

**BROOKLINE SCHOOL BOARD
NOVEMBER 28, 2018
MEETING MINUTES**

A regular meeting of the Brookline School Board was conducted on Wednesday, November 28, 2018 at 6:02 p.m. at the Captain Samuel Douglass Academy.

Matthew Maguire, Chairman, presided:

Members of the Board Present: Kenneth Haag, Vice Chairman (arrived at 6:06 p.m.)
 Alison Marsano, Secretary
 Rebecca Howie
 Erin Sarris

Members of the Board Absent:

Also in Attendance: Andrew Corey, Superintendent (arrived at 7:00 p.m.)
 Gina Bergskaug, Assistant Superintendent
 Kristen Maher, Assistant Business Administrator
 Dennis Dobe, Principal, Captain Samuel Douglass Academy
 Daniel Molinari, Principal, Richard Maghakian Memorial School
 Brian Rater, Hollis Finance Committee
 Steve Russo, Hollis Finance Committee

AGENDA ADJUSTMENTS - None

CORRESPONDENCE/RESIGNATIONS/NOMINATIONS - None

PUBLIC INPUT - None

PRINCIPALS' REPORT

- Response to Intervention (RtI) Process Review – CSDA

Principal Dobe commented on the periodic review of programs offered and how well they work for students. One of the things due for review/revision is the Response to Instruction (RtI) program. That review is being done.

- Teacher Award

Greg Snoke, 6th grade teacher, was nominated for the 2018 Presidential Award for Excellence in Mathematics and Science Teaching. He was selected as 1 of 2 finalists or designees from our State. Those 2 nominations have been sent to the national level for consideration. Mr. Snoke has been invited to attend a Blue Ribbon Celebration in the Lakes Region on December 7th where those nominated for major awards in education in our State will be honored.

Mr. Snoke and Mrs. Penney will be presenting at the National Science Teachers Association in St. Louis in the spring. Ms. Ball has been of great support in that process, and at the same time has been looking at the special education practices, methods, and organization of that department. Lisa Winters, Math Specialist, was recently awarded the VFW Citizenship Teacher of the Year Award for K-5. She is now entered for recognition at the regional level.

- Kindergarten Steering Committee - Update

Principal Molinari provided the proposal for full-day (taxpayer funded) kindergarten (copy attached to [agenda](#)). The committee identified five areas that have to be met for a full-day program to be successful:

- Strengthen early childhood intervention
- Balance academic, developmental, and social skills
- Deliver curriculum at developmentally appropriate pace
- Meet State mandated play-based expectations
- Provide a common experience with Hollis School District

An early learning task force was created to research kindergarten around the State. They identified challenges and action steps as guidance for school leaders:

- Increase access to full-day kindergarten throughout the State
- Full-day kindergarten provides more time and opportunity to maintain a whole-child focus that is developmentally-appropriate and standards-based
- Diversified early childhood / preschool experiences
- Significant learning gaps

Students coming into the District's kindergarten are met with rigorous standards; expected to arrive knowing their numbers 0-5, able to write their name, understand 1 or 2 step directions, dress themselves, etc. By the time they complete kindergarten students are expected to be able to draw a picture of themselves, write a sentence, do some small research, read level D books, etc.

The District communicates with 37 preschools to determine the number of incoming students to ensure the classrooms are appropriately staffed. Having students coming to the District from 37 different places, for their first learning ever, brings with it learning gaps. Communication between private and public agencies was found to be a concern. In an effort to rectify that, last year, all of the 37 schools were invited to the District for a roundtable discussion of programming, how we provide social/emotional learning, play, assessments and resources, etc. In addition to the Hollis Primary School, who partnered with the District, seven (7) of the preschools attended.

This past August, the Adequate Education Law came into play. The play-based learning is something that has been provided in the District for years. One of the things the law outlines is that time is needed to provide this. The best route to do that is through full-day kindergarten. The focus of the law is to provide opportunities for students to express themselves, practice social skills, self-regulation skills, body awareness, opportunities for guided reading opportunities with their teacher with a text that is slightly above their level so that when they learn those skills they can go read at their own independent level, and executive functioning; knowing how to plan their thoughts.

