

**HOLLIS BROOKLINE COOPERATIVE SCHOOL BOARD
SEPTEMBER 19, 2017
MEETING MINUTES**

A regular meeting of the Hollis Brookline Cooperative School Board was conducted on Tuesday, September 19, 2017 at 6:00 p.m. at the Hollis/Brookline Middle School Library.

Chairman Elizabeth Brown presided:

Members of the Board present: Cindy VanCoughnett, Vice Chairman
 Melanie Levesque, Secretary
 Holly Deurloo Babcock
 Tom Solon
 Krista Whalen

Members of the Board Absent: Christopher Adams

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

APPOINTMENT OF PROCESS OBSERVER

Chairman Brown appointed Tom Solon to serve as Process Observer.

AGENDA ADJUSTMENTS

Chairman Brown noted Policy BEDH states in part: "The first 15 minutes will be set aside for citizens to address the Board." However, she has received feedback from both the public and the Board that when presentations such as that scheduled for this evening are given, consideration should be given to altering the order of the agenda to allow for public comment to follow the presentation.

APPROVAL OF MINUTES

Hollis Brookline Cooperative School Board August 16, 2017

The following amendment was offered:

Page 5, Line 40; insert:

"When asked about the organizational chart included as part of the Principals' Report, Superintendent Corey stated Principal Barnes included that information with the intent of elaborating further on it at the Board's September meeting."

Page 6, Line 29; replace "gets" with "get"

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

5-0-1
Chairman Brown Abstained

Hollis Brookline Cooperative School Board – **Non-Public**. July 26, 2017

Mr. Solon suggested there may be amendments to the minutes.

**MOTION BY MEMBER LEVESQUE TO TABLE ACCEPTANCE OF THE MINUTES UNTIL THE NEXT REGULARLY
SCHEDULED MEETING
MOTION SECONDED BY MEMBER SOLON
MOTION CARRIED**

6-0-0

NOMINATIONS/RESIGNATIONS/CORRESPONDENCE - None

There being no objection, the Board went out of the regular order of business to take up the first item under Deliberations.

- To see what action the Board will take regarding the Business Administrator's recommendation for the retained fund balance

In a memorandum to the Superintendent dated September 7, 2017 (attached to the [agenda](#)), the Business Administrator identified her recommendation for the retained fund balance to be maintained at its present funding level (rounded up) of \$142,000 for the following reasons:

- a) Ensures the retained fund balance is tax neutral as compared to last year's tax rate,
- b) The school district's budget already contains a contingency fund of \$100,000; and
- c) The district has a maintenance trust fund if urgent repairs are required, which can be used to supplement the retained fund balance with proper approvals.

**MOTION BY MEMBER WHALEN TO RETAIN THE SUM OF ONE HUNDRED FORTY-TWO THOUSAND DOLLARS (\$142,000) OF SCHOOL FUND BALANCE FROM THE FY17 SCHOOL YEAR
MOTION SECONDED BY MEMBER SOLON**

ON THE QUESTION

When asked, Ms. Sherwood suggested discussion of the unassigned fund balance be placed on the agenda for the Board's next meeting. A recap of the year will be available for the Board to consider at that time.

MOTION CARRIED

6-0-0

PRESENTATION

- Update on Facilities Study

Assistant Superintendent Bergskaug provided a PowerPoint presentation, which can be viewed [here](#) (tape counter 9:33).

In 2014, the First Robotics Team from the high school moved to a middle school space in response to a space crunch at the high school. Assistant Superintendent Bergskaug spoke of the Board's practice of utilizing its July meeting as an opportunity for Board members to identify goals for the short-term and long-term. At the July 2016 meeting, many Board members identified a desire to add a rectangular field.

There has been a large focus on STEM in both elementary feeder districts over time. There is a major shift in what students are experiencing before entering the COOP School District. Last year additional pathways for acceleration in STEM were investigated at the high school. This year some of the 9th grade students were given the option to take accelerated Biology in lieu of Physical Science to open different opportunities for them. As part of the Board's agenda packet there is information on the number of students that are doubling up in Science as high school students. It is believed necessary to provide access to coursework without forcing students to double up.

At the Board's June meeting, what had been an .8 Math and Computer Science combined position was changed to a dedicated 1.0 Computer Science position.

Assistant Superintendent Bergskaug stated some of the goals she has include:

- Determine curricular needs

If dabbling in coding, robotics, computer science in the elementary levels there is the need to identify the goal of the exposure and be intentional about exposure at every age and stage so that we can have an appropriate vertical progression of the curriculum K-12.

- Bring Robotics back to the High School

There is some degree of a decrease in participation since the program moved to the middle school. It is a little more difficult for students to participate when it is offsite. She stated her belief it has hindered the work in terms of being able to work on the robot during the class day if it is out at the middle school.

- Transform the Weight Room Facility into Cross Training Fitness Center

Another commitment the Board has shown is being committed to a full-time Athletic Trainer. With that, there is a shift in focus of preventative work by training our athletes appropriately and with the latest and greatest technology.

- Create a private space for the Trainer to work with student athletes

We don't currently have an appropriate private space for the Trainer to work with athletes.

- Installing the rectangular field

Assistant Superintendent Bergskaug spoke of the process. At the School Board meeting in November of 2016, the Facilities Study Group (Group) was formed. That group consists of Superintendent Corey, Assistant Superintendent Bergskaug, Business Administrator, Kelly Seeley, two members of the COOP School Board; Cindy VanCoughnett and Holly Deurloo Babcock, a member from the Athletic Booster Club, Tom Whalen, and a community member who represents Robotics, Ken St. Hilaire. Others were consulted with as needed; teachers working in the Robotics Program, Athletic Director, and Trainer.

The Group first met in January 2017 to determine charge and refine the purpose. It split into subcommittees for focused work. The group she was part of considered the curriculum. As part of that they toured other schools to see what was and was not working for them, what would fit the needs of our program.

In May 2017, the Board authorized the expenditure of FY17 funds to hire an architect firm. A sub-committee of the Group interviewed three different architect firms, and came forward at the June meeting with a recommendation of Banwell Architects. The Board accepted the recommendation of the sub-committee, and in July work began with that firm.

Banwell sent out a program facility assessment questionnaire to better understand the needs and wants of the District. They got together with the Group to discuss those needs and wants and documented and identified the educational specifications for the program space. They compared the current space to a proposed space to determine if the desired result would be achieved. They looked at all the identified items to determine what are the wants and then what are the needs to run the program. In an ideal world, all the wants would be met, but there are limitations of the space being looked at. They tried to quantify the needs and examine the specs to help guide in the direction.

Existing conditions at the middle school (space currently utilized by Robotics) are overcrowded and cluttered, the eye-wash station encroaches on the back of the milling machine, etc. The space is intended as a Science lab not for Robotics. It is not suiting the needs. For various pieces of machinery there is some overlap of safety zones. It lacks clear lines for supervision. The space lacks appropriate storage. Some of the doorways are blocked by equipment being stored there.

The weight room is large. Not all the equipment is in top operational order nor will it bring us to the next level for all our athletes. There is a lot of wasted overhead space. The space is heated, lit, but is not being used efficiently. The area where the Trainer works with the students is wide open. There is no privacy for the athletes or Trainer. There is inefficient use of space by the far wall. A photo was displayed of the mini gym. It was noted the far side of the gym has a storage room where wrestling and cheer mats are stored. They are rolled and occupy the bottom half. The overhead space is not being utilized.

