the District would not be able to access the funds.

This was brought forward to the Brookline School District in June. The Board adopted the policy at the time of the first reading. Until adopted, the District cannot access the funds. At this time, access has already been delayed. Superintendent Corey requested the Board consider waiving second and third readings and adopt the policy at this time.

AMENDED MOTION BY MEMBER VANCOUGHNETT TO ACCEPT THE FIRST READING, WAIVE THE SECOND AND THIRD READINGS, AND ADOPT POLICY IJ – INSTRUCTIONAL MATERIALS

MOTION SECONDED BY MEMBER DEURLOO BABCOCK

ON THE QUESTION

Mr. Cross noted additional information would be necessary for him to support the motion. Ms. Brown stated her opposition to the motion indicating her belief the policy is not consistent with the CFR. She would like additional time for review.

MOTION FAILED

2-3-0

Members Brown, Cross, and Solon voted in opposition

Ms. Brown stated the CFR speaks specifically to print instructional materials and making those accessible. This policy talks about instructional materials and then requires us to have print instructional materials to be provided for students with disabilities. We have a lot of classes where we don't have any print instructional materials for. It is all online, etc. She believes it to be more complicated than simply including the language in the policy.

Chairman Solon commented approving the policy for first reading simply indicates it has been received and is being reviewed.

MOTION CARRIED

4-1-0

Member Brown voted in opposition

- To see what action the Board will take regarding the proposed trip to Eastern Europe; Principal Barnes requesting change in dates.

At its January 17, 2018 meeting, the Board approved the trip for June 2019.

The current request is a change in dates to encompass the April 2019 school vacation week and two (2) school days (April 17th through 26th).

Principal Barnes stated the chaperones have indicated the level of participation is not what they would have liked to have received. It was attractive that it would take place over the summer as it would not interfere with school. A number of students approached them indicating they likely would participate if it was during the April vacation. With the duration of travel needed for the trip and the time of year it would occur, the proposed dates would result in students/participants missing two school days (Thursday and Friday before break). They would be back on the Friday of break. The trip remains the same; it is simply a matter of changing the dates.

MOTION BY MEMBER VANCOUGHNETT TO APPROVE THE REQUEST TO CHANGE THE DATES OF THE TRIP TO BUDAPEST, VIENNA, AND PRAGUE TO APRIL 17, 2019 THROUGH APRIL 26, 2019

MOTION SECONDED BY MEMBER DEURLOO BABCOCK

ON THE QUESTION

Chairman Solon remarked he questions some of the logic of the move; in the context of all of the discussion the Board has about missing a day in this timeframe of the year when it is just before break and just before the weeks of AP testing. The Board has had a lot of discussion of a Professional Development day, etc. It does not seem to be an opportune time to be promoting students being out of school and asking them to make those choices.

We have heard about CavBlock where there are students missing classes and then trying to make up the work in CavBlock. It seems like the same population that would want this trip would also be potentially heavily affected by missing the days at that time of year. Ms. Deurloo Babcock commented it is their option.

Chairman Solon commented to change the dates takes away the option for those students who have expressed an interest in participating when it is currently scheduled.

Principal Barnes noted foreign travel has been moved during the past few years to allow for schedules that include missing the day before the break, etc. Knowing it is coming on the heels of AP testing, he would prefer the students to be back a day early.

Ms. Brown suggested it would be difficult to know whether the 19 students who expressed interest in going during the summer would be on board with going in April. There is no way of knowing if a larger level of participation would be achieved. Principal Barnes reiterated there are a number of students who have expressed interest.

When asked if the students who have already signed up for the summer schedule were surveyed to see if they would participate if the schedule were changed, Principal Barnes responded he is uncertain. He believes most would go, but he cannot say if any survey was done. Ms. Brown commented that information is important. By this point people already have their February and April vacations booked. Ms. Deurloo Babcock suggested the organizers of the trip would know best and are requesting the dates be changed.

This trip is not limited to AP students (available to sophomores, juniors, and seniors).

Ms. Deurloo Babcock reiterated the student and family makes a choice to miss those two days prior to the AP testing, which differs from when the District decides to close school. She stated her support of the requested change of dates.

MOTION CARRIED

4-1-0

Member Solon voted in opposition

REPORT OUT BY PROCESS OBSERVER

Mr. Cross stated the meeting went pretty smoothly. The time needed for Deliberations was twice as long as had been anticipated.

NON-PUBLIC SESSION

MOTION BY MEMBER VANCOUGHNETT 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, Elizabeth Brown, Tom Solon, Cindy VanCoughnett, John Cross

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Nay:

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MOTION CARRIED

The Board went into non-public session at 8:36 p.m.
The Board came out of non-public session at 9:01 p.m.

ADJOURNMENT

MOTION BY MEMBER BROWN TO ADJOURN
MOTION SECONDED BY MEMBER VANCOUGHNETT
MOTION CARRIED
5-0-0

The July 18, 2018 meeting of the Hollis Brookline Cooperative School Board adjourned at 9:02 p.m.

Date _____ Signed _____