

**HOLLIS BROOKLINE COOPERATIVE SCHOOL BOARD
SEPTEMBER 12, 2018
MEETING MINUTES**

A regular meeting of the Hollis Brookline Cooperative School Board was conducted on Wednesday, September 12, 2018 at 6:00 p.m. at the Hollis/Brookline Middle School Library.

Chairman Tom Solon presided:

Members of the Board present: Cindy VanCoughnett, Vice Chairman
John Cross, Secretary (arrived at 6:15 p.m.)
Holly Deurloo Babcock
Elizabeth Brown (arrived at 6:41 p.m.)
Melanie Levesque (arrived at 6:35 p.m.)
Krista Whalen

Members of the Board Absent:

Also in Attendance: Andrew Corey, Superintendent
Gina Bergskaug, Assistant Superintendent
Linda Sherwood, Assistant Business Administrator
Rick Barnes, Principal, Hollis Brookline High School
Bob Thompson, Principal, Hollis Brookline Middle School
Lauren DiGennaro, Assistant Principal of Student Services

APPOINTMENT OF PROCESS OBSERVER

Chairman Solon appointed Krista Whalen as Process Observer.

AGENDA ADJUSTMENTS

The Administration requested the agenda be adjusted by moving the topics of Class Sizes and Enrollment to the end of the Discussion section of the agenda, and by adding, under Deliberation, Board action relative to IDEA Part B, Section 611 Assurances.

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

APPROVAL OF MINUTES

Hollis Brookline Cooperative School Board August 15, 2018

The following amendments were offered:

- Page 1, Line 21; delete “Rick Barnes, Principal, Hollis Brookline High School” and insert “Amy Rowe, Director, Student Services”
- Page 3, Line 6; replace “address” with “addressed”
- Page 3, Line 14; replace “J/JV” with “V/JV”
- Page 6, Line 4; replace “standardize” with “standardized”

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

3-0-2

Members Brown and Solon Abstained

NOMINATIONS/RESIGNATIONS/CORRESPONDENCE - None

PUBLIC INPUT - None

PRINCIPAL REPORTS

- Youth Risk Behavior Survey (YRBS)

Lauren DiGennaro, Assistant Principal of Student Services, provided a PowerPoint presentation, a hard copy of which was provided with the [agenda](#). The presentation can also be viewed [here](#).

According to the New Hampshire Department of Education website, “The YRBS is one component of the Youth Risk Behavior Surveillance System developed by the Centers for Disease Control and Prevention. This system was designed to focus the nation on behaviors among youth related to the leading causes of mortality and morbidity among both youth and adults and to assess how these risk behaviors change over time. The Youth Risk Behavior Surveillance System measures behaviors that fall into six categories: (1) behaviors that result in unintentional and intentional injuries and violence; (2) sexual behaviors that result in HIV infection, other sexually-transmitted diseases, use and unintended pregnancies; (3) Alcohol and other Drug use; (4) tobacco use; (5) unhealthy dietary behaviors; and (6) inadequate physical activity.”

The survey is given every two years. The Hollis Brookline High School (HBHS) opts to do the full survey to obtain our own data. The Board was provided a summary of the results of the YRBS, which included areas for improvement.

Assistant Principal DiGennaro spoke of the District’s Multi-Tiered System of Support (MTSS). It is a “whole system model” which provides specific types of support for teachers and students, outlines clearly defined roles and responsibilities for all stakeholders, and allows for common understanding and language to exist when discussing implementation and expected outcomes.

MTSS provides for both academic and behavioral avenues. The integration of both is needed for student success in school. The MTSS covers many different approaches and interventions including curriculum, positive behavior intervention and supports, teacher learning and collaboration, and collaboration between school and family in problem-solving.

Response to Intervention (RtI) is a structured, multi-tiered approach to help identify and support struggling students. It focuses on providing high-quality instruction and interventions, typically at three different levels:

Tier I - Universal Level (traditional classroom) (80-90% of students)

- High-quality, research-based instruction
- Rigorous, relevant, and standards driven curriculum

Tier II - Targeted Level (individualized supports for underachieving students) (5-15% of students)

- Standards-based curriculum and supplemental instruction
- Remediation of specific skills or concepts
- Individualized interventions that are differentiated, scaffolded, and targeted to each student

Tier III - Intensive Level (Individualized, intensive supports for students with significant underachievement) (1-5% of students)

- Intensive skill specific interventions
- One-on-one or small group instruction outside of the traditional classroom

The goal for the year is to be proactive:

- RtI
 - Core (formerly Tier I) supports
 - Targeted (formerly Tier II) supports
 - Intensive (formerly Tier III) supports
- Basic skill gaps vs. curriculum support
- Mental Health and Social/Emotional/Behavioral supports

The work this year is to design universal screening tools, which will be utilized mostly for 9th grade and transfer students. A huge need for this is being seen with all transfer students. We don't have a handle on what their skill is coming into the District. With universal screening tools in place, when these students come into the District we are able to identify the baseline for where they are at, which will lead to more fluid placement. For 9th grade students, it is a transition year. The more proactive the District can be in this transition the better off they will be as they work through the curriculum.

The Administration will be looking at Cavblock intervention design. Discussions have begun with departments around Cavblock and what those intervention designs can look like. The goal for Cavblock is to make it as creative and flexible as possible to meet the needs of the students as they will be varied, and a fluid flexible process will be needed to be able to progress monitor.

With regard to progress monitoring, the Administration will be making decisions on the types of tools that will be utilized and the data teachers want to keep in order to track students' progress. A lot of this can be flexible within departments, e.g., what works for the math department may not work for the science department and they may develop different structures and progress monitoring pieces. The Administration will guide the departments as much as possible in understanding their resources and choices.

The CHOICE program is being reviewed to ensure it also reflects these levels of support. The CHOICE program has the capability of having the targeted and intensive intervention, but there should be a difference in what those look like.

Developing teams that involve a varied of stakeholders is important. It will not be just the school counseling department dealing with the social/emotional and behavioral, it will not be just department heads and certain teachers doing the academics. Individuals from all different groups will come together to sit on these teams that will meet regularly to make these decisions, e.g., what is the criteria cut off to go into targeted intervention, intensive intervention, how long will those interventions be given to work and how will that be reported back.

The intent is to begin with 9th grade, to look at skill need identification and proactive work with Social Emotional Learning and how that can be tied in, e.g., wellness classes, school counselors during Cavblock. They would like to work with the Hollis Brookline Middle School (HBMS) on vertical alignment and catching the skills and any kind of deficits that may or may not occur and really work together to support the students in the transition years.