A slide was displayed comparing schedules of the half-day and full-day programs. The half-day schedule mimics that of the morning schedule of the full-day. In New Hampshire the requirement is for half-day kindergarten. The desire is to ensure students in the program receive common experiences for the major content areas. With that there is opportunity for unstructured play, which is one of the areas the play-based law calls for. During math time, doing the workshop math model by providing centers that target certain skills, is meeting the teacher-led play opportunities for students as they are able to participate in math games or meet one-on-one with the teacher. In English Language Arts (ELA), guided reading is provided throughout the day.

Half-day is not the comprehensive program the full-day program provides. The full-day schedule was broken down. Lunch is an unstructured time where the focus is on social emotional learning opportunities. During ELA, is a great time for students in intervention to practice and reinforce skills learned in the a.m. as well as engage in a read-aloud. Students being read to is largely important for language acquisition, vocabulary, and modeling reading strategies. Students are then offered the opportunity to go to specials, e.g., physical education, art, music. Time is allotted for more opportunity for students to apply the skills they learned in the a.m. session into project-based / problem-based learning in the STEM block. Students then have the opportunity for recess and dismissal at the end of the day.

Principal Molinari spoke of the importance of what the District is able to offer. He remarked, over the past four years, there have been 279 kindergartners. Of the 178 full-day students, 1 out of 10 needed additional support and of the 101 half-day students 1 out of 3 needed additional support.

In 2011, when the Extended Day Kindergarten was piloted, there were 44 students considered at-risk, and by the end of the year 10% needed intervention or were identified as needing special education; four out of 44 was a huge growth. Also noted that year was students made 1-2 years of growth in literacy skills. After that pilot year and for a few following, the Administration proposed 7± options of how to go about kindergarten and the #1 option was proposing full-day kindergarten.

The committee sought feedback from the community through a survey, which was distributed at numerous locations throughout town.

Out of the 284 surveys collected, 228 responses were in favor of or strongly favored full-day kindergarten. In terms of preparing students academically for 1st grade, nearly 74% believed a full-day program would be beneficial. With regard to whether a full-day program would help students develop socially and emotionally, 73% believe it would. When asked if they would be in support of a full-day program, roughly 150 strongly agreed. With regard to the current offerings of half-day paid by the District and full-day/option paid by families, slightly over 50 were in support.

In terms of funding, 188 participants indicated support for a taxpayer funded full-day program. Asked if charging tuition would be a hardship for their family, 143 indicated it would.

Principal Molinari reiterated students are coming from roughly 37 different preschools (this past year it was 20). Some are coming from the District's preschool and others having received specialized services elsewhere. On top of that, some are attending half-day kindergarten while others are attending the full-day program. From there they go to 1st grade at age 6, and again they are starting the year with a gap.

Eighty eight percent of the State offers full-day kindergarten (154 districts). There are 21 school districts that do not.

Principal Molinari stated concern with gaps that are seen with some students participating in a half-day program while others are in a full-day program. He stated his belief implementing full-day kindergarten will benefit students, staffing, and the community. Research indicates for every \$1 you invest into early childhood experiences there is a return of \$3. If you invest \$1 into early childhood education it is a return of \$12 to society in terms of incarceration and crime.

Ms. Sarris questioned if academic standards are dictated by State law. Assistant Superintendent Bergskaug responded academic standards, e.g., reading level by the end of kindergarten, are agreed upon by the Department of Education (DOE).

Ms. Sarris commented there is State law relative to play-based learning and there are standards, but there is no requirement for full-day kindergarten. She questioned, if the District would be able to meet the requirements in a half-day program should the warrant article for a full-day program fail. Principal Molinari stated the District is abiding by State law and DOE standards at this time. The difference is that a full-day program would allow more time to master those areas.

Ms. Sarris suggested play-based learning could be subjective. She questioned if that is occurring, in the way intended, in a half-day environment. Principal Molinari remarked the concern is one of all districts that offer half-day. The play-based learning calls for unstructured time, e.g., recess, snack. Teacher-directed play-based could be a math center game or a teacher that has a tadpole center in their classroom and the students want to learn about the stages of a tadpole. A full-day program allows more opportunity and the time.