Diagrams were shown of the existing floorplan and the proposed option. With the proposed option model there is a storage shed on the exterior. Whether it is heated would be determined based upon what is stored in there. The hallway on the side of the gym currently has shelving. The proposal would be to add cages that are locked in for equipment to be stored in a temperature controlled environment. A computer lab and fabrication lab is proposed. It would allow students to access, during the school day, through the large gym or the mini gym for typical curricular needs coursework. When the Robotics Team meets there would be external entryway through the loading dock; new doorway that has a set of stairs and an elevator, and allows for supervision. When we allow students to be in the building after hours we open the building and it is available. There is little control over whether others enter or a student decides to wander beyond the designated space. With moving Robotics to the proposed area there is a set of doors that can block off the rest of the school, and provide access only to this area and a hallway to Classroom 362 (wellness). We would be able to provide access to classroom space for the small groups that Robotics breaks up into. The stairwell would be shifted over.

The proposed second floor contains the fitness space; more modern version (cross-training fitness space). The Athletic Director would have an office on the second floor, which would address the stated concerns. There are windows on all four walls of that office providing supervision to students. What is currently the Athletic Director's office would become a

private space for the Trainer to work with student athletes. That private space also has close access to ice. Consideration is being given to interior pulley system storage for the mats to make use of some of the vertical space.

Assistant Superintendent Bergskaug stated when visiting the different sites one thing that became apparent was the desire for clear sight lines for supervision purposes. The drawing has a glass wall between the two spaces so that the clean space and the dirty space can be separated. The tools can be separated from the general classroom use, while leaving access to them when they are utilized in the curriculum. There is a proposed cutting room upstairs. When entering the second floor there is the exercise space, two additional restrooms, and a water station. Needs change over time, but the space is always required. It is very important to ensure the space that you design is flexible and not hardwired to have a single purpose. The exercise room is wide open. However, there is a fitness space that could be used for smaller group instruction, instruction on how to use the equipment, etc. The proposal has a curtain that can be drawn open to make the wide-open space. The Athletic Director's office has sightline into the general space in addition to that smaller fitness space.

The computer and fabrications lab; being able to change this as needed over time (day to evening); rather than having desktops hardwired into certain locations, having it be flexible with tables that can move as needed and have laptops with the graphics needs of the program.

Assistant Superintendent Bergskaug noted with the proposal there is a gain of classroom space as the space we are currently teaching Robotics in becomes available for other needs, which are yet to be determined.

The proposed renovation would provide for:

- Updated facilities for instruction of robotics courses, engineering courses, and computer courses.

With our facilities at the middle school we are not able to bring the equipment that we use in Robotics into the Engineering course because they are in a different building. This would allow the flexibility of using the equipment as part of the curriculum as well.

- Brings US First Robotics Team to return to HBHS.
- Appropriate storage of materials for robotics, theater, and athletics.
- Cross-training fitness center to meet the needs of >300 student athletes in any given season.
- Appropriate space for Trainer to work with student athletes.
- Improved supervision of gym and mini gym.
- Creation of instructional space for Robotics course(s) at HBMS and the HBMS Robotics teams to utilize space.
- Leverage the HBHS facility assets better for after-hours robotics use improved security and supervision, remote classrooms for team meetings and small group, and mini gym for robotic testing.
- Equipment lockers in "equipment" corridor near gym.
- Optional storage shed addition by the gym.

Assistant Superintendent Bergskaug remarked aside from this project we are seeing a huge shift in what our elementary students are doing/participating in. We are writing grants right now to put robotics teams together for all our elementary schools. There is the need to articulate a clear K-12 vertical progression of coding, computer science, and robotics.

All 5th graders at the Hollis Upper Elementary School are working with Project Lead the Way Robotics equipment. What does that mean when they reach the COOP School District already having certain experiences; potentially it means we need to understand what we are doing intentionally at every age and stage. Perhaps the entry level high school course is better suited to serve the computer class need at the middle school, and we shift that class down and add a higher-level class at the high school. Our students, with their participation in robotics, have so many experiences that they bring to the table that our curriculum offerings are not necessarily meeting their needs. To be able to have an additional course in that field of robotics or engineering might better meet those needs.

The classroom needs were reiterated as: flexible work space, appropriate ventilation for computers, high-end computers to handle graphics, wireless upgrade, computer space, table space for project work/build, kit storage, moveable, ceiling mounted electrical.

Robotics needs were identified as: clean space (finer tools/computers), dirty space (large tools), wireless upgrade, work space, computer space, table space, robotics storage, moveable, ceiling mounted electrical

Assistant Superintendent Bergskaug commented when conducting the offsite visits, they saw a variety of storage options. There is the need to be creative with maximizing space. At St. Paul, they saw floor to ceiling whiteboards that were movable and had storage space behind them.

Assistant Superintendent Bergskaug showed an aerial view of the proposed field location. The Group is examining all possibilities starting with grass field basics; clearing the trees, and preparing the land to be seeded knowing that will limit us because what would the long-term use of the field be without appropriate irrigation. An alternative is bringing in sod and allowing for irrigation. That requires that we drill a well and bring additional equipment in so that it can be appropriately watered. A grass field with sod, bleachers, lighting, irrigation is another option as is a synthetic field where they look at just the field and a conduit for future lighting and no bleachers. There is the option of a turf field with bleachers, lighting, etc.

She reiterated all the options are being considered, and public input would be helpful in determining what makes the most sense for our community and its needs. The location was studied a few years ago, and the desire would be to keep to the same location, which would save on costs related to testing of other possible locations. That does not mean that we are stuck in any one location.

PUBLIC INPUT

It was noted the intent was to allow the opportunity for members of the public to provide input. It was not intended that the Board and public engage in back and forth discussion.

Chairman Brown noted questions raised would be brought to the Facilities Study Group, and responses would be provided through some mechanism, e.g., FAQ list, written report, etc.

When asked, Assistant Superintendent Bergskaug stated the next steps for the Group would be to gather the feedback received, share it with the Architect, and bring it back to the Group at the next meeting to be addressed. A Public Forum will be planned for the October timeframe where additional feedback will be sought with an even further refined approach. The Group will move forward with its work with an intended second Public Hearing to be conducted in the December timeframe.

Tom Enright, Hollis

Remarked to him Robotics is one of the most important pieces of the high school. He is thrilled it will be brought back. He commented the only thing he did not hear in the presentation is whether this is shoehorning the Robotics Team into the space, if it is first class space or something in between. He stated his hope it is in the direction of first class space.

Regarding the field, he stated his pleasure with the proposed location, and again stated his desire that it be done in a manner that produces a first-class field. Were it him, he would put the bleachers in. Lighting sometimes is a touchstone to controversy, and perhaps should be avoided.

He spoke of having seen several million dollars spent on land in the Town of Hollis over the past few years; \$2 million spent at the Hollis School District (HSD), and he believes this project to be at least as worthy as any of those projects.

Mr. Enright noted both the Town of Hollis and the HSD used municipal leasing to finance their purchases. He suggested the COOP School District look at that form of financing. He is uncertain if that would fit this project, but requested it be looked at.

Maryanne Shanley, 7 Buttonwood Drive, Hollis

Agreed with most of the remarks made by Mr. Enright; however, stated it would be her desire that the Group plan for lighting. It may be that it is not needed at the onset, but in the coming years there could be a technology that allows them to be more focused on the field without impacting the surrounding area.

Joyce Pepin, 133 Farley Road, Hollis

Commented the proposal looks great. She is pleased the space will be utilized more effectively. She is pleased with the aspect of moving the Robotics Team back to the high school. She questioned which sports are in the greatest need of a field, and should be accommodated. She spoke of the storage space above the weight room noting Crew has a lot of ergs to be stored, and suggested consideration be given to all the things in that storage space and where they would go.