In terms of a timeline, the Administration is looking to get a lot of the research done in the fall and have the departments explore and be creative with what their needs are within their department. Looking at their students, they are starting to identify the cause of going to Cavblock, what are the struggles they are seeing that hinder success in their classes. Information gained on what the major struggles are for students will be used to develop some Cavblock interventions that are broader. For example, if time in Cavblock is being taken up by students making up tests or not doing homework, they can develop building-wide interventions, spaces and pieces to cover some of the broader issues and that will give the teachers more flexibility and time for the

curriculum support for the more skilled based interventions that may be needed. This will utilize all staff. They are looking to utilize special education teachers, regular education teachers, and para-professionals, to a certain extent, to roll out what is designed by each department.

There is a new piece to PowerSchool called the Adaptive Scheduler, which provides the opportunity for teachers to create groups. If they decide they have a group of 5 or 6 students that cannot do one step equations, that group will be pulled and worked with as the Cavblock group for a few days. Attendance and data will be gathered through the scheduler that will report back how the groups are being used. It is hoped they can start working with that in October. They are working with the school counseling department as well to pull groups for different needs, e.g., college process, check-ins, etc.

The RtI teams will meet and develop the system of supports, research tools or develop own screening tools. What do we want our students to be able to come in doing and what do we want them to be able to go out doing? The goal is to make what will work best for the HBHS.

If able to have universal screening tools and some of the progress monitoring pieces in place by the end of the first semester, there has been discussion of piloting some of the universal screening tools with the 9th grade for potential roll out in September of next year.

Chairman Solon questioned how data is collected from Cavblock in terms of identifying large scale issues that might be able to be addressed; specifically, how that information is reaching her. Assistant Principal DiGennaro stated they are in preliminary discussions. Department heads are working with their departments. They are provided with a framework of questions and checklists to complete, and they will provide that documentation to her and Amanda Zeller, Assistant Principal. They will compile the data from the checklists to be able to more narrowly define their questions for the departments in order to move on with the process.

Chairman Solon questioned if Professional Learning Community (PLC) time fits into this in some way. Assistant Principal DiGennaro remarked, at the moment, she is providing the departments the flexibility (for the month of September) to either utilize PLC time or department meeting time for these discussions and the guided questions. It is imagined, as the focus is able to be narrowed for the screening tools, etc. that could be done through PLC time. A separate committee may be established for MTSS for the overarching tools, but then let the departments do their work as far as the Cavblock design.

Chairman Solon commented an ongoing question is how effectively PLC time is utilized for curriculum development work. If it is pulling from that we need to find ways to supply time for that work in a way that does not take away from the curriculum work.

Chairman Solon questioned if there is a mechanism in place for transfer of student knowledge from the middle to high school. Rick Barnes, Principal, HBHS, stated they have continued to build on that year over year. In previous years it has been mostly school counselors meeting. This year they have had counselors as well as the Administration meeting over the summer to review the list of students coming into the HBHS. Chairman Solon questioned if the screening tools would get pushed down to the HBMS in some manner so that they are not waiting until the start of school to be able to prepare. Assistant Principal DiGennaro stated a discussion that occurred over the summer was what would be the best way to roll out some of these screening tools. They discussed whether it would be beneficial to have a similar universal screening tool in 7th grade. There is the potential for that.

Bob Thompson, Principal, HBMS, remarked they have screening tools for their students coming into the HBMS, e.g., math placement test. Chairman Solon questioned if there is a member of the HBMS participating as a team member in this activity and was told there could be. Assistant Principal DiGennaro commented if looking at the math placement test for 6th to 7th, they also want to identify skill; what is appropriate for 7th grade

and 9th grade and ensure the students are able to fulfill that, and if not what can be provided as supports. She spoke of that particular test being shifted to more of a reasoning test that will not capture any skill deficits.

Vice Chairman VanCoughnett commented the math placement test taken in 5th grade is working to identify students who are on a more accelerated path. They can opt into that test. Some students don't take it. The intent is for everyone to take the test in 9th grade to identify where skill deficits are so that the appropriate supports can be provided. The universal screeners are short and are not meant to be anything except identifiers of skills.

Ms. Whalen noted Cavblock was discussed a few months back. It does appear there is a large number of students going to Cavblock for math. She is interested in understanding what is driving that. Assistant Principal DiGennaro remarked the piece they continue to discuss is you can still have the 100 kids that will come to Cavblock and that is fine, but let's be proactive in identifying what is the voluntary piece that the students are asking for and how can we coordinate that so that they get their help, but also taking a look at the data from their classrooms and who they see struggling and how do we create groups and targeted pieces; be proactive with what the struggles are, work with those students and still be able to have teachers available for the program support and those pieces.

Ms. Whalen questioned if they would be looking to see if there is a number of students from one particular class coming in consistently. Assistant Principal DiGennaro indicated that would be information that would be collected. They would look for what classes are being affected and why. That is really what they are getting down to is the why. Once we know the why we can build and structure the rest of it.

It was noted the Adaptive Scheduler will be used by students to schedule themselves for Cavblock, if a teacher doesn't pull them for something. They have to plan it week to week. It will be a mind shift and will take a lot of guiding, but students will either be pulled for an intervention of some sort, if needed, or a targeted group for a teacher, etc., or they have to go into their PowerSchool and choose themselves. Principal Barnes commented this is why they are wanting to focus with 9th grade students first.

Assistant Principal DiGennaro commented with the scheduling, it is more developmentally appropriate to target 9th grade. As the students get older they want to give them that freedom and developmentally that is very appropriate. Depending on what the curriculum demands are, those targeted groups may potentially get smaller and smaller as they go up through high school.

She spoke of the over-arching Cavblocks that may be able to be offered commenting there are students who may struggle with study skills; there could be a study teaching Cavblock using the curriculum to study for their tests. There could be organization Cavblocks. There are different pieces that could be put in place when the needs are identified.

Principal Barnes stated one particular area of focus of our MTSS will be how we respond to and support our students who struggle socially and emotionally as identified in the YRBS.

The data provided relative to the results around behaviors that result in unintentional and intentional injuries and violence, indicates the HBHS is a pretty safe school. He spoke of being pleased with the results of the survey noting an area of improvement being social media awareness and use of social media.

Data around alcohol and other drug use indicates a significant decline, even below state and regional averages, for marijuana use., Prescription drug use was down although still in line with regional averages. It has come down in the region significantly. An interesting statistic within the summary of alcohol and drug use is the number of students who obtained drugs on school property declined at a faster rate than state and regional averages. Principal Barnes stated his belief the impact of being able to bring the drug dogs to the building has been positive. Very few schools do that, and the manner in which that has been done over the years appears

effective. The number of students who report negative perceptions around drug and alcohol is much higher than state and regional averages. An area for improvement is in the number of students who have ever used methamphetamines and heroin, which is a really small number, but any number is unacceptable. It is an area to look at for targeting education.

With regard to the category of sexual behaviors, Principal Barnes spoke of being pleased to see the number and percent of students being significantly lower, in almost every category, compared to state and regional averages. The Wellness program has clearly had a positive impact, and the District should continue to enhance the program.