Ms. Sarris questioned if there were members of the committee that were resistant to the idea of a full-day program, and, if so, what their input was. Principal Molinari stated the committee voted 9-0-1 in favor of a full-day program.

Ms. Marsano questioned if the breakdown of additional support included both behavioral and academic support, and was told it was based off of academics and did not include students that received IEP services. She remarked she would be curious to see what the behavioral/social impact would be going from a half-day to full-day program; believes behavior management and social/emotional skills would be much better going into 1st grade having had a full-day schedule in kindergarten.

Jill Aitken, member, Kindergarten Steering Committee, stated some of those who were spoken to who have students who were in the half-day program felt if they had realized the impact it would have on their child, his/her development, and what the child gets out of the program, they would have opted for full-day.

Ms. Sarris commented the challenge is in a half-day the academics are equally as rigorous and it is just a matter of the balance. A lot of information is packed into a shorter time period. Principal Molinari commented on the benefits of the full-day teacher getting to know the students better. The half-day teacher works with 13 students in the a.m. and 12 in the afternoon. That means that teacher is working with 25 different families.

Brian Rater, Hollis Finance Committee, questioned if consideration has been given to the impact an increased number of students having lunch would have on the cafeteria. Principal Molinari stated there would be an additional 26 students.

When asked about the financial impact on taxpayers, Principal Molinari noted that would be discussed as part of the budget process; however, commented the District is in a much better place than some of the other districts proposing full-day kindergarten. One of the areas that has come up is infrastructure. Some schools are not passing a full-day program because they don't have the space.

Assistant Superintendent Bergskaug stated the cost associated with running a full-day program can be identified. The question is around the change in revenue. The warrant article will be reviewed and approved by legal counsel. The intent, at this time, was to share the work of the committee. During the December meeting, when the Board considers all of the proposed warrant articles, the wording will be made clear and will identify the specific cost values and expected impact on the taxpayers.

Asked if there have been any updates from the State in terms of contributions, Assistant Superintendent Bergskaug stated it to be an additional \$1,100 per student. Ms. Maher indicated the District has received the first 2 payments from the State. There is an equation that is predicated on what is offered. When asked, Assistant Superintendent Bergskaug stated, if offering a full-day program, \$1,100 of additional revenue would be received per student.

Asked if there are space concerns should a full-day program be supported, Principal Molinari responded, based on current class sizes and the number of students currently in half-day and full-day programs, class size would be expected to be in the area of 19 or 20. There would be the need for a total of 4 classrooms. Vice Chairman Haag noted the committee walked every classroom. There will be discussion around furniture (whether moving to full-day or not). The committee felt comfortable moving forward from a space standpoint.

PRESENTATION

- Assessment Presentation

Assistant Superintendent Bergskaug spoke of the desire to provide a presentation on data; different ways it is used, looked at, what is reported out, and how it is put together.

Graphs were displayed similar to those that are sent home with score reports. They depict how our students perform compared to the State.

The results of the 2016 Smarter Balanced Assessment were displayed. At the time 7th and 8th grades were added in. The District performed well and was the only district, at that time, to continue to use a paper/pencil assessment. The results were hardly comparable to the rest of the State, given the use of the computer adaptive assessment.

In 2017, the District moved to the computer adaptive assessment. It was the first time our students were logging onto a computer and taking their entire assessment online. With the computer adaptive assessment, there are times when there is log-on frustration, the secure browser does not work, and times when it is flawless. There can be a very different experience based on the time of day, whether the wireless system is working, etc. The expectation was that scores would slide a little.

With the adaptive assessment, if a student answers a question correctly, they are provided a more difficult question. If providing an incorrect answer they are then provided another question of a similar level and then, if continuing to provide incorrect answers, the questions get a little easier.

Math questions become very wordy. A student might have a very strong math ability but have a difficulty with reading, which could falsely impact their pure math score because they are not able to access their math knowledge based on the way it is presented to them. That was true in 2016 as well.

