

**HOLLIS BROOKLINE COOPERATIVE SCHOOL BOARD
AUGUST 16, 2017
MEETING MINUTES**

A regular meeting of the Hollis Brookline Cooperative School Board was conducted on Wednesday, August 16, 2017 at 6:04 p.m. at the Hollis/Brookline Middle School Library.

Vice Chairman, Cindy VanCoughnett presided:

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

Members of the Board Absent: Elizabeth Brown, Chairman
 Christopher Adams

Also in Attendance: Andrew Corey, Superintendent
 Gina Bergskaug, Assistant Superintendent's
 Amanda Zeller, Assistant Principal Curriculum & Instruction, HBHS
 Richard Raymond, Network Administrator

APPOINTMENT OF PROCESS OBSERVER

Vice Chairman VanCoughnett appointed Krista Whalen to serve as Process Observer.

AGENDA ADJUSTMENTS - None

APPROVAL OF MINUTES

Hollis Brookline Cooperative School Board July 26, 2017

The following amendment was offered:

Page 4, Line 42; replace "Principals" with "Principal"
Page 12; Delete the motion and subsequent vote relative to the sealing of the non-public minutes

**MOTION BY MEMBER WHALEN TO ACCEPT AS AMENDED
MOTION SECONDED BY MEMBER DEURLOO BABCOCK
MOTION CARRIED
5-0-0**

NOMINATIONS/RESIGNATIONS/CORRESPONDENCE

Superintendent Corey noted the parking lot, located near the baseball field, has been completed. All athletic teams are underway and progressing. The JV Boys Soccer Coach has been hired, and will start on Monday.

When asked how impact testing is progressing, he stated that has been coordinated, and dates have been provided for students requiring the testing. As a number of students had the testing while at the Hollis Brookline Middle School (HBMS) last year, the number of required tests is not great. Next year will be the first of the cycle where students may need to take the test for the second time (testing done every 2 years). The Trainer is on board and receiving very positive reviews. The Trainer has been working towards having a doctor volunteer to be in attendance at home games. It appears he has been successful in that endeavor. The Board will be provided an update at its September meeting.

PUBLIC INPUT - None

PRINCIPAL REPORTS

Reports were provided as part of the [agenda](#) packet.

DISCUSSION

- New England Association of Schools and Colleges - Update

Amanda Zeller, Assistant Principal, Hollis Brookline High School (HBHS) provided a [PowerPoint](#) presentation.

The New England Association of Schools and Colleges (NEASC) identifies seven standards, which are divided into two groups; teaching and learning standards and supporting of teaching and learning standards. NEASC offered commendations and recommendations on each. The two-year progress report needs to answer each of the recommendations. The presentation covered each of the 7 standards, and identified, under each, the commendations, recommendations, and some of the evidence that is being put in place.

Standard 1: Core Values, Beliefs, and Learning Expectations

Commendations

Development of core values (5 Is) and 21st century learning expectations (4 Cs) with dedication to high standards for and support of students; wide range of course, club, and activity offerings.

Recommendations

Develop and implement school-wide core values rubrics to drive policies, procedures, and curriculum.

Assistant Principal Zeller remarked NEASC wanted to see our core values deepen a little throughout the experience. We know our students are demonstrating these core values, but we need to be able to show that they know they are demonstrating these core values, and can pull them out of the context of their high school experience.

Assistant Principal Zeller stated she has spent time developing rubrics for each of the core values (integrity, intellectual curiosity, innovation, individuality, and involvement in the HB community). There is the need for staff to do some additional refining of the rubrics before they really fit our purpose. She is working with a committee looking at how our students can demonstrate the core values.

Standard 2: Curriculum

Commendations

Horizontal alignment of curriculum with appropriate support materials and programs due to the time and resources dedicated the support collaboration; emphasis on depth of understanding and higher-order thinking activities.

Recommendations

Develop and implement course-specific rubrics that reflect 21st century learning expectations in all curriculum areas.

Assistant Principal Zeller stated there are numerous rubrics that tie the courses and projects students are doing into the 4 Cs (critical thinking, creativity, collaboration, and communication). All subject areas are incorporating these into some of their bigger project work.