The number of students who use tobacco was significantly lower in almost all categories. However, those who do smoke do so at significantly higher levels as compared to state and regional averages.

With regard to unhealthy dietary behaviors inadequate physical activity, and other, the District tends to score very well. The number of students (spring 2017 survey) who do not get 8 or more hours of sleep was significantly higher than last reported in the 2015 survey. Chairman Solon noted the information provided indicates the District percentage was 20.3%, state 25%, and regional 22%. Principal Barnes stated that should have been phrased differently to avoid confusion. He will revisit that and provide a clearer explanation. What the survey showed is more of our students are getting less sleep than their peers regionally. When asked, he stated his belief that was an indication of the percentage prior to the schedule change.

Areas for improvement include a continued focus on meeting the social and emotional needs of all students to include subjects such as dealing with stress.

When asked if the survey is administered only when the State instructs it be done and if the State dictates the questions, Principal Barnes stated that to be the case. Chairman Solon questioned if the District has the right to conduct it on its own at other intervals. Superintendent Corey responded he does not believe so, but there are other mechanisms that could be utilized should the District wish to. Chairman Solon stated a desire to understand if the schedule change has had the intended impact in terms of hours of sleep and whether there is correlation between participation in athletics and any of the other categories. He commented he has often wondered if the agreements and things that student athletes sign have an impact on other aspects of behavior. He suggested the State may be able to provide that data. Principal Barnes indicated he could inquire.

When asked about the students who did not participate, Principal Barnes stated he did not recall there being a lot of opt-outs. There was a mix of opt-outs and students who were absent. There is no makeup conducted.

Principal Thompson spoke of the strong opening of school at the HBMS. He thanked the custodians for all of the work they do. He noted 25 new student enrollments over the summer; largest number of new enrollments experienced in his time at the HBMS. There are typically 10-12. Eighteen out of the 25 are in a single grade.

An item not included in his report, which he wished to highlight is the 5th Annual Fall Harvest Dinner on Saturday, September 15th. The event is sponsored by the Souhegan Valley Chamber of Commerce and the Boys & Girls Club. It is a farm to table event. Some of the vegetables at the event are coming from the greenhouse.

Chairman Solon noted the 25 new enrollments at the HBMS and 40± at the HBMS questioning if it is known whether they are move-ins or students returning to the school from out-of-district, and was told the majority are move-ins. Current enrollment at the HBHS is 870. When before the Budget Committee last year, the projection had been 850. The projection for the HBMS had been 373. Current enrollment is 398. There has been a large turnover in homes, and calls continue to come in.

Ms. Deurloo Babcock questioned enrollment levels at the elementary schools. Superintendent Corey stated increases are being seen there as well. He noted the Hollis School District Kindergarten program had to add a

section. Enrollment in Kindergarten is at 80 when typically 55±. The Brookline School District has similar numbers. Typically, as we go through the system we see enrollment increase. He stated he would be sending enrollment information to NESDEC, which does enrollment projections. They were predicting an uptick would start to be seen.

DISCUSSION

- Turf Field - Update

Superintendent Corey indicated he spoke with legal counsel earlier in the day. They are waiting to learn if an appeal has been filed. More should be known by the end of the week. Once the information is known, he will notify the Board via email and will let the communities know.

- STEM Lab - Update

The Facilities Committee has reconvened and is focusing its efforts through a sub-committee run by Principal Barnes. They are looking at focusing attention on the day-to-day internal curriculum uses and not so much on after-school activities, e.g., robotics.

Looking at enrollment numbers, Principal Barnes is seeing a usage rate of the rooms around the low 90s for a percentile where ideally it would be at 85%. They are looking at what can be done in the area of science to enhance the day-to-day science curriculum through the use of the STEM Lab. One area they are looking critically at is physics. They are also looking at some of the other rooms to see how they can be best utilized. Primarily, they are looking at 2; the dance room (after the school day) and the health room (perhaps a room targeted for computer science given increased WiFi to that side of the building). Room 373, if moving forward and the community supports the STEM Lab, would become a vacant classroom. They are looking to identify how that room could best be put to use.

There is a large focus moving towards engineering classes and all other products of STEM. The Facilities Committee believes the plan put forward last year is the plan we should move forward with this year.

Earlier in the summer, discussion occurred around looking at the facility. One of the considerations was what if we did something that was separate from the STEM Lab (ballpark of 3,000 sq. ft.). As the summer moved along and the committee met with a variety of people, they returned to the original proposal being the best use of space. The Committee believes it will meet some of the enrollment concerns the District will face to get that use rate of the building down around 85%.

Later in the agenda, the Board will discuss the proposal from Banwell. What they are recommending is an initial cost of \$500 just to send last year's proposal out and find out what the cost escalation is. They also outline costs associated with their services and attendance at pre-bond hearing and public forums (not to exceed \$2,000). Superintendent Corey stated his belief, if sticking with the current proposal, that \$2,000 cost would not be reached.

If the expenditure is approved, the Facilities Committee will meet again along with the sub-committee that is focusing in on the curriculum for the day-to-day pieces and would make a presentation to the Board likely in October. They would also select dates for public forums in November, December, and likely January and February.

When asked for clarification, Superintendent Corey stated, from a physical point of view, being discussed is the same square footage in the same corner of the building with the same bump-outs, but from a curriculum holistic point of view, the Administration is doing a lot more work on the 7:30 a.m. to 2:30 p.m. uses for that facility. It would still be available for any extra-curricular organization that could take advantage of the spaces after the

school day. It is the Committee's belief that, during the school day, this would be a great opportunity to not necessarily expand our science classes, but to expand what we do in those science classes because of the curriculum supports that could be in place in the new area.

Mr. Cross noted the article did not pass the last time, and we have some feedback on why that might be. He questioned if what the Facilities Committee is considering is a strategy for use that will address some of that feedback. Superintendent Corey responded they are; some of the pieces that were perhaps not articulated well include; what will happen to room 373, which would become vacant once the engineering program is moved into the new STEM center, with this new STEM center space and the equipment that is going to be there can or should we be moving our Physics Department into those spaces, maybe not every day, but on a large number of occasions because of what they will be able to do beyond the scope of what they can do in their traditional classroom now. Assistant Superintendent Bergskaug has been spearheading that with Principal Barnes. It has been very exciting. If enrollment continues to climb the Committee will look at a number of spaces within the building, e.g., classroom adjacent to Library that is used as a tech. center of sorts; how can that be enhanced to make it more of a sign-out lab, so we get more usage. The overall arching theme of STEM is encompassing it across all areas of the curriculum. There are many things the Assistant Superintendent has been researching since the proposal was put forth last year that they feel it will be a much more comprehensive piece on the curriculum side.