The expectation was a decrease in scores with the shift to computer adaptive; students are writing on the computer rather than doing a draft, scratching things out and doing a final copy on paper. Instead they are typing on the computer and expected to go through and edit as they are submitting. For math they are expected to either do their math with all of the electronic tools or use scratch paper, but if you are a 3rd grader you might not think maybe I will do this over here and then I will submit my final answer. It is a learning curve. However, it was also the first year the District fully implemented enVision 2.0. The math scores actually increased for 3rd and 4th grade.

Moving into 2018, the State decided to no longer participate in the Smarter Balanced Assessment, but instead in the New Hampshire Statewide Assessment System (NHSAS). This is a whole new question bank that had not been vetted across different states in the same fashion, a new question bank that was developed in a very short period of time. The scale that it was reported out on was the same scale that Smarter Balanced is reported out on. Therefore, it was deemed to be comparable.

The current grade 5 cohort (last year's grade 4) had 91% of students at or above proficiency, which happened to be tied for the high in the State. This is year 2 of enVisions 2.0. When implementing a new program in writing or math, you don't expect to see the full benefit in year 1 because students have only had one year. There is also a certain expectation the program has that the students in grade 6 have experienced the same program in grades 5, 4, 3, etc. There are certain assumptions that are made in the instruction. The other piece being seen is that the grade 3 and then grade 4 continued to rise as they had more years under their belt and their framework of math becomes more solidly enVisions math.

Another way data is looked at is in tracking a cohort over time. The SAU is able to look at how a cohort from the Hollis Upper Elementary School and one from the Captain Samuel Douglass Academy compare and then what happens when they come together. In the instance of an anomaly, they look at what was different in that year.

The District is required to test its students and report out on how the schools are performing. Performance is available for all to see. There is the 95% rule. For a cohort of 100 students, the calculation is 1 x the # of students at achievement level 1, plus 2 x the # of students at achievement level 2, plus 3 x the # of students at achievement level 3, plus 4 x the # of students at achievement level 4 divided by 95. We are required to test 95% of our students. If 100 students tested our devisor is 95. We are artificially inflated. If there is a particular cohort where families choose to not have their students take the assessment, and we have only 85% of our students test, the devisor is still 95 so then our scores are artificially deflated. This is the information reported out on the district profile that will be released December 3rd.

Beginning in 2018, the Every Student Succeeds Act (ESSA) requires the identification of schools in need of additional support. The schools identified fall into three categories: Comprehensive Support and Improvement (SI) schools, Targeted Support and Improvement (TSI) schools, and Additional Target Support (ATS) schools. ATS schools are identified every three years and are schools with at least one student subgroup performing at or below the level of a Comprehensive Support and Improvement (CSI) school. Subgroups include economically disadvantaged, racial/ethnic, students with disabilities, and English learners. If one of those particular groups performs at a level that is drastically below the rest of the students, the school becomes identified as an ATS school.

In years prior to 2018, students who potentially met more than 1 of these cohorts were counted only in one group. In 2018, if a student meets more than one of those groups, they are counted more than one time.

Because of this new classification, Hollis Primary School and Hollis Upper Elementary School have been identified as ATS schools. Over 121 schools were identified as ATS schools.

Program effectiveness is reviewed. EnVisions 2.0 was implemented in 2016-2017, and what has been seen, based on performance, is a solid program implementation.

Another way performance is reviewed is a comparison of how the District performs in relation to comparable districts. Depending on what is being looked at different districts are chosen for comparison, e.g., comparable size.

Last year the Science Assessment was new; switched from NECAP in grade 4 to NHSAS in grade 5. Not only was it a new assessment, it was a whole new grade level. The assessment focus switched from content driven questions to phenomena based instruction. There also was a strong focus on simulations.

In the elementary districts, a review of NWEA data is done. NWEA is not in the COOP District. They have integrated PSAT in grade 8. It was administered November 5th for the first time. It was the very first assessment and had zero opt-outs. At the high school level, AP scores are reviewed as are ACT scores.

Assistant Superintendent Bergskaug commented a few years back she provided a presentation on what it means to be an effective district, what does it mean when we are doing a good job; does it mean we have high test scores, that our students are performing well beyond high school, etc. She remarked an important factor to look at is how many of our students are completing high school. There is a zero percent drop-out rate.

Ms. Sarris stated appreciation for an understanding of how the assessment data is utilized.