Dave Belanger, 31 Rocky Pond Road, Hollis

Stated he was President of the Cal Ripken league, is Chair of the Hollis Recreation Commission, and is aware of the shortage of fields. He questioned what would occur with the field when it was not in use by the high school, e.g., would the Hollis and Brookline recreation departments be able to utilize it, would organizations be able to use it, if so, would it be at a charge and how much.

He questioned if there is the potential to put an outfield fence up so that the baseball field is permanently designated as such. That is an issue each year where they must put up a fence, take it down, etc.

He stated he is pleased with the prospect, and is hopeful the recreation commission and the school can work together on saving fields and expanding recreation for everyone.

Ken St. Hilaire, 44 Hayden Road, Hollis

Stated he has been part of the Group that put together the proposal at least for the interior space of the high school. He spoke of being excited to be part of that Group because one of the goals was to bring the First Robotics Team back to the high school where it belongs. For several years they have struggled with attracting students beyond the set of students they generally attract. Part of that must do with the visibility of the program in the space. Being able to practice in the lobby or the gyms or being around will allow them to hopefully impact and attract some of the students that would not otherwise join the program or think to join the program.

What he likes about the proposal is that it focuses primarily on renovating and repurposing existing space and making more efficient use of what we have. He likes that each part of the proposed plan effects more than one program. We can address some of the needs of our athletic teams as well as the technology needs for not just the First Robotics Team but could expand and strengthen some of the quality of the curriculum needs.

He stated his belief the community needs to get behind this 100%, and that as we learn more and more it will be a very good value at a reasonable cost.

Karl Dowling, 12 Townsend Hill Road, Brookline

Questioned what would be included in the fitness area. He suggested placement of that on the second floor may result in noise issues. He likes the separation of school and athletics, and is concerned that is being intertwined. He commented for a lot of students it is an escape, something to do after school, and you are encompassing the classrooms inside of it.

Lisa Porter, 24 Cameron Drive, Hollis

Stated she has two children at the high school. Her eldest is on the Hockey Team as well as the Robotics Team. She is pleased with the proposal, and commented students learn a great deal through sports and the Robotics Team. As part of the curriculum, students obtain leadership skills, are responsible for being on time for practices, etc. She is supportive of bringing the Robotics Team back to the high school. She spoke of some of the things her child has been involved in in addition to engineering, software coding, etc. He learned how to make a resume. This summer he was voted VP of Software, and had to make a budget for that part of the team. They had Rookie Night and he had to set up a training for the Freshmen coming in so that they could see what the rookies might do on the software part of the team. Those kinds of skills together with the technical skills is such a great offering for our students. Getting that back at the high school with a great facility would be a wonderful thing for the school.

Bruce McClure, 23 Hannah Drive, Hollis

Asked for clarification of where the classroom would be in conjunction with where the equipment room would be, and if it would be open during the robotics time. Assistant Superintendent Bergskaug stated it would be, and identified the location of the classroom.

Mr. McClure stated he is an advocate of STEM and education in the high school. He is 100% in favor of the effort to bring Robotics back to the high school. He is of the belief there will be more use from such a facility than may be anticipated. He sees a large groundswell for STEM education all over the place, and most of it will be robotics based. He suggested the Robotics manicure be kept but discussion take place around different teams. Team 1073 is a robotics team, but several parents, mentors, and students have started another STEM project in Town to educate kids in the high school on STEM; slightly different than Team 1073 in that they have cross-functional teams, project teams, working on specific robotics oriented projects that the students have proposed. They call it MIND Labs. They would like to get MIND Labs back in the high school and be able to share the use of that facility not only to give the students better access, but to get a closer working relationship with the teachers and their curriculum so that what they are teaching on a project basis can be much better aligned with what the kids are learning in school. They would like consideration to be given to sharing the use of this space in the future.

David Steckler, 7-1 Hickory Lane, Hollis

Stated he is a supporter of robotics, and has a few kids in 1073. He echoed the comments already made about that program. He commented on the skills learned in addition to the tech skills. He spoke of the activities that students are starting to do, and stated he is a supporter of that in helping people like Mr. McClure where they find there are a lot of skills in the community; technical people, professionals that want to get involved with the students, teaching them high-end STEM skills in addition to the robotics teams. He echoed the comments made regarding that kind of space being available for any kind of projects that help advance students' capabilities.

Regarding the field, he commented he had not known much about Field Hockey until his daughter became involved. The District does not have a great Field Hockey field. In other communities, he has seen synthetic fields, etc., which seem to make a huge difference to the sport and the skill level. He stated that to be something to really consider as it seems to be a sport that is growing in interest at our school.

Dan Zorn, Patch Road, Hollis

Remarked on one hand he is an Engineer that works in the robotics industry and believes everything that has been proposed is right on track with what he believes most high schools should be doing. He also has student athletes, and is interested in the field. He believes that to be a much more daunting task than organizing the school for robotics.

Having worked a lot with the abutters to the school in getting the Coach's box in, he does not believe it would be the impact of lights that would be bothersome to the abutters, it would be that once you put lights in you could have people there until midnight. He suggested looking at the option of locating the field somewhere between Hollis and Brookline such as Route 130 where there would be no issue with lights, expansion would be possible, etc.

He stated the high school field is not a high-quality field; needs a lot of work. It is a good secondary field, and the track is awesome, but he does not consider it a good football field. If the District can get another field and use it for multiple sports, he believes that would be beneficial.

Barbara King, 15 Barton Road, Hollis

Stated her children are in 5th and 7th grade. She is a retired soccer coach from Town as well as someone who works in the software industry. Regarding the Robotics Team, she would like to see the cost involved in the proposal as well as understand if the space can handle a 30-50% increase in interest. She believes, as a school community, we need to have more interest in those programs especially encouraging the software. There are not a lot of females that code, and she would like to see that encouraged with girls. To have that now in our curriculum more will help the education overall. She commented when you look at school districts around us and nationally she believes the District is a bit behind in what we offer for robotics, and there is a great opportunity ahead of us.

Regarding the fields, as someone who has personally carried a shovel in her car to fill holes in the fields around Town so we don't get turned ankles, there is a need for investment in that area. She would like to see the turf and lights. She believes there to be a revenue model, e.g., renting it out for tournaments, in the evening when not in use by the school, etc.

She suggested decoupling the items when they are presented to the Town would be a great idea. She agrees the fields would be a harder sell in the Town.

Tammy Fareed, 9 Winding Valley Road, Hollis

Stated her support for anything that adds STEM access at the high school. She brought with her the current Hollis Brookline Middle School Robotics Team, and stated they are hopeful of expanding the team even within the year. She remarked the FIRST Lego League has started in the elementary schools. There is a pipeline from Kindergarten all the way to the high school of students who will be learning hands-on, 21st Century, here and now, tomorrow skills, and they need a place to go that is not a room in the middle school. They not only need a room, they need access to tools, etc.

She commented robotics teams use the muscles between their ears, they are sports teams in the same sort of way. They work just as hard and it is just as critical to the culture of the two towns, and the future of our region, State, and nation that they be given the same accommodations as football, track, field hockey, etc.

Julia Pepin, Hollis

As a member of the Robotics Team at the high school, now she would not change having come down to the middle school for a couple of years. We now have the middle school team and have expanded to the elementary schools. Now that there has been downward expansion, she would like to see the program brought back to the high school to increase participation there.