Standard 3: Instruction

Commendations

Support for all students, including implementation of instructional strategies for IEP and 504 plans, dedication of time outside of the classroom, and use of PLC time to review best instructional practices.

Recommendations

Review student data and engage professional discourse to improve instructional practices for all students.

Assistant Principal Zeller remarked last year she and Assistant Principal Ouellette incorporated a list that had been developed at the end of the previous year of expected classroom supports (Tier 1 interventions). They are in the handbook and distributed to all teachers as what is expected in each classroom.

The Professional Growth Master Plan has been updated with Professional Standards and Guidelines that reflect the expectations of how data informs instruction. A program is being developed specifically to address some data on real problem students who are not finding success in the classroom (CHOICES program). They are looking to use administrative resources in the school a little more pointedly. She is focused on academics (instruction, guidance duties, and curriculum) and Assistant Principal Ouellette on facilities and discipline.

Standard 4: Assessment of and for student learning

Commendations

Teacher collaboration with the goal of widespread, implementation of rubrics prior to assessment and unified use of various assessment strategies, coupled with applicable feedback for students.

Recommendations

Review and analyze student data to assess progress in achieving learning goals and identify/organize interventions.

Assistant Principal Zeller commented the building leadership team meets every other Wednesday, and they are dedicating one meeting a month to data review. They were doing this in the context of the Student Intervention Teams (SIT), but found it was not working well because it wasn't attached enough to curriculum and instruction. The SIT is mostly guidance and school counselors and student services. It will be shifted more to the departments and curriculum and then bring guidance into that piece of things.

They are looking to make decisions more data driven. They were pulling student grades but also pulling teacher commentary, and other data points that were evidence of struggling students, and trying to be more effective in identifying the struggling students and how they were identified, e.g., are they struggling because they were absent, because they have always struggled in math, etc. They were trying to make data more usable and applicable to the decision-making process. They found that by the time they got to the SIT team, they didn't have enough time as that is where they already needed to have student names in front of them. Whereas at the Building Leadership Team they can start pulling the names, and then they can feed them into the intervention team.

Standard 5: School culture and leadership

Commendations

Collaborative spirit of school board, superintendent, and principal in decision making to create a safe and positive learning environment, including fiscal support of staff professional development and multiple course and co-curricular opportunities for students.

Recommendations

Create opportunities for heterogeneous groupings and adult connections for student support.

Assistant Principal Zeller commented by the time they reach the high school there is often a feeling that students are grouped according to abilities; particularly in certain subjects. Even the courses that aren't supposed to be that way end up that way because all of the students who are in a certain math class then have to go through a certain schedule.

The contract for honors options are an interesting way to look at this heterogeneous grouping. They were started last year, have been refined, and efforts are underway in making them more effective this year. There is an unlevied writing course in the English department, which is one place where students could be with anyone.

The Board approved the new computer science offerings. In the Core Values Committee, they are building a mentoring role into that senior year experience where a staff member is connecting with the students and walking them through this process of a demonstration of core values.

Standard 6: School resources for learning

Commendations

Extraordinary student support outside of standard classroom time/structures through CavBlock, library media center, Fiemus program, and guidance department.

Recommendations

Improve technology infrastructure for students.

Assistant Principal Zeller remarked laptops were provided for school counselors. Their access to student views of PowerSchool has been increased so they can aid parents in the decision making. They have added access points to support over 500 staff and student devices, and are looking towards the FY19 budget to plan for over 2,000 devices. They have focused on use of Google Tools. They have expanded use of Odysseyware to support online learning for students.

Standard 7: Community resources for learning

Commendations

Staff's active engagement with community, and community financial support of school; cleanliness of grounds.

Recommendations

Add storage and create long-range plan for facilities.

Assistant Principal Zeller displayed photos of the different types of storage available including athletic storage, storage unit outside of cafe, the repurposing of a darkroom, coaches' box.