Vice Chairman Haag spoke of the correlation between improved scores and programs such as enVisions 2.0 math. Assistant Superintendent Bergskaug commented enVisions 2.0 is language rich which becomes difficult when you have a language rich math program in kindergarten as not all of them are reading yet, but that is what is being seen in the assessment, so they are putting the language into the math, they are explaining their thinking, etc.

DISCUSSION

- Brookline School District Fiscal Year 2020 Draft Budget

Superintendent Corey spoke of the drivers of the proposed increase. In the area of special education, due to move-ins over the summer and placements that have occurred, there may be the need to look to the Special Education Trust Fund for funding this year. Special education costs will increase in FY20 by \$344,293.93. That increase will be in both the proposed and default budgets as required expenses. That represents an approx. 3.8% increase.

Increases are also seen in costs associated with the New Hampshire Retirement System (\$77,754.02) and health and dental costs (\$74,889.18). There are a number of retirements this year (cost of \$53,537.40). Administrative and support wage increases encompass all non-union employees, occupational therapists, physical therapists, speech & language, administration, etc.

Required increases alone result in a 5.5-6% increase over the FY19 budget. As a result, this will not be an easy budget process.

Superintendent Corey spoke of the information provided on the various rounds the budget process has already undergone. Principals are asked to identify everything believed to be needed to improve education (Round 1). From there the discussions begin around what is feasible (Rounds 2 and 3).

The District, again this year, qualified for the Rural Education Grant (approx. \$45,000). Many of the items listed under technology that have been removed during the course of Rounds 2 and 3 were funded by those grant dollars, and are already in place in the classrooms.

This year the District is eligible for Title IV Grant funds (approx. \$11,000). That is being focused on some of the Professional Development, e.g., writing and writing instruction improvements.

The Administration is meeting with legal counsel to discuss the warrant around Kindergarten. It is seen as new costs; although in the budget, the second half of the day/program has been funded through revenue generated by parents where the proposal is for a full-day program funded by taxpayers.

The Administration has been looking into the possibility of cost sharing a SAU Facilities Director and a SAU Directed Nurse Substitute. Superintendent Corey stated his belief, in Round 4, the Facilities Director position will be removed from the budgets across the SAU. The Directed Nurse position continues to be evaluated. An increased need is being seen across the SAU. When a nurse is out sick there is the need to go to a contracted service at a cost of approx. \$100/hour.

Under CSDA, there were three retirements during the course of the year. It remains uncertain which position will not be renewed. Reading numbers and computer classes are being reviewed, looking at computers for more of an integration model as opposed to the traditional model of going into the classroom. That could be a K-6 position rather than two separate. From the standpoint of the budget, they removed the cost associated with the highest paid retiree.

Under replacement computer equipment, both RMMS and CSDA list 4 staff laptops (regular replacement cycle). A critical element is the servers. Brookline has one of the older servers in the SAU. There is an associated cost of \$7,000 per building. The servers take care of all data storage. With HB1612, a certain level of server is required to be able to protect against a data breach.

Hosted software (\$4,970 total) is the business infrastructure (shared across SAU). Aesop is the substitute software, Tyler Consulting is the financial software, and KACE is critical to the business office.

Under the heading of safety issues, the cost went from \$20,000 in Round 2 to \$9,236 in Round 3 for RMMS. The District has applied for another State grant (\$46,181). The \$9,236 represents the District's share (20% match) of the potential grant. At CSDA, the cameras went from a cost of \$20,000 in Round 2 to \$8,533 in Round 3. It is unclear if the District will be made aware of whether it is successful with its grant application prior to the completion of the budget cycle.

Under Facilities/Maintenance, many items were moved that will simply be delayed or funded through the Maintenance Trust Fund. One piece believed important to have in the operating budget is the testing of the drinking water. State RSA requires that every single sink/bubbler be individually tested. That will be done this spring. There is the potential for grant funding if lead is found. The District conducts monthly water testing of the water source.

Warrant articles include the operating budget, year 2 of the teachers' contract (\$143,563), full-day Kindergarten (cost will be known by December), SAU assessment (estimated at \$302,679), contingency (\$50,000), Maintenance Trust (\$50,000) and Special Education Trust (\$50,000).