Chairman Brown thanked members of the public for their input. She reminded the viewing audience of the planned public forum for October noting the early conversations will likely be the most important. We are still early enough in the process to be able to adjust the proposal. However, we need to hear that now and we need to hear it loud and clear from the public. We don't want to go into the March meeting with a proposal that no one has heard outside of this room or that no one understands the need for. There will be the need for a great deal of public support.

The floor was opened for input from members of the School Board.

Ms. Whalen questioned if the Architect could be asked if it is possible to move a wall out and put a little bit of additional space on as it sounds like that may be what is needed.

Regarding the location of the field, she noted all the pit tests, etc. have been completed for that location. She is pleased with the proposed location.

Ms. Levesque agreed it is important to consider potential future growth of the programs. Regarding the possibility of utilizing the field for multiple purposes, she believes that would really help defray costs and encourage people to support it. She stated her support for the project.

Mr. Solon thanked everyone for coming out stating his belief most of those in attendance have a connection to one or both activities. The last time this was attempted over 100 people showed up in support, and the proposal was beaten down at the district meeting. He suggested the Board not rest on the unanimous agreement expressed here. This really needs to be a groundswell movement from the communities.

He remarked it is unfortunate cost information was not provided. If it is free we want it all, and we want more of it. Without that cost information, it is very difficult to put it in perspective and understand what is saleable. Just looking at some rough numbers based on square footage and research he has done, he suggested a number of between \$100 - \$130/sq. ft. could be used for renovation of this type, which puts the building portion of what was shown somewhere in the \$500,000 - \$800,000 range. When looking at the spectrum of fields that was looked at three years ago that ran from \$800,000 - \$3 million. It could be that the cost is \$1 million + to several million dollars.

What also was not discussed was the fact that the District wants to have a concerted effort to have private funding involved in these programs. The Board Chair and Superintendent are actively working those avenues. The Board would enjoy being made aware of any charitable foundation, groups of employers, etc. that may actively support this project.

He requested additional information on traffic flow in and out of the activities. Putting the Robotics program that close to the gymnasiums and having the only interior access going through the gyms; he wonders about the logistics of getting those activities going on simultaneously especially during periods of cold weather. He commented he has a little bit of concern with putting a weight room on the second floor; can there be free weights, what will the equipment weigh, etc. He would like an explanation of that. He would like to understand that immediate and potential future needs are addressed.

Overall, he believes the approach to be reasonable. Overall the biggest concern he has, based on what he has heard, is with all the other activities going on, is it enough; are we under-sizing it, and if we are we doing it consciously in a way that allows future expansion or unnecessarily constraining growth.

Ms. Whalen spoke of having seen a weight room and fitness center on the second floor at Winnacunnet High School. Mr. Solon requested the Administration look to identify who did the design for that facility.

Chairman Brown reiterated the hope the District will be able to raise some of the funding necessary for the proposal through private funding. Anyone aware of individuals and/or groups that might have an interest in participating through volunteering of their time, effort, and/or financial support was encouraged to foster the connection.

Chairman Brown commented one of the things the Board has really tried to talk about is making the middle school and the high school a campus. Because of that she would have a concern with putting the field anyplace other than in the campus. She spoke of an incident that occurred the prior Friday where the Trainer was headed to one game and was called back to another game where a child was injured. To have that Trainer within striking distance of many fields is something we can accomplish when it is inside the campus.

The Board took a five-minute recess at 7:15 p.m.

The Board reconvened at 7:20 p.m.

PRINCIPAL REPORTS

- Building Goals and Objectives

Principals Barnes and Thompson provided a [PowerPoint](#) presentation (tape counter 1:23).

HBHS - GOALS

- **The Core Values Committee will continue developing a proposal for approval addressing how the “Five I’s” will be measured at the high school.**

Principal Barnes stated the committee to be ongoing. The goal is to make this authentic, and to have a means of measuring being able to engrain them into our community in something we do every day.

- **Create and implement a formal BYOD building procedure.**

A committee will be formed, and work alongside the Business Administrator’s Office to look at the current cost of different models. Principal Barnes pointed out we are in a place where students need to have their own devices daily. Existing infrastructure is handling 500 devices daily, and is not believed to be able to handle the capacity challenges of every student having their own device. More time is needed to explore that; however, a proposal can be anticipated this year.

- **Participate in SAU wide committee to review best practices in use at the Coop.**

Principal Barnes commented on having had many parents approach him expressing how pleased they are with the start time. Staff is noticing the difference as well. Staff has been able to gain additional prep in their day where they are able to do things they would have normally had to stay after school to get done.

The start time piece was connected to everything. For example, where we are sending students to vocational schools. It ties into the building piece too; how can we best serve those students and are we doing our best for those students. Reviewing the best practices.

- **Collect and review data regarding the implementation of late start time and its impact on student achievement & wellness to determine next steps.**

Principal Barnes stated the impetus to have been related to student wellness; making sure they are getting enough sleep and can function in class. The desire is to see if they can pull data to determine whether students are coming to school on time more and how it is impacting them academically.

- **2016-17 Stretch Goal: Pave Lower Lot Currently Used for Parking**

Principal Barnes noted that goal was reached, and parking in the area has improved significantly.

During the public comment period, a parent mentioned the need for girls’ involvement in technology. Principal Barnes spoke of the Girls in Technology Day students participated in at the Manchester Community College.

He spoke of additional ongoing activities; there are student volunteers to change the local soup kitchen, physics club is growing in popularity, coordinating with the Rotary on activities, e.g., speech contest.

HBMS – GOALS

Principal Thompson remarked the goals are all part of initiatives that are being worked on as a District. The goals listed are not exclusive to the HBMS. The purpose of the presentation was to show how these goals that are being worked on K-12 fit into what is being done with the middle school students.

- **Ensure that all curriculum is aligned and accessible to students.**

Strategy 1.1 - Create a cohesive comprehensive curriculum, instruction, and assessment system aligned to SAU41 standards

Strategy 1.5 - Implement new programs that are consistent with our mission and vision.

- Creation of a vertically integrated middle/high school PLC group in Algebra.

Principal Thompson stated the way the Professional Learning Community (PLC) group works is grade level teachers will get together every Friday for an hour. The purpose of PLC is to develop common assessments. They write the assessments, administer the assessments, review the data, and make decisions about instruction.

This fall was the first meeting of the vertical team; 8th grade Algebra teachers are getting together with the 9th grade Algebra teachers to review curriculum, write assessments, review student data, and then adjust. They started with math, but have had discussion of expanding the PLC model to the languages.

- Implementation of STEM curriculum supported by the HBMS Community Greenhouse.

Robotics is another area; this year the District will move ahead with its collaboration with the Portsmouth Naval shipyard as well as the Women in STEM program.

- Continue to develop and refine assessments in PLC that allow for greater coordination at each grade level.
- The creation of a K-12 Steering Committee district-wide for Social Studies and English Language Arts.

Last year the District began a steering committee for both Math and Science. These are critical conversations.

- **Develop and integrate a systematic approach to ensure the social and emotional well-being of all students**

Strategy 1.4 - Provide a socially, emotionally, intellectually and physical school climate for all school members.

Strategy 1.5 - Implement new programs that are consistent with our mission and vision.

- Provide training and support to all school community members in suicide prevention and intervention.

Principal Thompson spoke of the presentation staff attended given by National Alliance on Mental Illness (NAMI).

Working in collaboration, NAMI and the school PTSA are going to roll out a presentation for parents this fall. It will be a community presentation.

- Develop and implement research based programs that meet the social and emotional needs of students.

Under the leadership of the Guidance Department, they are going to do a developmentally appropriate suicide intervention education piece for the students.