Chairman Solon commented the feedback received at District Meeting and subsequent to that highlighted something for him that he believes he failed to consider; the importance of emphasizing that this is a space for all students every day during our regular academics. Towards that end, he would be much happier with something that showed that every space and all aspects have a purpose for our regular academic curriculum. He stated he would be hard pressed to support areas that might exist exclusively to serve the needs of the Robotics Team. He would like to see advocacy for this from the staff. Ms. Deurloo Babcock commented on being on the same page and noted this time around she has already met with and heard from more staff members. They are pulling them in to talk to the Committee. They are definitely giving a lot more feedback and support this time around. That was done in pieces last time.

- Transportation

The SAU does not have bus issues at the COOP level. They arrive on time and go home on time. They have been able to secure transportation for the athletic teams. Superintendent Corey spoke of the shift that occurred last year with the way the athletic department functions noting that shift has resulted in the District being very effective in terms of working together. Instead of the middle and high schools being in competition for buses and transportation, that is being coordinated.

The transportation issue has existed for the last 18-24 months. The driver shortage is a nationwide issue, and one he does not see going away. He spoke of the amount of time it takes for an individual to obtain a Commercial Driver License (2± months). The Administration has been working, at the elementary districts, to rearrange some routes. It goes as well as can be expected. Elementary students are getting to school. Getting home the last bus in Brookline pulls in about 3:50 p.m. and the last bus in Hollis about 4:02 p.m. We have always had buses out to about 4:00 p.m. They would like to get that down to about 3:50 p.m. Superintendent Corey, Assistant Superintendent Bergskaug and Hollis Transportation are working towards that goal.

The SAU41 Governing Board will meet in October. We are in the third year of the transportation contract. There is an option for years 4 and 5. Superintendent Corey stated his recommendation will be to go out to bid to see what is available. He believes what will be seen are the struggles to provide these services. There are a number of companies out there and there is good and bad with each. The SAU continues to work closely with Hollis Transportation. They are always there to answer his call, were not expecting the driver issues, but there are so many jobs out there right now people are simply moving forward. The SAU is seeing this with other populations, e.g. para-professional, custodians.

From a teaching standpoint, across the SAU there will be 10 maternity leaves this year. Getting replacements for those 10 teachers will be difficult as many students coming out of college have the option of making \$40,000 as a teacher or taking a math/science/history or English degree and doing something else for a career that earns them further dollars. It is a very difficult time economically for the school district in terms of finding the human capital.

In terms of transportation, the SAU is very cautious. There are drivers in training. There are drivers that are scheduled to take their tests. If a driver does not pass the test, he/she has to wait a minimum of 10 days before taking it again.

Ms. Levesque spoke of having heard concerns relative to bus drivers not having benefits. Superintendent Corey responded they are not paid in the summer months. Years ago they were able to collect unemployment, which is no longer the case. Bus drivers do not receive benefits. If driving one of the special education transportation vehicles they are likely 30 hr./wk. employees and if driving one of the larger buses likely closer to 20 hr./wk. There are not a lot of bus companies that provide benefits. The only companies he is aware of are the very large, country-wide organizations. Because of the volume they are able to offer benefits.

Mr. Cross questioned if non-traditional transportation means have been discussed. Superintendent Corey commented in terms of transportation, schools are very specific. He could not go out and rent a van to pick up students and bring them to school. The most you can have in a van for a school vehicle is 8 with one being the driver. If a 15-passenger vehicle it is through the bus company and very regulated. The SAU is transporting around 2,200-2,300 children every day. Out of those, there are probably 70 students impacted negatively as a result of this current situation.

In discussions with other Superintendents he has been made aware they are all going through the same thing, e.g., transportation for athletics. A lot of the athletics is being farmed out to First Student and others like that. They will pick up charter runs but are not looking to come in and do runs on a daily basis.

Three years ago when the SAU went out to bid with the transportation contract, Hollis Transportation was the only company that participated. It is not a huge volume of buses or students. The SAU has been with Hollis Transportation since 1979.

Ms. Brown questioned if the Administration has considered asking for a waiver from the NHDOE for some of the RSAs. If we're one of many schools experiencing this same issue and part of the problem is we need to be able to cover routes for at least the foreseeable future, if they would lift us from those RSAs for some period of time so we can get coverage. Superintendent Corey stated the Governor has recently formed a task force. He spoke face to face at a meeting with the Commissioner of Education the other day. He is more than willing to work with districts and accelerate wherever possible, but it is just a lengthy process. He spoke of the restrictions on a bus driver; if your run is at 7:30 a.m. you have to be home at 11:30 p.m. You have to guarantee 8 hours of sleep or you violate your license. The background checks are extensive, as they should be. A driver is not just responsible for driving. There are parts of the test that focus on the mechanics of the bus.

Typically long-term drivers are people who have retired early and are looking for part-time income or mothers who live in either one of our communities who can work around their children's schedules. There are three drivers in training. There are four different written exams to become a bus driver. One gentleman has passed those four exams and now will be able to be set up for testing. At the same time, it is also knowing that would get the district to a position of being staffed, but then there is the problem that is faced with illnesses.

Ms. Brown noted, by contract, Hollis Transportation is supposed to have two back-up drivers. Right now they are four down.

When asked if the District is reimbursed for coverage that has to be provided by others, Superintendent Corey stated whether it is an elementary run or athletic run, at the end of the month, the Business Office goes through what is obligated through the contract versus what the District had to contract out for in terms of transportation. The District has already seen rebates in Hollis. Hollis Transportation has always worked with the District on that.

Chairman Solon questioned if Hollis Transportation has made any suggestions or proposals for a solution that involves activities that are outside of the contract language but are believed would be beneficial. It bothers him that the SAU has a contract with a transportation company so that they will resolve the issues, but he sees the Administration devoting amazing resources to solving problems while they are saying we don't have a solution. Superintendent Corey remarked he has met with ownership on a number of occasions. Last spring the Administration met with legal counsel and the ownership. There are a number of different things occurring within the company that impact some of the pieces that are going on.

Chairman Solon questioned specifically if the transportation company has offered up a solution albeit one that involves additional dollars. Superintendent Corey stated those types of discussions have occurred and they have looked at various elements of the contract to address some of those things. Unfortunately, they have not arrived at a solution. He noted part of the issue is their wages being \$1.00 - \$1.50/hr. below the neighboring competition. He reiterated Hollis Transportation is a company the District has been doing business with since 1979 and they are very much people of their word. He continues to have discussions with them and will keep the boards updated.

Ms. Brown stated what concerns her is we are probably in year 4 of having issues with the transportation company. Some of those issues started before we entered into the current contract. The last couple of years have been really tough with them not being staffed. What strikes her as being problematic is they don't seem to understand that giving proper notice under that contract is required. When we had the Athletic Director notified on the Friday before the golf match on Tuesday there would not be transportation provided, that was a breach of the contract. That put everybody scrambling; it took hours of time from the Athletic Director. They worked together and figured out a solution, but this is not our solution to find.