In terms of long-range planning, she spoke of the capital improvement budget, which aligns with the newly created facilities expendable trust. Assistant Principal Ouellette spent time restructuring the maintenance and custodial staffing, and was able to restructure through subtle shifts in who was responsible for what. In doing so, he managed to meet the needs in an improved fashion. He added a night supervisor and dedicated the Director of Maintenance to focus on preventative maintenance. There is a full-time fields maintenance employee and that responsibility has been shifted to the Athletics Department.

Assistant Principal Zeller spoke of looking forward to the Architectural Study in regard to bringing robotics back to the high school, the weight room reconfiguration, and consideration of an additional field.

NEASC next steps

- Submit 2 year report (this fall)
- Prepare for the 5 year report
- Start to plan for the 10 year NEASC visit

Assistant Principal Zeller opened the floor for comment.

Mr. Solon questioned if the Professional Growth Model referred to is the new one, which needs to be filed with the State, and was informed it is. He commented, during the last contract negotiations, there were some areas that were not addressed understanding there would be a new model. He questioned if the new one is available to begin to be used in that context. Assistant Superintendent Bergskaug stated they completed writing the Professional Growth Model, it has been filed with the State, but no response has been received as of yet. However, all of the unions have overwhelmingly approved it. The information is posted to the website. The Board will be provided copies.

Mr. Solon spoke of the laptops for Guidance, and commented on the number of tablets purchased a few years back specifically for Guidance. He questioned if those are still being deployed and the reason for the shift. He questioned if the District has evidence of success in using electronic delivery of media of curriculum and online learning. He remarked he is seeing more and more data indicating traditional books and having a teacher in the classroom, is having better results. He remarked he has found in the past that NEASC has a tendency to like buzz words and fads, and he is hopeful the District will adjust its activities based on our experience.

Assistant Principal Zeller stated the discussion around the use of the tablets predates her arrival in the District. However, at this point, the counselors are using the laptops. Mr. Solon questioned what occurred with the tablets that were purchased. Mr. Raymond stated they were repurposed to the Library. At this point, given their age, they are obsolete.

Mr. Solon commented there was a point made of what counselors would do with iPads, and the response had to do with the model of using iPads for communicating with a broad range of the student population. He stated concern with technology, as a concept, being thrown out as a blanket solution.

Assistant Principal Zeller remarked that is why instead of throwing out VLACS, which is the most popular programs, they are shifting towards Odysseyware. It is not for every student, not even for most of our students, but there are a few who need a flexible learning opportunity, and Odysseyware calls for that to happen inside school. It is not all inside school, but we have teachers who support Odysseyware. The importance of the teacher role is known, and the teacher needs to be someone who is right there and accessible. Odysseyware lets us design the curriculum much more, and we are asking our teachers to participate in that so that what students experience in Odysseyware connects to someone in the building, and more closely reflects the learning that we expect of our Hollis Brookline students. Mr. Solon stated the desire for a presentation to be provided the Board at some point in the future.

Mr. Solon stated he is pleased with what is listed under the area of preventative maintenance. He commented it is very encouraging that the Director of Maintenance can shift focus to preventative maintenance. That signals that we are caught up to some extent.

Mr. Solon remarked he would find it helpful to be able to answer the question of what value NEASC brings to the District besides simple accreditation. It would be particularly valuable to know where they brought something to light that we hadn't considered.

Assistant Principal Zeller stated all of the districts in the SAU are well known for their excellence and student performance. It is her opinion our students don't always walk away with a sense of who they are as a learner. They walk away with a stellar transcript and numerous opportunities open to them, but a lot of the students who are stressed out by the course load have lost focus on why they do it. It is more than getting into the right school; there is value in what we are learning and why we are learning it, and they didn't get the opportunity to demonstrate who they are. We have a group of students that doesn't walk away with a stellar transcript, but they still need that opportunity to say when I was going through high school I found that what I want to do is fix cars, but in our high school there wasn't a chance inside of high school with their friends, with their peers to, say look at what I do; I may not get an A in Math, but look at what I do.