- Collaborate with the Office of Student Wellness to assess current school wide supports for students and make systematic improvements to those supports.

An inventory is being taken of all supports offered to students to evaluate those supports to ensure they are working. From there the Administration may develop additional supports or even shift resources around.

- Implement and monitor attendance action plans for students who miss 10% or more of the school year.

Principal Thompson stated the most fundamental thing we can do in educating children is getting them to school. They specifically look at students who miss 10% (18 days of school) or more, and for whom attendance has

impacted academics. They reach out to parents and work with them to develop action plans to get students to school and keep them engaged.

- **Collaborate with emergency services to improve the safety and security of HBMS**

Strategy 5.4 - Provide and maintain safe and healthy facilities for all students and staff.

Strategy 5.5. - Develop and implement a comprehensive safety plan for all SAU 41 buildings.

- Address action items outlined in the Fall 2017 Homeland Security Safety Audit

The schools have developed a partnership with Homeland Security. This fall they will come back to HBMS and do a full safety & security audit (September 27th). They will go through every room in the building, open every door, check every lock, etc. They will put everything into a report, and work with the District to make improvements to get to a higher level of safety and security.

- Update the current Emergency Operations Plan (EOP)

After the report is received, the school will update its emergency operation plan (last updated in 2013).

- Continue to seek grant opportunities for funding safety and security budget items

The Department of Homeland Security has yearly grants schools can apply for. They recognize that schools in the District are doing a lot of work with safety & security, and take that into account when awarding grants. Two years ago, the HBMS received a \$23,000 grant, which allowed them to provide controlled access to the building for all the exterior doors.

- Continue planning for a full scale joint emergency response drill at HBMS

The District has been working with the Department of Safety & Homeland Security and emergency services including the Hollis and Brookline Police and Fire Departments in trainings conducted at the school. A tabletop exercise was conducted on August 23rd.

Ms. Levesque requested an example of an action plan for tardy students. Principal Thompson stated the District recognizes that students have chronic absenteeism for various reasons, and no two students are the same. When they begin action planning they look at the root cause, and from there develop appropriate actions items, e.g., a home visit, parents invited to come to school, review the schedule and try to be mindful of the best schedule for a student who may have some school phobia, etc. It involves constant monitoring. The committee meets every week to review number of days missed, etc.

Principal Thompson spoke of the automated attendance line. Students missing an excessive amount of school not only receive the automated call, but will get a personal call either from the Principal or Assistant Principal. Sometimes that personal touch can go a long way. An attendance action plan could include all things that could be used to get kids to school.

Ms. Levesque questioned how it is measured, and how the school is doing with the action plans. Principal Thompson replied during the summer months they review the attendance data for the incoming 7th grade students and for the 8th grade students. They look for that 10% (18 days). There is a pretty good indicator, based on truancy research, that students that miss 3 or more days in the month of September for non-medical issues, are at an increased risk of being at risk for excessive school absenteeism.

When asked how success is measured, he remarked the reduction in the amount of absenteeism is the first way and the second is antidotal; when you hear from a parent gratitude for the work staff has done when we had kids that had school phobia that suddenly want to come to school. A lot of it cannot be measured in a quantitative fashion other than a reduction in the number of days missed.

Chairman Brown questioned why a Bring Your Own Device policy is being looked at for the HBMS and not for the HBHS. Principal Thompson responded the HBMS has one. Procedures were developed about 3 years ago. Several years ago, they invested in updated wireless, which allowed/pushed them to develop the procedures. Principal Barnes stated the HBHS has updated the wireless, but when you look at the volume of students, a significant upgrade would be needed to go down that road.

Chairman Brown questioned how we are looking in terms of adequacy of parking. Principal Barnes stated this year there may be a few spots left over, which is a different situation from last year where there was a waiting list. This year, the senior class is significantly smaller than previous classes. That will not be the case next year.

- Physical Education Credit for Participation in High School Athletics or Approved Extended Learning Opportunities

Principal Barnes spoke of the information provided in the agenda packet; draft proposal for issuing PE credits for participation in sports. The information provided identified the rationale, what the vision is, and some of the data that has been collected. He stated his belief there are very few, if any, high schools doing this in New Hampshire right now. There are other states that have been doing it for decades. There are a lot of reasons why it would fit for some schools and not others. He stated his belief it would be a fit at HBHS. The information provided identified the increasing number of students participating in athletics and the number of students choosing PE options online (VLACS). There are a lot of reasons students go in that direction; primarily to fit another course in their schedule. The more AP and accelerated courses that are offered the less room there is in the student's schedule, and the more students are trying to find ways to access that through their schedule. Some opt to take a Physical Education (PE) elective through VLACS.

Principal Barnes stated when you look at the student wellness numbers in terms of activity levels, we have some of the highest activity levels in the State.

The vision is to create alternative pathways for students to earn the required PE credits for graduation through participation in any number of activities including but not limited to high school sports, club sports, and other approved outside activities. There are many students who are very involved in AAU, dance, martial arts, etc. They are activities that require a sizable amount of time commitment, and are conducted completely outside of the school, but equally as valid.

Some items for consideration include scheduling. There has been a pairing of the current Fitness (PE) and Wellness, and there would be the need to determine how the current Wellness curriculum can be offered to Freshman; either make it a semester course so that Freshman can choose to take a study or another elective for the next semester. However, this could drive the need to hire additional staff in other elective areas.

Another solution would be to require all freshman to take at least one semester as a study period, which would not only serve to reduce student stress during the transition from middle school to high school but to act as another mechanism to offer the elements of an advisory NEASC is looking for as well.

Further data will be needed before a final recommendation can be made such as: a student activity survey and a review anticipated impacts on 2018/2019 master schedule and staffing needs. Once this additional information is gathered and reviewed, a recommendation will be brought back to the board for final consideration and approval.

Principal Barnes stated the desire to bring this proposal forward in draft form given upcoming discussions of the FY19 budget.

Ms. Whalen questioned if the proposal would be for a ½ credit or a full credit PE course. Principal Barnes stated his recommendation would be a full credit course. The conventional wisdom now is a sport is a half credit. He believes there is the need to look at what would qualify as an approved activity and there would have to be a process in place for that. Not all sports are the same. You must have some sort of criteria for that. Traditional sports are probably ½ credit, but he could make an argument other sports are more of a ¼ credit. When asked, he suggested it would have to be a pass/fail scenario as it would be very difficult to get into grading. But other states have done it.

Mr. Solon questioned if it is necessary that the students have credit or just have fulfilled the requirement. Principal Barnes stated his belief there is the need for a credit/four-year experience. Mr. Solon remarked the last time this discussion was had, there was discussion around what physical education really is, and there were arguments made that the activities on a team don't always have one of the components that was believed to be a core element of the education. He requested Principal Barnes elaborate on what differentiated traditional PE from participation in a sport. Principal Barnes stated his belief one of the biggest benefits in sports and why athletics and any physical activity is an important part of a student's life is the lessons; they learn how to manage themselves after they leave school in terms of their own physical well-being. To him, that is what a PE course is all about. When asked if the Wellness class addresses health lifestyle, etc., he indicated it does.