Ms. Brown commented they have had a lot of turnover. When companies have significant turnover you need to look at the root cause. She is uncertain what the root cause is in this instance. What really concerns her is the fact that they are paying below market price. She believes, were they to pay at or above market price they would be able to comply with the contract and we wouldn't constantly be talking about them being understaffed. She believes a lot of it is just a business reality; they think we will put up with it, that we will deal with it; we've been with them for 40 years and will just kind of keep limping along because no one else will bid for it. It really puts the SAU and the community in a really tough situation. We may be looking at a point where we are going to have to put a lot more money into the budget in order to provide consistent transportation to our families because that is what they are expecting.

Mr. Cross questioned if the Administration has reached out to the New Hampshire School Board Association (NHSBA) to see if advocacy efforts could be put in place. He commented on the requirement for a driver to also have mechanical knowledge/skills and his belief that could be removed from the requirements. Chairman Solon responded there was a proposal to change that within the DOE, which he believes was shot down. Superintendent Corey stated his belief many of the bus companies, the Transportation Secretary and a number of others have conveyed messages up the chain.

He noted the NHSBA has representation at the monthly Superintendent meeting and are well aware of the situation. They have been dealing with questions of what adequacy funding will become in this year's budget and how much the District will get per pupil. There was probably the largest amount of RSAs passed in the last session that impact schools.

Chairman Solon spoke of the recent email from the NHSBA indicating they are seeking proposed resolutions and stated that to be a mechanism; if someone wished to draft language, the Board could submit for consideration.

- Enrollment Update

Chairman Solon commented on the earlier discussion of enrollment. It was noted enrollment at the HBMS was projected at 373 and is currently at 398. The HBHS enrollment was projected just under 850 and is presently at 870. When asked how that compares to actual enrollment from last year, Principal Barnes stated last year's enrollment was at 815. Principal Thompson stated the HBMS went down from 420 to 398 only because the 7th grade class is very small (an anomaly).

- Class Sizes

Principal Barnes remarked when looking at any master schedule they try to look at it from a holistic viewpoint; what are the needs of all students. They knew they had 815 and were projecting around 845-850. He had no way of telling they would have the number of transfers they have had. He updated the Superintendent on class sizes regularly knowing that core classes would probably have to go up. He believes he has a feel for what he is comfortable with in terms of when we have to exceed caps. Enrollment is up about 20-25 students and when you multiply that out times 6 classes for 20 students, 120 different classes will go up by 1 just with that net increase.

Looking at the schedule there are sections that are over as well as those that are under. They try to balance it as best they can. The schedule resulted in all students getting around 93% of their requests filled. That is not 93% of their first requests but 93% of what they put in. He hand-calculated a utilization report for period by period for every single academic room in the building, and they are consistently, for the entire building throughout the day, at 93-94%.

They use the cafeteria as a classroom, which they worked out with the New England Association of Schools and Colleges (NEASC). It is free for lunch during 4th period and then right back into a classroom. Last year they began using the Library conference room for one of the smaller class sizes. It is more of a foundational course and works. It is not ideal, but there are more students and more classes and not enough space to accommodate. Principal Thompson commented if you look at the numbers there is a big differential between the 7th grade, which is a very small class and the 8th grade, which is very large. When walking through the building you will see 7th grade classes that are at a minimum number and 8th grade classes that are pretty full. There are two areas that are over; Algebra (1 section) and French.

One of the things that is critically important at the middle school level is teaming. When you do teams it does place some constraints on the schedule. It is not just about creating sections it is about balancing between the teams.

Chairman Solon questioned if the team aspect is becoming sufficiently burdensome, with the up and down, to warrant consideration of changing. Principal Thompson responded for him, as someone who truly believes in the middle school philosophy, when you talk about change that is more about looking at the configuration of teams, e.g., how many teams we have, how many people are on those teams. Right now we have 5 teacher teams and that seems to work with our numbers. We may have to readjust that number to make 4-person teams or many teams. It is something that was done at the middle school prior to his tenure. When classes sizes have increased significantly they have gone to a 5th team where they will do like a Humanities and STEM (team of 2). A few years ago when NESDEC said enrollment would be down around 300 there were discussions of 3-person teams. They can get creative and adjust the model, but for him, and he believes he speaks on behalf of the entire staff, being a middle school means a commitment to that teaming model.

Chairman Solon questioned if the current elementary school class sizes lead people to believe that, in general, class sizes will be relatively uniform, or does it seem there will be a sequence of bubbles coming through. Superintendent Corey responded we have a few bubbles. We will see the same type of bubble next year as there is a good size class coming into grade 7, but the current 7th grade class will result in a smaller 8th grade class. When asked about the class following that, he indicated it is going down, but large classes are being seen in Kindergarten, 1st and 2nd grade right now. It is trending up again, but the District will go through a bit of a roller coaster for the next couple of years, which will make scheduling difficult.

Chairman Solon commented if this is going to be a constant battle, it may be worth the pain to build a model that allows you, from year to year, to bounce this. Part of this is being driven by policy. The policy is intended to reflect what we think are the important guidelines to make it work. If the Administration is saying they are making it work while we are clearly seeing deviation from policy, he questions if the policy is right. Something has got to give. We either think the policy is right and important and therefore must enforce it or we think that what we are doing is working and is the best way to deal with it in which case he believes policy needs to change.

Superintendent Corey commented when looking at what we are doing in math for example, he has a greater comfort level because we are grouping those students by their ability so if you have 27 students in an Algebra 1 class, typically those are 27 of his brightest students, they are all in the class for the right reasons and as a former math teacher he wouldn't find that difficult. He would say the same is true when looking at our foreign languages. The numbers in French at the middle school are high, but when he started there was concern if we would be able to maintain French at the high school level because the numbers were dropping off drastically. The Administration and department chairs met and worked hard to cultivate those numbers. They are the ones coming to us saying they would rather have 27-28 because that will help us maintain French at the high school level if you have them at the middle school level.

When looking at this through the lens of the budget he hesitates as there is the potential for needing significant staffing. An increase in staffing along with the potential increase in transportation costs would have a large impact on the community. He believes they should go back to policy. He spoke of discussions that occurred when he first came on board around single courses and AP courses, etc. Many of those were deemed exempt from the policy so we could offer something with 7, 8, 9 students if it was an AP. But we're talking about our core classes now.

He believes it to be prudent to go back and have this discussion as it is one of the most important things we do is establish class sizes for students. In the case of math at the HBMS, that was a choice. We knew we would have some sections that would be slightly larger. We chose to give our students who maybe need the most support in math the smallest class sizes.

Principal Thompson commented on 6th graders going into 7th grade and making decisions about course placement when he has 1 French teacher and a number of students who want to take that course. Every year they try to work within the parameters of having those class sizes around 23 or 24, but honestly it is really difficult when sitting across the table from a parent and student who really wants to take French. Then he has the French teacher coming to him saying I really want that student to take French. That number creeps up from 23 to where we are at with 26 or 27.