The SAU assessment is the SAU budget apportioned, by formula, to the three districts. It covers the Administrative costs; business office, Superintendent, Assistant Superintendent, H.R., Student Services, etc.

Last year a Contingency Fund was established. A good deal of move-ins occurred. The agreement was that funds would not be expended, without first notifying the Finance Committee, conducting a public hearing, and a vote of the Board.

The Maintenance Trust Fund is utilized to maintain the buildings. Being requested is a \$50,000 allocation. The fund would be utilized for a wireless replacement at CSDA, which is a project eligible for 50% match from the e-Rate funds. The District has been successful with each application for those funds. Principal Molinari noted roof repairs have been broken down into phases. The requested \$42,800 will cover the other half of the gym, Milford Street exit and the kitchen area. The next cycle will be around FY22/FY23.

The Administration would like to conduct a study on the CSDA playground. The insurance company is recommending a move from pea stone to some sort of bark mulch/rubberized material. It could be the strategy would be utilizing pea stone removed from another playground area. If meeting the minimum requirements for depth, the insurance company will allow a longer period of time to address the issue. At RMMS, they are finishing the work on the playground. Bathroom flooring requires addressing as well as a boiler replacement (\$41,612).

The Special Education Trust Fund was established a few years ago. It is one of the most volatile areas of the budget, which cannot be controlled.

With regard to full-day Kindergarten, costs are associated with a 0.5 teacher position (\$42,835) and two (2) full-time instructional paraprofessionals (total of \$34,632). Projected enrollment is 65. State revenue generated is \$1,100/student (\$71,500). The current parent paid revenue generated is \$243,750, which is 65 students at \$375/mo. for 10 months. The differential is \$172,250. The net effect to the taxpayer is \$249,717. Superintendent Corey stated that is not the final figure. An estimate was provided simply as a means of providing some idea of what the cost would be.

As an SB2 town, there is the need to construct a default budget, which is the amount of the same appropriations as contained in the operating budget authorized for the previous year, reduced, and

increased, as the case may be, by debt service, contracts, and other obligations previously incurred or mandated by law, and reduced by one-time expenditures.

Superintendent Corey noted the Administration continues to review positions, evaluate reading numbers, what will be done with technology, what enrollment is looking like, etc. There is uncertainty with enrollment. The recent trend has been an increase in 3-4 bedroom home sales. An influx has been seen in enrollment. Because of the due diligence around class sizes, the District has been able to handle the influx. He spoke of the importance of the contingency. He spoke of the Kindergarten numbers in Hollis having increased from approx. 60 to 80. That resulted in the need for an additional teacher in July. They looked to their contingency fund to fund that position. A fully-loaded teacher position at Masters, Step 5 has an associated cost of approx. \$84,000.

Superintendent Corey stated his understanding an increase of 7.61% is a difficult number.

Under Round 4 of the warrant articles, the Maintenance Trust is back up to \$70,000. Superintendent Corey remarked it is dependent on what will occur with items such as roofing.

Ms. Sarris remarked what remains in the operating budget for maintenance is the drinking water testing. Superintendent Corey stated that to be correct.

When asked about the balance in the Special Education Trust, Superintendent Corey stated his recollection it is \$125,000. The thought is a request would be made only for any amount that has to be utilized in the current year.

Chairman Maguire spoke of the increases across the board commenting he has heard, at the Town level, they will be withdrawing a request for a fire truck and a police position being sensitive to recent increases in tax bills.

Superintendent Corey stated the COOP School District, because of move-ins, has experienced approx. \$500,000 in special education costs. Both the Brookline and COOP districts have done a wonderful job of establishing in-house programs to avoid these costs.

Superintendent Corey stated the Administration will be looking at the other retirements. If moving away from those positions, the goal would be to keep the contingency to cover the instance of move-ins. Another area for the Board to consider is Kindergarten.

Vice Chairman Haag questioned if the total increase is inclusive of the cost of a full-day Kindergarten program, and was informed it is not. Warrant articles are not included in the operating budget.

Superintendent Corey stated if choosing which warrant articles to pass, his two primary ones would be the operating budget and the teachers' contract.