Mr. Solon remarked he recalled when the large schedule reform was done there was a policy that a student would have no more than 1 study period, and questioned if that is a current requirement within the high school. Principal Barnes did not believe it to be. Mr. Solon questioned if there is any concern if having to go to the study; too much study time. Principal Barnes stated that should be looked at to see in the current or past Freshman class, how many have had studies

to see if we are in fact adding too much down time. The other side of it is you could come up with a new elective and call it Freshman Seminar, which could consist of study skills, executive functioning, etc. Then we are getting into curriculum, teaching, and teachers, etc. Mr. Solon commented the proposal would not include eliminating PE because there is still potentially a portion of the student body that would prefer the traditional route. Principal Barnes remarked that would have to be reviewed. There would be a population of students who don't participate in any activity inside or outside of school, and there would be the need to accommodate or meet the needs of those students.

Ms. Deurloo Babcock remarked on paper, it sounds great. She would like to see a little bit more of a development from the Athletic Department in terms of their goals, philosophy, expectations. She would like to see more oversight into what would be counted. If within our own school system, she would like to see expectations on the coaches as we would be turning over a graduation requirement; perhaps some observations, etc. She would not want to see a scenario play out where a student decides to take on an activity such as cross country to meet the PE requirement, shortly after realizing that is not something he/she wishes to do, and then the student is unaware of how to correct that knowing that it represents that credit. She would not want to see an optional activity no longer be optional. Principal Barnes commented the oversight is a large component of this.

Vice Chairman VanCoughnett remarked she can see parents being upset if their Freshman student is forced to take a study hall. She believes a full credit is a lot. There are schools in New Hampshire that do it; Goffstown requires it to be done as a Freshman or Sophomore, and provides $\frac{1}{2}$ a credit. She is of the opinion there is a lot to be said for the collaboration and the group of students that are combined into a PE class. On one side, we are saying we want to increase collaboration and development and on the other side we are saying you don't have to do that. She believes there are a lot of students that take PE together that probably don't see each other in any other class in the entire school. Sometimes those develop into long-lasting relationships. She spoke of the social aspects of PE class, which fosters that communication in team activities.

Vice Chairman VanCoughnett spoke of [JLCF](#) - Wellness Policy, which states: "The Board directs the building principals to encourage student physical activity on a daily basis." This proposal would take away an opportunity for an activity in the day.

Mr. Solon questioned if PE is currently Freshman only, and was informed the first $\frac{1}{2}$ credit comes in the Freshman year, and the second can come in either of the next 3 years. Students who enjoy PE can take additional classes. Mr. Solon questioned if the current combined Fitness (PE) and Wellness class is a $\frac{1}{2}$ or full credit, and was informed it is a full credit, and if offered year long. They have alternating days. In addition to that, students must have one other semester of PE at some point. Mr. Solon commented it could be that students petition to have a prior activity accepted and be recognized for that credit.

Chairman Brown stated she likes the idea that all Freshman are given this class that ought not to cause them much stress. If serious about trying to address the psychological needs of the students, parental decisions must be made for them, and just say in addition to CavBlock 3 days a week your Freshman year, it is not a bad thing if you have a down period. Even if we are trying to teach them health, nutrition, etc. in the Wellness class, it is still not as difficult to learn as an accelerated geometry class for example.

Mr. Solon remarked if there is the Fitness/Wellness as the single credit, and the $\frac{1}{2}$ credit was the one that could be fulfilled in another way, he believes it would get part way there without undoing what he hears is strongly supported.

Ms. Deurloo Babcock reiterated the benefits of the heterogeneous grouping noting there are not a lot of heterogeneous grouped classes. She would be supportive of it being the $\frac{1}{2}$ credit that Sophomore year and the Freshman year remained the full credit for Fitness/Wellness. Having had the opportunity to try things out for a year with different coaches, they will make more informed decisions about their after-school activities in the Sophomore year.

Chairman Brown stated she is likely against anything that requires Freshman to take study hall. She believes it to be an atmosphere that is more difficult for many the students to get anything productive done. If allowed to be for Sophomores, Juniors and Seniors, those students have had a little more opportunity to manage their schedules, and figure out what works for them.

Principal Barnes commented what he is hearing is support for the $\frac{1}{2}$ credit option while leaving in place the Freshman Fitness/Wellness.

Vice Chairman VanCoughnett remarked the recordkeeping for this and the amount of time someone will spend on the phone with parents informing of a child meeting the recommendation is a lot for $\frac{1}{2}$ a credit. She is of the belief the administrative time may not be worth the entire effort for the whole thing.

Chairman Brown requested a brief discussion of the enrollment chart included with the report. The chart identified classes in which the maximum class size was overridden. It also included information on students doubling up in the areas of math and science. When asked, Principal Barnes stated the numbers do not concern him. He believes it to reflect what students value and what the community values. What concerns him is the number of the current science classes that are at the maximum class size. Mr. Solon questioned which, if any, is having a detrimental effect on instruction. Principal Barnes stated his belief it is being managed okay. He noted last year there were four sections of the Sophomore AP World History course, which turned out to be too much, and a lot of students dropped. This year there are two sections, and that didn't seem to be quite enough forcing an override. One section is below the maximum and one is higher. Given the nature of you have a highly motivated student it is not as much, but it is workload on the teacher. That could be easily adjusted with another section added in to make the workload and class size a little more reasonable.

Ms. Whalen questioned if the doubling up on math classes would decrease as they are working with the K-12 math curriculum where more students are getting equalized. She stated her assumption it is the Algebra 2/Geometry where students are doubling up. Principal Barnes stated he would have assumed that as well, and it is one, but a lot of students are taking AP Stat as a double.

Ms. Levesque stated her observation with Science to be that it is a result of offering so many AP Sciences that are elective. She suggested there must be significant numbers of students doubling up in History as well. Principal Barnes replied he has not looked at those numbers, but antidotally he does not believe it to be anything like it is in the math and sciences.

Superintendent Corey noted enrollment had been projected at just over 800. It is at 820 with a very small class graduating (170) while bringing in a class of over 200. Next year's projection is 850.

There are 34 homes in the Brookline and Hollis communities (3 and 4-bedroom homes) that are currently under contract. He expects enrollment will continue to grow.

- High School Administrative Structure

Principal Barnes provided a PowerPoint presentation (tape counter 2:16:23). The presentation noted the high school is in the second year of not having a Director of Guidance. The position performs vital functions throughout the school year, which are now in need of administrative oversight to ensure they are completed in a timely manner. Additionally, there are several long-term initiatives that require specific expertise such as ongoing implementation of NEASC recommendations as well as meeting the growing needs of an aging facility and grounds.

A chart was displayed that depicted specific details under the Assistant Principals as that is where a lot of the change is occurring. The desire is to split into two functions with the Assistant Principals. One Assistant Principal would oversee curriculum and instruction, which includes observation of most of the staff and one Assistant Principal would oversee student management and facilities and grounds.

While having the workload of observing most of the teachers is a lot, handling the discipline and needs of all students is also a lot. Dividing up the responsibilities is cleaner for staff, easier for students to understand, and really helps in focusing efforts for initiatives.

Traditionally, both positions have been generalists splitting the large workload of student management/discipline and supervision and evaluation of staff. Allowing for the roles to be divided in the way suggested would allow the District to adapt to the needs of students, staff, and parents, which are constantly evolving, and to capitalize on the strengths of individual administrators. It is believed that approach will get the school through the year until there is an opportunity to have the discussion of the Director's position.

The Special Education Coordinator continues to manage all aspects of the Special Education Program. The Coordinator in combination with the Director of Student Services, has done a tremendous job with the delivery of services. The FIEMUS program is an amazing success. CHOICES is in the forming stages at this point, but they are optimistic about where those pathways will lead us; specifically, with the extended learning opportunities and the things we will be able to offer the non-traditional learner.