Superintendent Corey remarked when you go through and see that some sections seem low and others high, the reality is if a middle school student wanting the accelerated class or the Algebra class and French, there are only so many sections he/she can fit in. Going up to the high school that becomes even more difficult when wanting several AP classes and French. All of a sudden you have a specific group of students that will only fit into a very restricted number of slots, so you might see 1 math section at 26 and another at 18. That is because the only way they could take their AP class was to be in that math section. When you are giving students 93% of their preferences, that is a very high number.

Ms. Whalen stated appreciation for the thoughtfulness. She recalls when the policy was put in place and believing there was research behind the numbers. Those were driven by the educators. She hears what is being said about changing the policy, but at the same time becomes concerned because so many students from our math classes are going to Cavblock for extra help, and on their own because they aren't understanding it in class. When she hears we have these big classes in math and they are all going to Cavblock it leads her to believe maybe staffing is something we need to consider in some departments. We hesitate to add things to the budget like that, but our job is to educate these students. There is the need to be careful when constantly trying to keep this budget where we don't want to add any extra space or staff because the taxpayers might not like it. Our job is to educate these students, and people move into this community because we provide a great education.

Principal Barnes commented one of the things to consider when adding staffing is the current building space. Even if he had the extra teachers he wouldn't necessarily have the place to put them especially if a full-time teacher.

Ms. Deurloo Babcock commented she does not want the Administration to hold so fast to the budget that they don't ask for what they need. This community has supported your budgets. It is really important for you to hear that. For the last three years 79% of voters have supported the budgets because you have run a really fiscally responsible conservative budget. But it is okay to ask for what you need. When you look at these numbers, and there are a lot of classes where you are 1 or 2 over, and to everyone's point, we can change the policy to say that you can have more. The policy gives you the leeway. She does understand the building has its limitations, but the middle school doesn't as much.

She commented a friend of hers was hired in the Bedford School District to teach 1 French class. It is possible to find a part-time person to teach 1 class. Not this year, but next year.

Ms. Brown commented in 2015 there were about half of the current Board members on the board when they revised the policy the last time it was looked at. It was looked at in terms of both extremes; we were having classes that were really small and there was a question of whether it made sense. It was done at the end of a failed bond, there were space issues, we were at 95-97% and knew we had to figure out a way to ensure we were utilizing that space really well. Tiny classes with few students didn't seem to be a good use of our district's money. That was bad stewardship. We put in a minimum class size. We knew that sometimes we were going to have to not have a class that students might want, but we knew there was VLACs, etc. The hope was we would be able to offer most things that most students wanted, but we were not going to reach perfection because we just couldn't with the building size and budget that we had.

There was also a lengthy conversation at the time about this 20 number and what classes we wanted to put in that 20 and it really ended up being the core classes. There was discussion do we put foreign language there or does that fall out as an elective and no that is important. The number in the policy is 20. When she hears the administrators using 23, 24, and the numbers on the chart as 25 for those classes that are on this policy that say 20, she does not feel like we were aiming toward the goal, which is very clear. It says the preferred maximum class size for math, science, language arts, social arts, social studies, and foreign languages should be targeted at 20 students. All other maximum class sizes should be determined by the school administration based on appropriate numbers of that age group. The policy has specific numbers for band and chorus and for things that can manage more numbers and for things that can't. There are certain things that we have to limit to a specific size, e.g. family and consumer science is at 16 because there are 16 stations in the kitchen.

Unless we decide to make a Board decision and change the policy we should be budgeting for 20 not 23, 24, 25, etc. Budget for what we want to aim toward. When looking at this we have 12 classes, in the categories described, that are above 25 in the high school. At the middle school there are 2 Algebra classes that are above. There are 127 classes at the high school that are above the recommended class size. That is a lot of classes. That is not just 1 here or there. She stated she would not vote for anything else that is not consistent with trying

to meet these numbers so long as this is our policy. Either we take this back and really evaluate and talk about best practices and where the science is on how we teach students, but her gut is, because she lived through this, that 20 was a reasoned number, and she believes that small classes are where students get educated.

As soon as you add more students to a class you take away the opportunity to raise hands during a conversation and ask a question in real time while the teacher is there, and you cut down on opportunities for students to bond and build relationships with those teachers. We all talk about how we don't have the positions that Souhegan has and so we need organic relationships to be created between our staff and students and those organic relationships are built better in small groups. She wants to see the policy met and will support and fight for a budget that complies with this policy as she believes it is well reasoned, where we want to have class sizes, and that people moved into this community so that their kids could go to a school that had class sizes that were consistent with this policy.

Ms. Levesque questioned how the renovation and reconfiguring would impact the lack of space. Principal Barnes responded as was seen with the process five years ago when they were able to reconfigure spaces, it was a huge help. Any space you gain creates this sort of domino effect that opens up other classes. He commented on the way the Administration is re-looking at the proposal that was put out last March and really looking at it as an innovation center. He spoke of the possibility of integrating computer science and engineering. We have two fantastic teachers. If they were to move into that space in 372, which is one of the larger classrooms, to teach during the day to do engineering integrated with computer science and even bringing some of the humanities aspect to that, it could be a huge win. We could then expand space. Physics is becoming extraordinarily popular and they need the space.

He commented during a committee meeting, Ms. Deurloo Babcock was walking with them up the stairs and they happened to be doing a lab in the middle of hallway, and that is just normal for them in the fall. That particular lab could use some hallway space. He spoke of a presentation done that shows how often they have to do things like that. As amazing as those teachers are, it would be amazing to see what they could do if they had less restrictions in terms of space, sizes, etc. Doing this and freeing that up would allow them to grow and it would meet a very high percentage of all of our students reaching that kind of capstone science piece they are all searching for. It would absolutely have a trickle down effect into the humanities. There is the possibility it would have a significant impact.

Chairman Solon remarked it seems there are direct benefits from the proposed renovation to the current crunch you are feeling as far as classroom sizes. To him that is a fundamental change in the message that needs to be communicated to the public. He commented he was uncertain anyone was suggesting that we have to make a change this year because it is pretty tough to do right now, but unless someone has a descending opinion that has not yet been voiced, there seems to be some very strong advocacy for next year looking through the lens of taking the policy as a much stricter guideline and at least take a first pass at what does this mean. Maybe when we are hit in the face with what it means some opinions will change, but we at least want to know what it looks like; how many people, what kind of utilization, can we hit that goal with the physical structure that we have, what will it cost. There are certain things that we have to limit to a specific size.

Several members of the Board voiced their complete agreement.

Ms. Deurloo Babcock spoke of the number of transfers both in and out of District noting there were 40 students that were unknown; had no idea what grade they would be in, what courses they would be interested in, what services might be needed, etc. It is important for the Board to remember these numbers are real time. It could explain why there might be some higher numbers in core classes because they did not know that they existed.