Ms. Sarris remarked the beauty of the warrant articles is those can be left up to the voters. Vice Chairman Haag questioned if the three retirements would reduce the headcount and a contingency of \$50,000 kept. Superintendent Corey stated his current proposal to be to reduce the headcount by 1. He would strongly caution the Board against reducing it by 3. The Administration will carefully consider a second reduction.

Vice Chairman Haag questioned if an organizational chart could be provided for the next discussion. Being able to visualize what a reduction would result in in terms of classroom support would be helpful.

Assistant Superintendent Bergskaug noted the three retirements were a classroom teacher, a computer teacher (specialist), and a reading specialist. The intent is to replace the teacher position. A review will be done to consider a K-6 position for the specialist. The reading specialist provides reading support for students. The question is do we have the reading need for that. There is the need to analyze current students and the needs for the coming year.

Vice Chairman Haag questioned if a review is done to consider centralization for other specialist positions between the three districts. Superintendent Corey noted the districts share a number of specialists, e.g., occupational therapists, physical therapists. Were the districts to contract for those positions it would be at a cost of \$150.00 - \$200.00/hour. By sharing across the SAU, the individual districts are charged for the actual hours utilized.

Amy Rowe, Assistant Superintendent of Student Services was asked to review the needs/requirements to see if there is any area where further consideration could be given. Superintendent Corey commented that number will basically be the same as the default.

When asked, Superintendent Corey stated the last payment on the bond for CSDA will be made in August of 2019. That represents an approx. \$450,000 reduction. He spoke of teacher contracts and other items that have been approved by the voters and result in an increase in cost cautioning although the expectation is there will be some savings seen from the retiring of the bond, it is not expected to be a \$450,000 savings from the bottom line of the budget.

Chairman Maguire remarked, assuming all warrant articles pass, comparing a fully loaded budget to that of last year's, what has been presented represents an approx. 9% increase. Superintendent Corey noted 4% of that is attributed to special education costs.

Asked what the impact would be were the teachers' contract not to pass, Superintendent Corey stated, as a warrant article, were the voters to reject it, the Administration would enter negotiations with the union. A warrant article would come up again next year, unless a special meeting were called.

When asked about the increase in transportation cost, Superintendent Corey stated the transportation contract is presently out to bid and an increase is expected. What is identified in the draft budget is a placeholder.

The Board requested the Administration continue its review of options that may be available to reduce the overall increase.

Brian Rater, Hollis Finance Committee, expressed his gratitude to the Board and Administration for the work that has been done on the budget. He spoke of areas that are beyond the District's control such as special education costs. He stated he can see where the budget has been cut down to the essentials and his appreciation for that.

DELIBERATIONS

- To see what action the Board will take regarding Policy IGBG – Homebound Instruction
 - 1st Reading 10-24-18

Given its second reading;

Principal Dobe stated no changes have been proposed since the time of the first reading.

**MOTION BY MEMBER HAAG TO ACCEPT THE SECOND READING OF POLICY IGBG –
HOMEBOUND INSTRUCTION
MOTION SECONDED BY MEMBER MARSANO**

ON THE QUESTION

Vice Chairman Haag recommended the Board consider waiving the third reading and adopting particularly given it is a SAU-wide policy.

Assistant Superintendent Bergskaug suggested the policy could be amended by replacing “SAU Student Services Director” with “SAU Assistant Superintendent of Student Services” to accurately reflect the name of the position.

MOTION WITHDRAWN

**MOTION BY MEMBER HAAG TO AMEND AS PROPOSED, ACCEPT THE SECOND
READING, WAIVE THE THIRD READING, AND ADOPT POLICY IGBG – HOMEBOUND
INSTRUCTION, AS AMENDED
MOTION SECONDED BY MEMBER MARSANO
MOTION CARRIED**

5-0-0

- To see what action the Board will take regarding Policy JLJ - Life-Threatening Allergies
 - 1st Reading 10-24-18

Given its second reading;

Additional amendments proposed include the replacement of the second and third paragraphs with a new second paragraph that was taken from another document utilized in the District relative to this

aspect of practice and is believed to more appropriately identify current practices.

It was noted the paragraph should begin with “Once” as opposed to “On”.