The recommendation is to accept the realignment of administrator responsibilities; to include the redistribution of the responsibilities of the Director of Guidance. Principal Barnes reiterated this is a 2017-2018 proposal to get through another year. He would like to see, through negotiations, budget process, or both the reconfiguration and reestablishment of the Director of Guidance position beginning 2018-2019.

Principal Barnes addressed what he saw as the first question to be why do we no longer have a Director, and is there a position available, by stating there certainly is, but the work that has grown into far exceeds the stipend that comes with it. The position has grown into something completely different from what it was 7-8 years ago. If we want to drive that curriculum forward it needs someone who is an expert in doing that.

Mr. Solon stated his understanding what was being discussed was the Director of Guidance position being treated similarly to a Department Chair. It would be a professional staff member who would receive a department chair equivalent stipend, but instead of calling that individual a department chair he/she would be called a director. Principal Barnes stated that to be the case; same position with a different name. In the Collective Bargaining Agreement (CBA), it is afforded the same stipend, which is about \$3,000. He stated the workload of that position is more than some of the others. There is a significant amount of work that is time consuming, and we need to be able to reestablish those duties and spread them out amongst the existing administrative team.

Some of the benefits to the proposal is it would align with the strengths of our current administrative team, meets the demands of long term initiatives requiring specific expertise, such as implementing NEASC recommendations and evaluating and implementing instructional best practices, and it addresses the ongoing needs of an aging facility and grounds.

Principal Barnes reiterated the piece he wished to draw attention to are the tasks that go with the Guidance Department that really impact everything. He commented the last four meetings have included discussion of the master schedule, which is one of the most important things they do in trying to find ways for students to get all the classes they need in addition to expanding their horizons and offering a comprehensive curriculum. It is time consuming. Where that position really doesn't exist anymore those duties fall on the Principal. He is looking to redistribute those tasks. With additional responsibilities there is a financial piece.

Ms. Deurloo Babcock commented it is a lot for 1 Principal and 2 Assistant Principals. What is being described is bringing back a department head who would then see students still. Principal Barnes stated that to be a possibility. Ms. Deurloo Babcock questioned, given the population and the demands of a highly competitive student population, is this a school that would need a 3rd Assistant Principal.

Principal Barnes replied he believes there to be different ways of doing that. He would not call a third position Assistant Principal, he would do another administrator as a Guidance Director or through the CBA.

Assistant Superintendent Bergskaug remarked it is important to note the administrative structure includes an additional administrator, Special Education Coordinator, Jennifer Anderson. The students demand a lot and we want a lot from the Guidance Department, but it is important to understand we are 850 students.

Superintendent Corey stated his opinion the administrative numbers are adequate. He fully supports the need to look at an administrator focused on some of the responsibilities that have traditionally gone to Guidance, and he agrees there is the need for a director or department head. When we have that structure in place, he believes it to be doable. If you are the Director of Guidance and are also doing the master schedule, school profile, etc. it takes away from the guidance curriculum. When he and Principal Barnes discussed this that is where they saw the separation. We need to look 7-12 at the guidance curriculum, and we need an expert to do that. A school profile, AP testing, etc., although very time consuming, does not necessarily require the same level of expertise as that curriculum person. What is being proposed as phase I is the administrative shift and phase II is see if we can re-establish that Department Chair/Director Guidance, and looking at the compensation for those individuals involved.

Principal Barnes commented a big piece of the guidance curriculum is the social and emotional component. There is a lot that kids go through in school, and that is an important part of the curriculum. He commented, based on his experience, they can get through the year, but they need a Director who is trained in that philosophy and mindset to deal with the social and emotional realities that all kids are facing right now.

Ms. Whalen questioned who would be doing the evaluations this year, and was informed the evaluations of Guidance would be his responsibility and Assistant Principal Zeller would be doing the evaluations of the teachers, but there would be some trading off; they would share some depending on the workload.

Ms. Whalen questioned if the school were to acquire a Director in the 2018-2019 school year, what tasks would go back to that position. Principal Barnes stated tasks would depend on how that position is created, e.g., if an administrative position can evaluate. The supervision piece, in terms of time commitment, is less of the issue. It is the other tasks that take up significant portions of time.

Chairman Brown stated concern with the amount of workload on Assistant Principal Zeller. It looks possible disproportionate. The Administration can have a Department Chair, and she is uncertain why that is not being utilized to at least do some of these functions inside the Guidance Department. Principal Barnes stated that has been offered, and no one has stepped forward to apply for that position as it exists. Chairman Brown questioned what was offered. She remarked if she understands the premise, in the past we had a Director of Guidance who did the functions listed among other things. That premise is that was put out, and is too much for one person to do for the compensation that is offered inside the contract. No one said that must be the functions that are given the Chair of the Guidance Department. She questioned what was offered as the job as Chair of the Guidance Department, e.g., did they peel off certain function(s), and offer that job. Principal Barnes responded they did not. Taking some of the responsibilities of that position away could be looked at, but he is not entirely sure there would be any interest in anyone coming forward to accept that role.

Chairman Brown remarked she is having a hard time understanding a Guidance Department where there are tasks that are part of the function of guidance, and we have Guidance Counselors who are all refusing to do those functions. Principal Barnes remarked he may be painting the wrong picture. They are doing plenty of functions. There is one counselor that primarily does the AP testing, which in the past was done in partnership with that Director position. Another Counselor oversees the career technical piece of it. That is in addition to their caseload. The things that are not being done by Counselors are the things that are specific on the list provided. Counselors are absorbing other components of the work that needs to be done. Chairman Brown remarked last year we did not have a Director of Guidance, and questioned who performed the school profile. Principal Barnes stated that was done early on because we had someone that was stepping forward to do that prior to negotiations and the sidebar. Chairman Brown questioned who did the master schedule, and was informed Principal Barnes did. When asked about the standardized testing, Principal Barnes stated that was split amongst the Assistant Principals. When asked about the program of studies, Principal Barnes stated he did that in partnership with others.

Vice Chairman VanCoughnett asked for clarification there was someone in the department of Guidance who took a leadership role for a stipend. We have never really had a Director or a Department Chair. Principal Barnes stated there has been a Director. Chairman Brown stated the contract doesn't permit a Director. The person used the title of Director, but they were technically a Chair. Vice Chairman VanCoughnett remarked the role of a person in Guidance that was once in a leadership role has now gotten too big to be able to manage as just a stipend leadership role. Principal Barnes stated that to be correct.

Mr. Solon remarked this has been discussed a lot over a couple of years. There are really three elements of this hypothetical role. One is tasks and for some of those tasks they make use of the skills that are within the training of a Guidance Counselor, the second is the leadership aspect, and the third component requires someone with administrative authority, and relates primarily to evaluations and assignment of duties. The Board tried to create an administrative role, but the union objected to having someone in that role that had any responsibilities of an individual that fell within the realm of the professional staff contract. We had to fulfill the administrative role part so that meant that an administrator was going to be involved. When we did that essentially a RIP was created.

Part of this is not one of mere logistics; related to some of the historical interaction between the Board and the union and the administration. There is some bad blood here, and we can't ignore that. But we can come up with a plan of what we would like it to be going forward. To do that we must step away from what has been in the past and look at what we want to have in the future. The relevant questions we need to ask are how many traditional Guidance Counselors do we need to have and do we have enough. Then we look at the roles that are outside of that and decide if we want that activity, the leadership/specific duties outlined, to reside within a traditional professional staff member, which means that it ends there or do we want that leadership role to be rolled into an administrative role so it can then absorb the supervisory and evaluation.