Vice Chairman VanCoughnett stated her belief that is why the Board chose the class size of 20 knowing that we were going to have to go above it, but if we keep going above it and there are additional move-ins next year, all of a sudden you have huge classes.

Superintendent Corey stated the Administration would go back and look at what it means to do it all, and what it means to phase it in over time so that we can plan accordingly. He noted they asked for and had support for the additional math person. That person's section is filled. They were planning to have that person lower the ratio, but the number of move-ins, because it was a shared middle school/high school position, that person coming in was already maxed out.

Principal Barnes indicated it would not be difficult to provide a scenario as he has all of his master schedule spreadsheets and could change the assumptions and show what the staffing number would be. Chairman Solon stated that would be extremely useful in assessing the scope of the effort.

Principal Barnes remarked it would certainly put a dollar on it, but with the number of spaces, there would quite literally not be enough space.

Ms. Deurloo Babcock commented what she was hearing was the Board does not want to re-work the policy. Chairman Solon stated he is hearing there is not yet support for proposing a change. Ms. Brown questioned if the data supports that smaller class sizes are optimal. The question was posed of whether the Administration would suggest the policy be revised because it does not reflect best practices. Principal Barnes stated he does not. He believes class sizes to be a core piece. It is just a matter of whether you can do it. A lower class size is ultimately the best mechanism.

Superintendent Corey remarked there is no doubt about that, but at the same time the Administration will come back with a plan for the Board because it is room utilization, teaming at the middle school, etc. The Board has provided great support, and the Administration will bring back a plan that at least moves us forward in that direction even if it has to be over a couple of years because of other aspects of the budget.

Ms. Brown commented it may be that we find out that we can't physically fit it all in there, but that still might not mean that we want to change the policy, it may just mean that it is a multi-year effort to ensure we get back to that. Or we may be looking at something completely different if enrollment numbers keep growing like they are and with the economy doing as well as it is. Ms. Levesque commented it may be that we consider having a cap. It was noted there are caps in policy (25 for most classes) and they are being exceeded. She suggested the cap be lowered.

DELIBERATIONS

- To see what action the Board will take regarding Policy GDQA - Reduction in Support Staff Work Force
1st Reading: August 15, 2018
Given its second reading;

MOTION BY MEMBER DEURLOO BABCOCK TO ACCEPT THE SECOND READING, WAIVE THE THIRD, AND ADOPT POLICY GDQA – REDUCTION IN SUPPORT STAFF WORK FORCE

MOTION SECONDED BY MEMBER WHALEN

ON THE QUESTION

Ms. Deurloo Babcock noted with the first reading, the policy was amended by deleting the last sentence in the second paragraph, which read “In addition, Category 4 Para-educators shall have seniority rights over Category 3 Para-educators with less seniority.” The purpose was to update the policy to be consistent with changes made in the support staff contract.

The change would not impact any existing staff members. Assistant Superintendent Bergskaug noted HESSA has reviewed the policy change and is fine with it as they had agreed to remove those positions when the contract was settled.

MOTION CARRIED

7-0-0

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

1st Reading: January 17, 2018 (amended)

2nd Reading 2-21-18

Given its third reading;

MOTION BY MEMBER DEURLOO BABCOCK TO AMEND POLICY IHAM – HEALTH EDUCATION AND EXEMPTION FROM INSTRUCTION, IN ITS ENTIRETY, WITH THE COPY PROVIDED WITH THE AGENDA, ACCEPT THE THIRD READING AND ADOPT, AS AMENDED MOTION SECONDED BY MEMBER WHALEN

ON THE QUESTION

Ms. Deurloo Babcock stated the proposed changes include deletion of the 5th, 6th, and 7th paragraphs as they are repetitive and can also be found in Policy IGE. Proposed is the addition of a new 5th paragraph that would simply read “Parents/guardians who do not want their child to participate in a particular unit of health or sex education instruction may submit a request in writing to the building principal in accordance with Board Policy IGE.”

Assistant Superintendent Bergskaug noted the Policy Committee also considered whether there is the need for both policies. Policy IHAM speaks to the fact that the District is required to teach certain content in health education and provides information on how parents can opt out. Policy IGE speaks to objecting to any material. They did not wish to remove the language that the District will teach this content but did agree to defer to the objection of the material policy so that we are not potentially having conflicting statements in terms of ways of placing an objection. The intent is to streamline the policy.

Ms. Levesque noted the third paragraph that addresses numerous mechanisms of parental notification and questioned which would be utilized. She stated concern there could be the potential of not communicating this to a parent/guardian given the numerous options identified. Assistant Superintendent Bergskaug responded essentially the information is sent home via the beginning of the year materials. Often there is a reminder. Ms. Levesque suggested that to be the time parents are offered the opportunity to opt out, not two weeks before the curriculum is offered.

Assistant Superintendent Bergskaug noted the policy is stating parents would be given at least two weeks’ notice. But she was indicating there is more notice provided in most cases.

Chairman Solon clarified, in general, notice is provided at the start of the school year. Were something to come up that was unanticipated, notification would be provided at least two weeks prior. He commented he shares the concern that having numerous optional methods of notification could result in the possibility of notification being missed. He questioned if there is a mechanism for ensuring the message is received.

Principal Barnes remarked teachers at the HBHS have historically reviewed their Syllabus early on. The health curriculum is pretty set, and changes don't happen often. It is pretty standardized. He commented he has seen it come up more on the humanities side of things. It is infrequent that they have had to adhere to the two-week notice requirement. When asked for clarification of how it is verified the message was received, Principal Thompson stated for health education it is a quarterly class in both 7th and 8th grade. Parents have to sign off on the Syllabus, which includes the course content. The signing of the Syllabus takes place at least two weeks before the content is taught. If changes are made, which traditionally has not occurred, they would communicate via PowerSchool, as an example, to inform parents. There are parents that opt out of that curriculum.

Chairman Solon questioned if there is wording that would capture the fact that acknowledgment is desired. Principal Thompson noted, within PowerSchool, you are able to view whether an email has been opened or not.

Ms. Deurloo Babcock questioned if the desire was for the Policy Committee to review the policy once again to identify language that could be utilized.

Mr. Cross commented it sounds as if we would be changing the intent of the policy. It is an opt-out policy, but it is now sounding like there needs to be this closed loop acknowledgement, it is more of an authorization rather than an opt out. Chairman Solon commented, historically, people have stated they were unaware. An acknowledgement is potentially desirable. When asked if he was opposed to having acknowledgement included in the language, Mr. Cross responded he is not necessarily passionate about the topic but is always on the lookout to see if we are making something more complicated than necessary, and then he has to ask if we are looking for that sort of acknowledgement, why just this policy and not all policies.

Ms. Whalen commented it is not so much the policy as an acknowledgement that notice was received if the content is changed.

Chairman Solon commented, in general, many of the opt-in/opt-out policies do have that closed loop aspect to them. Superintendent Corey suggested the Board accept the third reading and send the policy back to committee for further review.