Asked about where the procedure could be located, Principal Dobe stated it to be a part of the Student Handbook. The procedures document is comprehensive and largely intact from when it was first developed around 2008. It is reviewed regularly (most recently over the summer) to ensure it is current and adequately represents the belief around protecting students in this way.

Ms. Sarris questioned if there is room for the procedure to change on any given year if there is an exceptional situation with a student, and was informed that is the beauty of a procedure versus policy.

Ms. Marsano questioned if identifying the student-parent handbook as where the procedure can be found is sufficient reference, e.g., if an individual is reviewing the policy, can he/she easily locate the handbook online. A suggestion made was that the policy note the handbook can be found on the District’s website.

Chairman Maguire spoke of the inability to police the policy after hours. Principal Dobe noted discussions with the leaders of the various groups occur multiple times a year reminding them to make visitors aware of the policy. There is always a custodian in the building who is able to monitor that as well to identify if there is compliance.

Principal Dobe reiterated the comprehensiveness of the procedure document, e.g., identifies the responsibilities and roles of specific individuals, etc.

Chairman Maguire addressed language in the first sentence of the second paragraph that reads, “Once established, employee, students, and parents of the Brookline Public School District and all others using the district facilities will follow the Life Threatening Allergy Procedure.....”, stating concern with including “all others” in policy language when there is no real means of controlling what others will do.

It was suggested the language in the first sentence be amended by deleting “and all others using district facilities” and inserting a new sentence that reads “All those using district facilities outside of the school day will be informed of and expected to follow the Life Threatening Allergy Procedure.”

The Policy Committee was asked to consider possible language to be presented in time for the third reading of the policy.

**MOTION BY MEMBER SARRIS TO AMEND POLICY JLJ - LIFE-THREATENING ALLERGIES, IN ITS ENTIRETY, BY REPLACING IT WITH THE COPY PROVIDED WITH THE AGENDA AND ACCEPT THE SECOND READING, AS AMENDED
MOTION SECONDED BY MEMBER HOWIE
MOTION CARRIED
5-0-0**

NHSBA templates were used for the following policies. NHSBA history, notes, and disclaimers will be removed.

- To see what action the Board will take regarding Policy EHAA – Computer Security, E-Mail and Internet Communications

Given its first reading;

Principal Dobe noted the following policies to be required by law. They are either already adopted or in the process of being adopted in the other districts within the SAU.

Assistant Superintendent Bergskaug stated the policies are a result of HB1612. Many of the other districts had policies in place already that will need to be amended. In the next month, she will be attending a series of workshops to get the update on HB1612. She recommended acceptance of a first reading and waiting for additional information before proceeding further.

**MOTION BY MEMBER HAAG TO ACCEPT THE FIRST READING OF POLICY EHAA –
COMPUTER SECURITY, E-MAIL AND INTERNET COMMUNICATIONS
MOTION SECONDED BY MEMBER MARSANO
MOTION CARRIED
5-0-0**

- To see what action the Board will take regarding Policy – EHAB – Data Governance and Security
Given its first reading;

Noted were areas on the second page under Section C, where blanks need to be filled in identifying the responsible individual(s).

The consensus of the Board was to table Policies EHAB, EHB, and EHBR until the Board’s December 19, 2018 meeting.

- To see what action the Board will take regarding Policy EHB – Data/Records Retention
- To see what action the Board will take regarding Policy EHBR – Local Records Retention Schedule

APPROVAL OF MINUTES

Brookline School BoardOctober 24, 2018

The following amendments were offered:

- Page 8, Line 39; replace “sated” with “stated”
- Page 10, Line 25; delete “are” following “off-hours”
- Page 10, Line 39, replace “.” With “,” following “school”

**MOTION BY MEMBER SARRIS TO ACCEPT, AS AMENDED
MOTION SECONDED BY MEMBER HAAG**

MOTION CARRIED
5-0-0

ADJOURNMENT

MOTION BY MEMBER SARRIS TO ADJOURN
MOTION SECONDED BY MEMBER HOWIE
MOTION CARRIED
5-0-0

The November 28, 2018 meeting of the Brookline School Board was adjourned at 8:23 p.m.

Date _____

Signed _____