For her, and she believes for Principal Barnes, the core values are something they had lost a little sight of; what it is to create a learner, to create a student who then goes into the world ready to do more than just take college courses, to become someone who is ready to offer who they are and what it means to learn, to grow, and to be part of the community. What NEASC did in this last pass was pull us back a little bit from how great we are in all of our courses of study and standards and how great our students perform on AP tests, to okay yeah that is wonderful and you do it wonderfully; what are your students taking away as whole students? That is not something you ever want to lose sight of, and it is easy to lose sight of when we are as good as we are because our students are just terrific. Some of that focus can help us deal with the things that are cropping up as a result of that; stress, anxiety, overload, etc.

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.

Ms. Deurloo Babcock commented she is pleased to hear some of the concerns being expressed regarding the use of VLACS; that we are looking at it more carefully. She is of the opinion you learn a great deal by having that human interaction; by being in a classroom not only with the teacher, but with other students, and having that opportunity to read body language, etc.

Ms. Deurloo Babcock remarked the recommendations are great, but it seems as though NEASC has a lot of focus on student data; assessing data, analyzing data, etc. She is of the belief the District probably needs to do some of that, but is hopeful we are careful not to get bogged down in data. She is appreciative of the discussion of the student as a whole.

- Facilities Study Update

The Facilities Committee recently met with the Architect who provided the draft schedule (included with agenda packet). The committee will meet next on August 29th, and will finalize the schedule. The draft schedule includes additional meetings, staff review, and Board conversation, and construction of estimates relative to construction delivery methods during the month of September. A public forum is scheduled for the October timeframe. In addition, the committee will meet with the Department of Education (DOE), the New Hampshire Department of Environmental Services (NHDES), and the local Fire Inspector. In November, they would look to the Board for design and cost approval. In December, there would be a second public forum as well as an additional budget review. In January, discussions would take place around

the Warrant if that is the determined direction. In February, there would be a hearing relative to funding, e.g., bond. The Annual Meeting, and potentially a vote, would occur in March.

Superintendent Corey questioned if members had input to provide, e.g., any concerns with the proposed timeline. Mr. Solon questioned how the committee sees the public forum playing out. Superintendent Corey responded the Architect is looking for an opportunity to appear before the community to discuss the scope of the project, provide preliminary drawings for review, and gather feedback from the community.

Mr. Solon stated concern with what he perceived as a lack of community input prior to development of a preferred option, and questioned if that can be expanded. He recommended adding something to the Open House, e.g., tours, concept drawings, etc., having a broader scope of building community support or identifying significant points of resistance before choosing an option.

Ms. Levesque questioned if the month of December is a good time to be conducting a public forum. Superintendent Corey remarked it is difficult; however, when setting up a timeline working backwards from the March Annual Meeting, the month of January is what would be used to finalize the issue of a Warrant. He stated his intent to ask the Chairman to set aside a significant amount of time during the Board's September meeting for Board discussion. He would ask members of the Facilities Committee to be present at the meeting. The desire would be to walk away from that meeting with the sentiment of the Board. He spoke of the number of pieces that go into the project; educational space that allows for the furtherance of technology offerings, greater storage capabilities, enhanced weight room, and the potential of an additional field. He believes it prudent for the Board to discuss the cost estimates and impact to student education during the September public meeting. He stated his belief the suggestion of putting something together for Open Houses could be accommodated to take advantage of an additional opportunity to get information out to the community-at-large.

Superintendent Corey spoke of the success the Hollis School Board had with utilizing public forums to get information out and receive input from the community regarding the Hollis energy project. He stated agreement with providing information to the public as early as possible. Ms. Levesque questioned if cost information would be available for the December public forum. Superintendent Corey stated his belief there will be cost estimates available in early October. He stated the desire for an educational discussion to occur with the Board in September. There are things this Board needs to consider first including the recent upgrades to technology offerings and what that means, bringing the robotics program back to the high school, and what that means to the middle school in terms of a robotics space for them, what an athletic field would get us in terms of usability, and start to weigh in on the ongoing discussion of turf versus grass.