Ms. Deurloo Babcock suggested the language may be a little too specific. The Policy Committee could review the language to see if changes should be made, e.g., less options. Ms. Brown noted the two-week window is dictated in RSA. She suggested the other policy and Statutes be reviewed to ensure coherence. Ms. Levesque stated her concern was with the varied options for notification. Mr. Cross questioned if there is an order of priority for contact.

Chairman Solon commented the wording that is proposed for deletion included "parents/guardians, or students over eighteen years of age" having the option whereas the proposed language addresses only "parents/guardians".

**AMENDED MOTION BY MEMBER DEURLOO BABCOCK TO AMEND POLICY IHAM –
HEALTH EDUCATION AND EXEMPTION FROM INSTRUCTION, IN ITS ENTIRETY, WITH THE
COPY PROVIDED WITH THE AGENDA AND ACCEPT THE THIRD READING, AS AMENDED
MOTION SECONDED BY MEMBER WHALEN
MOTION CARRIED**

7-0-0

Vote on the main motion to accept the third reading, as amended.

MOTION CARRIED

7-0-0

Member Cross departed at 8:30 p.m.

- To see what action the Board will take regarding the architectural proposal from Banwell with regards to the STEM lab

Superintendent Corey stated the request to be for approval of the basic services outlined in the communication from Banwell Architects. The scope would include attendance at all pre-bond hearings and public forums to review options and work with the Administration. The estimated cost is \$2,000. The additional \$500 would cover the cost of an inflationary cost evaluation to look at last year's proposal to determine what the cost would be in today's dollars.

MOTION BY MEMBER WHALEN TO APPROVE THE EXPENDITURE OF AN AMOUNT NOT TO EXCEED TWENTY FIVE HUNDRED DOLLARS (\$2,500) TO BANWELL ARCHITECTS FOR ARCHITECTURAL SERVICES ASSOCIATED WITH THE STEM LAB. SOURCE OF FUNDING IS THE FY19 OPERATING BUDGET

MOTION SECONDED BY MEMBER DEURLOO BABCOCK

ON THE QUESTION

Ms. Levesque asked for clarification of the language "Estimated Total = \$11,500". Superintendent Corey stated what was being considered at this time was the information pertaining to "basic services". The Facilities Committee reviewed the information provided regarding "Option 1"; however, is not recommending that at this time.

MOTION CARRIED

6-0-0

- To see what action the Board will take regarding IDEA Part B Section 611 Assurances

Superintendent Corey indicated this year the New Hampshire Department of Education (NHDOE) requires Board Chair signatures on these documents. Amy Rowe, Director, Student Services, oversees special education. IDEA is part of that. One of the concerns is the form does not include a signature line for the Board Chairman. Secondly, the assurances are difficult for a Chairman to be able to determine because he/she is not involved in the day-to-day operations. We basically trust Director Rowe to do it, and the Superintendent's signature and certification is what carries it. When he met with the Board Chairs a concern was raised. He reached out to legal counsel understanding if the signatures are not included the District would stand to lose \$242,000 used for salaries for special education. Legal counsel has recommended the following motion: "that the School Board, acting in an administrative capacity only, authorize the Chair to sign the document entitled IDEA Part B, Section 611, Assurances in form presented at this meeting and as required by the New Hampshire Department of Education."

Many districts are struggling as there is the need to obtain the funding. This was also done for the food and nutrition program, IDEA, and Title II monies. He requested the Board pass the motion permitting the Chair to sign the document on behalf of the Board, but only in an administrative capacity because of the new requirements of the NHDOE.

Chairman Solon stated if the Board does not approve such a motion, he would simply not sign the form. When asked why they are requiring the signature, Superintendent Corey stated it to be his opinion that they are looking at it as more of a political chain, e.g., the local board reports to the State board.

Chairman Solon commented it is more in line with a signature acknowledging the document was read. Ms. Brown commented it is acknowledging that we have a requirement to put the Chair's signature on the form.

MOTION BY MEMBER DEURLOO BABCOCK THAT THE SCHOOL BOARD, ACTING IN AN ADMINISTRATIVE CAPACITY ONLY, AUTHORIZE THE CHAIR TO SIGN THE DOCUMENT ENTITLED IDEA PART B, SECTION 611 ASSURANCES IN FORM PRESENTED AT THIS MEETING AND AS REQUIRED BY THE NEW HAMPSHIRE DEPARTMENT OF EDUCATION MOTION SECONDED BY MEMBER LEVESQUE

ON THE QUESTION

Chairman Solon asked for clarification of what the legal implications are of the language “acting in an administrative capacity only”, e.g., what are the other capacities. Superintendent Corey stated his interpretation of what legal counsel is looking to do is that if the Board Chair simply signed the form, then the Board Chair is agreeing to the assurances. By the Board indicating the Chair is only signing in an administrative capacity he is not.

Chairman Solon commented what this is saying is that Board members are signing up to assure that all of these things are being done in our District and we, as individuals have no real means of knowing if these are being done. All we can do is put trust in our Administrators who tell us they are being done. It is basically a show of faith. The issue, to him, is if they are not being done, would it make Board members individually liable for an action that a parent might bring. Ms. Brown questioned if the Primex policy covers Board members in individual capacities. Superintendent Corey responded they cover you because you are acting as a Board. He stated his belief that is why legal counsel has recommended addressing this through a motion at the Board level. Chairman Solon remarked it limits liability to that of being a Board member as opposed to an individual; the Board is acting in an administrative role. He questioned if it is accurate to state it potentially limits liability to that of the Board not on a personal level. Ms. Brown responded maybe; if you are trying to say we are signing only in our capacity as a Board member and not individual capacities. Superintendent Corey stated the only one signing the form is the Chairman.

MOTION CARRIED

6-0-0

REPORT OUT BY PROCESS OBSERVER

Ms. Whalen noted the meeting ran slightly ahead of schedule.

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, Krista Whalen, Elizabeth Brown, Tom Solon, Cindy VanCoughnett,
Melanie Levesque

6

Nay:

0

MOTION CARRIED

The Board went into non-public session at 8:45 p.m.

The Board came out of non-public session at 9:06 p.m.

**MOTION BY MEMBER DEURLOO BABCOCK TO APPROVE THE REQUEST FOR A STUDENT
MOVING OUT OF DISTRICT TO COMPLETE HIS/HER SENIOR YEAR IN DISTRICT AND
WAIVE THE COST OF TUITION
MOTION SECONDED BY MEMBER WHALEN
MOTION CARRIED**

5-0-1

Member Brown voted in opposition

ADJOURNMENT

**MOTION BY MEMBER VANCOUGHNETT TO ADJOURN
MOTION SECONDED BY MEMBER WHALEN
MOTION CARRIED**

6-0-0

The September 12, 2018 meeting of the Hollis Brookline Cooperative School Board adjourned at 9:08 p.m.

Date _____

Signed _____