There is a decision to be made of do we want to create a new administrative role that specifically addresses the needs of Guidance and can take on some portion that can exist in either spectrum or do we want to build that leadership role within the professional staff environment with the current or a different headcount. What do we want that role to be; if in the professional staff environment, we have mechanisms in the current contract that would allow us to support those roles both in terms of duties and of compensation.

Mr. Solon stated his belief one of the issues around compensation is the fact that the school year is longer for this person. The District can pay per diem for a professional staff member to earn additional income because of the job responsibilities. There are a lot of options, but the first thing the Board needs to do is hear what the Principal is saying is needed, absorb that, and decide if we want to build this as an administrative role or a professional role.

Principal Barnes stated that to be a great explanation of the situation.

Mr. Solon remarked if we decide it will be a professional role then we can look at the number of people we have, the number of duties, and how many people it takes to do that. If we say it is going to be a new administrator, that is something that work can start on at any time because it is not subject to the timetables of a CBA.

Chairman Brown commented when this was looked at a year ago it was believed easiest to add it as an administrator because it allows putting the supervisory responsibility and obligations on the person. However, that seemed to be discouraged for many reasons one being the possible appearance of being top heavy. Mr. Solon remarked the Principal has a short-term plan. He is hoping there is feedback that can be provided to him of whether the Board buys into a short-term plan. In relatively short order the Board needs to decide the next step of how to approach that problem.

Ms. Whalen remarked what she is hearing about this role is that the desire is for it to be a middle to high school overlap; an administrator would work with both guidance departments. Principal Barnes stated that to be the case for the leadership part of it. Superintendent Corey stated that is a viewpoint, but the administration would like to move to where all the department chairs are 7-12.

Ms. Deurloo Babcock remarked the other thing to consider is an administrator could be a 12-month position. There would be a benefit to having a guidance person available for those questions that come up over the summer. This discussion came up a year and a half ago, and she has continued to question why we don't have an administrator, a Dean of Students for example. Although she understands it may appear we are top heavy, she believes we are an incredibly competitive high school with an incredibly demanding student body that has a lot of academic needs, college preparation needs, etc., and we are seeing more and more anxiety and depression across the board. She believes this to be one of the most important parts of our school, and it needs to be run without a lot of stress.

She stated her support of the proposal for this year, but stated concern with the amount of stress on the Assistant Principals. She is also concerned with the fact that the Principals do a significant amount of the monitoring of the building. There is not a duty if you will for the staff members in the contract. Having been a teacher and having worked in a district that was incredibly top heavy she understands what is being said and understands where it comes from, but believes a case can be made in this district for a little bit more administration.

Ms. Whalen stated in the COOP she would support an administrator that would work with the guidance departments at both schools. That would also assist in the transition if that individual knows the students and concerns. She stated her support of the proposal brought forward, but is concerned with the workload on the current administration.

Chairman Brown commented there are tough decisions to be made, and spoke of the many issues that would be brought before the voters at March meeting. Mr. Solon remarked he could envision the movement from what is now a rank and file position to an administrative position, which would be a commensurate incremental cost, but he is uncertain there would necessarily have to be a headcount cost because there is the possibility that reorganizations of that nature could make everybody more efficient in what they are doing. Principal Barnes stated agreement it is not necessarily increased headcount, but that would have to be visited after this. Ms. Whalen stated she would not want any of the school counselors to take on any more students than they have already.

DELIBERATIONS

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

Mr. Solon stated the Board has had many discussions over the years about the transparency, structure, and appropriateness of the stipend structure and how we manage our advisors and coaches. To date that has been primarily managed within the contract, and that has been somewhat dysfunctional. It has resulted in some disagreements, and there is a desire to have an over-arching policy that clearly outlines some of the criteria of advisor, how they are chosen, evaluated, and compensated. The policy does not specifically include any money terms. It refers to it in the same way it is currently done. The draft policy is a combination of a sample policy from the New Hampshire School Board Association for coaches and the language that currently exists in the professional staff contract about extra and co-curricular advisors and coaches.

The goal is to have a policy that clearly delineates Board responsibilities in terms of oversight of that group of staff and delegation of authority for those aspects that the Board does not wish to oversee directly. It will have some guidance from NHIAA because they have requirements for coaches, which we want to comply with. There are other RSAs and policies in existence about general practices for people who will be in contact with our students.

The contracts will be done on a yearly basis. There is the need for the Board to determine its level of involvement.

Vice Chairman VanCoughnett commented under the heading of "Selection Process" it states: "Any open co-curricular advisor, extra-curricular advisor and athletic coaching positions will be posted within the Hollis Brookline Cooperative School District before they are posted publicly." In the past, it has been posted in the entire District. She questioned if the language should indicate SAU-wide. Superintendent Corey stated traditionally the positions have been advertised in the COOP first after which it is opened SAU wide before going external.

Vice Chairman VanCoughnett noted the policy language places the responsibility for checking references on the Principal. She posed the question of, in the case of coaches, should it be the Athletic Director that performs that function. Mr. Solon stated he was uncertain, from a FERPA standpoint if that could be delegated or not. Superintendent Corey suggested the language state "Principal or his/her designee".

The language also states: "The Superintendent will make the recommendation for hire to the School Board for approval." Vice Chairman VanCoughnett stated her opinion any time there is an opening it would help if word got out as soon as possible.

Vice Chairman VanCoughnett spoke to the sentence that reads: "Additionally, persons selected for coaching positions must be at least 21 years of age, have a valid driver's license and have at least a high school diploma.", and stated substitutes have different credentials and it may be that there are different credentials for paraprofessionals. She suggested they all be the same.

Mr. Solon questioned the level of experience needed, e.g., should there be criteria that a coach has specific experience coaching in a sport rather than just expressing familiarity, and would that prevent us from getting coaches in some of the sports. Superintendent Corey stated when asking someone to run a varsity program there is the need for experience in the sport. When getting down to a lower level that is when you are cultivating people. He was uncertain the requirement of a high school diploma should be identified.

Chairman Brown requested the Board be provided with information on the coach's eligibility criteria for NHIAA (can be found [here](#); page 29, Article 1, Sect. 32: Coaches Eligibility).

**MOTION BY MEMBER SOLON TO ACCEPT THE FIRST READING OF POLICY GEA – EXTRA-CURRICULAR AND CO-CURRICULAR ADVISORS AND ATHLETIC COACHES
MOTION SECONDED BY MEMBER WHALEN
MOTION CARRIED
6-0-0**

REPORT OUT BY PROCESS OBSERVER

Mr. Solon stated the meeting went well. There was a great deal of public input, which was more than anticipated and certainly worthwhile. The presentations were informative. The only reason the meeting ran late was because of the great discussion.

NON-PUBLIC SESSION

**MOTION BY MEMBER WHALEN THAT THE BOARD, BY ROLL CALL, GO INTO NON-PUBLIC SESSION PURSUANT TO RSA 91-A:3 II (a) THE DISMISSAL, PROMOTION OR COMPENSATION OF ANY PUBLIC EMPLOYEE AND 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 SOLON**

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

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

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Nay: 0

MOTION CARRIED

*The Board went into non-public session at 9:06 p.m.
The Board came out of non-public session at 9:29 p.m.*

**MOTION BY MEMBER BROWN TO APPROVE THE REQUESTED ADMINISTRATIVE COMPENSATION IN THE AMOUNT OF EIGHT THOUSAND FIVE HUNDRED DOLLARS (\$8,500)
MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

MOTION CARRIED
6-0-0

ADJOURNMENT

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

The September 19, 2017 meeting of the Hollis Brookline Cooperative School Board was adjourned at 9:31 p.m.

Date _____ Signed _____