When asked, Superintendent Corey stated the Chairman has been working with legal counsel in determining the legal steps required to form the 501(c)(3). When asked when he envisions that work coming to fruition, Superintendent Corey responded the hope is that would occur prior to the end of the current calendar year.

Mr. Solon questioned tangible fundraising and identification of potential private donors, and if the expectation is that information would be known during this calendar year process. He remarked one of the fundamentals of the position, as a Board, in supporting this activity, has been the contention that monies could be raised to support the effort, and that there would not be a large tax impact. If that is the message conveyed throughout meetings, gatherings, and forums, not having evidence of that he believes would result in loss of credibility. Superintendent Corey stated agreement, and stated the District is utilizing some of its organizations to begin that process. He cited the example of the Boosters. Mr. Solon questioned if pledges could be identified prior to the existence of the non-profit organization. Superintendent Corey stated they could, and that the SAU has the ability, through the Board, to accept donations into the current format. Anyone interested in making a donation could earmark it towards the specific project, which would restrict use of the monies to that project.

Superintendent Corey commented on dual efforts underway; he is focused on discussions with individuals who might be able to make a difference while the Chair has focused her efforts on the legal work around the formation of the 501(c)(3).

Vice Chairman VanCoughnett commented she believes it comes back to the same scenario discussed previously; the desire to gain the sense of what the public is and is not willing to consider. It is difficult to seek financial support from potential donors without being able to present some kind of an understanding of what it is they are being asked to support. It will be a matter of fine tuning the timeline. She stated her belief it is not likely donations will be received in advance of the public input.

Mr. Solon commented it appears one of the benefits of the proposed timeline is that we would be getting in front of it so that conceivably in the October/November timeframe that information is known. It is also a time when many do their fiscal planning, and might be in a position where they want to do something prior to the end of the tax year.

Ms. Deurloo Babcock remarked the schedule was put together based upon the Architect and what he is required to provide to the District, and suggested it may be helpful to add to the timeline information relative to the desired steps/timeframe for fundraising efforts. The committee has been focused on its piece of the project, but the fundraising efforts have to be considered as well.

There being no objection, the Board went out of the regular order of business to take up the matter of summer hires.

- Summer Hires

Superintendent Corey remarked, at the last meeting, Vice Chairman VanCoughnett requested the Board be provided with a summary of the summer hires. That information was included in the agenda packet. The District is presently seeking a .4 position in robotics/computer design. Principal Barnes is pursuing a number of options in a very difficult hiring market.

Mr. Solon questioned if there are any specific classes or programs that we cannot fulfill based on current staffing. Superintendent Corey stated, at this time, the concern would be one robotics section and one computer hardware section. Mr. Solon questioned if there are multiple sections, and was informed those are a first and second semester class. Superintendent Corey stated his belief some of that will adjust as students will come back in the second semester and have the option of the new computer gaming class. It is unclear if the second semester course would run based on the belief that some students may wish to shift over to coding through gaming.

The Board returned to the regular order of business.

- Transportation Update

Superintendent Corey stated, as a result of having one of the smaller senior classes of about 170 students, but yet having the same enrollment, we have a lot more students riding the bus this year. He recommends the Board add back in a ½ a route, which existed a number of years ago, which would service the northern part of Route 13 in Brookline. There are presently two routes that are either at capacity or over capacity. Last year those buses were close to maximum, and a number of the students ended up driving. This year the majority of those students will not be driving their own vehicles. He stated the desire for the ½ bus/route to be funded through the operating budget (likely as a result of savings resulting from teacher turnover).

Ms. Whalen questioned if the bus could be staffed, and was informed it could be. Superintendent Corey stated he met with the bus company. It is fully staffed. He spoke of the struggle that is faced with the fact that bus drivers are also licensed to drive commercial vehicles, UPS, FedEx, etc., and what has been seen across the State is individuals utilizing bus companies to obtain training/license thereby avoiding paying for a tractor trailer class, spend a short amount of time with the bus company, and then move on to something more lucrative. The bus company is working hard to hire local individuals having connections to the communities as those are the long-turn drivers. They have done things internally to provide incentives to drivers for staying, e.g., at 3 months, 6 months, etc. there are bonuses provided.

Ms. Whalen questioned if the bus company is comfortable with the new start/end times, and if they would be getting the bus schedule out. Superintendent Corey stated he received the bus schedule for the COOP District via email earlier in the day. It is his hope to be able to review it later in the evening. It was forwarded to Assistant Superintendent Bergskaug so that they are both able to field any questions. Principal Thompson has discussed this with the bus company as well.

Mr. Solon questioned if what was being stated was that the District currently has a bus that is running only the elementary, and the desire is for it to do all runs. Superintendent Corey stated that to be correct. Mr. Solon questioned what the total bus count for the COOP would be compared to the total bus count for the elementary schools. Superintendent Corey stated there are presently more elementary runs than COOP runs as a result of the student drivers at the COOP level. There is already a Brookline elementary run that runs every day, and if the request is approved, they would add the COOP piece to it so that it becomes a morning and afternoon run for both the Brookline elementary district and the COOP Brookline students.

Mr. Solon questioned if that means a certain percentage of the drivers get essentially half as much employment as other drivers, and was informed that is the case. When asked if having more hours would allow them to have more drivers, Superintendent Corey responded he is uncertain if it would result in additional drivers, but would give greater stability.

When asked about the future need, Superintendent Corey noted enrollment in Kindergarten in Hollis is already at 70 students and in Brookline it is over 80 students, which is significantly higher than in the past. When asked about the class size for 5th and 6th grade, he noted there are enrollment bubbles. He stated he would provide the Board, at its next meeting, enrollment numbers for last year and five years out. We stay consistent for the next three years at about 830 students, then there is a drop-off as there is a small 7th grade class coming in. The following year it goes back up into the 800s. He remarked he is

interested in seeing the final enrollment numbers for the HBHS as both the HBHS and the HBMS are experiencing people walking in off the street to register on a daily basis. Enrollment at the middle school is up 9 from what was projected. Assistant Superintendent Bergskaug stated there to be 19 buses for the COOP District and 22 total buses at the elementary level.

DELIBERATIONS

- To see what action the Board will take regarding the Superintendent's recommendation regarding transportation.

**MOTION BY MEMBER SOLON TO AUTHORIZE THE ADDITION OF ONE BUS AS REQUESTED AT A COST OF TWENTY FOUR THOUSAND SIX HUNDRED SEVENTY ONE DOLLARS AND NINETY THREE CENTS (\$24,671.93). SOURCE OF FUNDING IS THE FY18 OPERATING BUDGET
MOTION SECONDED BY MEMBER DEURLOO BABCOCK**

ON THE QUESTION

Mr. Solon remarked should the situation change, the decision should be re-evaluated.

**MOTION CARRIED
5-0-0**

Vice Chairman VanCoughnett noted the recommendation to change the date of the Board's September meeting from Wednesday, September 20th to Tuesday, September 19th as the 20th is Rosh Hashanah. Assistant Superintendent Bergskaug noted the Month of September includes a few holidays as well as open houses.

The consensus of the Board was that the date be changed to September 19, 2017.

When asked, Mr. Solon stated there would likely be a few policies coming before the Board for its September meeting.

Superintendent Corey stated the desire for the September agenda to include a discussion regarding P.E. Principal Barnes would like the Board to hear a proposal regarding supporting P.E. credit for athletics. That would have an impact on the FY19 budget.

Principal Barnes would like to further the discussion on the Administrative structure outlining further the roles of the Assistant Principals.

If time allows, there could be a presentation on the Odyssey software.

A request was made that enrollment information be provided for the September meeting.

REPORT OUT BY PROCESS OBSERVER

Ms. Whalen noted the short length of the meeting. She stated appreciation for the presentation commenting it has been an informational meeting.

ADJOURNMENT

**MOTION BY MEMBER LEVESQUE TO ADJOURN
MOTION SECONDED BY MEMBER WHALEN
MOTION CARRIED
5-0-0**

The August 16, 2017 meeting of the Hollis Brookline Cooperative School Board was adjourned at 7:16 p.m.

Date _____ Signed _____