

**HOLLIS BROOKLINE COOPERATIVE SCHOOL BOARD  
SEPTEMBER 21, 2016  
MEETING MINUTES**

A regular meeting of the Hollis Brookline Cooperative School Board was held on Wednesday, September 21, 2016 at 6:00 p.m. at the Hollis/Brookline Middle School Library.

Chairman Elizabeth Brown presided:

Members of the Board Present: Tom Solon, Vice Chairman  
Holly Deurloo Babcock, Secretary  
Christopher Adams  
Eric Pauer  
Cindy VanCoughnett (arrived at 7:38 p.m.)  
Krista Whalen

Members of the Board Absent:

Also in Attendance: Andrew Corey, Superintendent  
Gina Bergskaug, Assistant Superintendent  
Linda Sherwood, Assistant Business Administrator  
Rick Barnes, Principal, Hollis Brookline High School  
Bob Thompson, Principal, Hollis Brookline Middle School  
Dhruv Miglani, Sophomore Class President, Hollis Brookline High School  
Erin Moynahan, Sophomore Class Representative, Hollis Brookline High School

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APPOINTMENT OF PROCESS OBSERVER

Chairman Brown appointed Chris Adams to serve as Process Observer.

AGENDA ADJUSTMENTS - None

APPROVAL OF SCHOOL BOARD MEETING MINUTES

Hollis Brookline Cooperative School Board . . . . . [August 17, 2016](#)

*The following amendments were offered:*

- Page 3, Line 38; delete "you" after "students"
- Page 4, Line 16; delete "not" between the words "would" and "be"
- Page 12, Line 10; delete "after "smokeless cigarettes"" as it is repetitive in the sentence.

**MOTION BY MEMBER WHALEN TO APPROVE AS AMENDED  
MOTION SECONDED BY MEMBER SOLON  
MOTION CARRIED**

**5-0-1**  
*Member Deurloo Babcock Abstained*

NOMINATIONS / RESIGNATIONS / CORRESPONDENCE

Superintendent Corey spoke of the Commission to Study Issues from Preexisting Districts Withdrawing from a District, which was formed as a result of discussion that occurred during last year's Legislative Session. He informed the Board and viewing audience that the Governor has appointed Elizabeth Brown to that commission.

Chairman Brown stated she would be attending her first meeting the following day, and noted the School District's attorney, James O'Shaughnessy, is on the Commission as well as Barrett Christina, Esq. When there is information to relay, she will update the Board. She spoke of an NPR broadcast discussion around marriages and divorces between cooperative school districts across the State.

Mr. Pauer questioned if there is a timeline associated with the Commission's work. Vice Chairman Solon stated HB1303 provides details, and noted the requirement that a preliminary report be made in January and a final report in November, 2017.

PUBLIC INPUT – None

PRESENTATIONS

COPsync is a program being looked at across the SAU. The Hollis School Board has voted to implement the program, and the Brookline School Board will be voting on Tuesday. The program is grant funded for the first year. The Brookline Police Chief, William Quigley, and the Hollis Police Chief, James Sartell, are both supportive of the program.

- COPsync

Mr. Brandon Flanagan, Chief Executive Officer, BRANDON COPsync, stated in 2014 his organization contracted with the State of New Hampshire supported by the Governor, in particular New Hampshire Homeland Security and Emergency Management. They wished to provide a threat alert notification system for public school and law enforcement entities throughout the State. COPsync 911 was the chosen vendor. As such, Homeland Security has provided three years' worth of funding (currently in 3<sup>rd</sup> year) to allocate towards every public K-12 institution and every law enforcement agency in the State.

COPsync 911 is designed to be a real-time threat alert and notification system. The intent is to reduce law enforcement response time and simultaneously bridge the communication gap, which is known to exist, between an organization under threat and law enforcement.

Mr. Flanagan provided a video demonstration of how the software application works. The application will enable law enforcement to receive a COPsync 911 alert from a school within their jurisdiction or their cooperative SAU. The software will reside on the in-car computers for law enforcement, inside the dispatch and communication center, with a County dispatch center, and the State dispatch center, which includes the State Police. A third means for local law enforcement to receive these notifications would be through simple SMS text notification. The program is Criminal Justice Information System ("CJIS") and Federal Information Processing Standards (FIPS) compliant. Ultimately that means the software application is encrypted to the highest levels that the FBI has set forth, and is only accessible by law enforcement.

COPsync would provide to any number of faculty staff, administrators, etc., an application that would reside on any type of device, e.g., laptop, desktop, Smartphone, tablet. In the event of a crisis or any type of life-threatening situation, the individual having access to the program would simply double click on an icon without doing anything more including typing any information or having to use a password, etc. The clock will count down to zero automatically and send an alert outward. There is an option of clicking send alert now, which bypasses that, or the user could cancel the alert within that 15-second window in the instance that it was hit unintentionally. Instantaneously law enforcement is receiving the crisis communication portal to their computers in the field, dispatch, and their cell phones.

While working with the State, COPsync has found that by getting this alert into the hands of the officers in their patrol units and to dispatch within 15 seconds or less they are able to reduce response time. Through the 911 infrastructure of the State there is an inherent delay that is built into it, and roughly, on average, that has been found to be 2-4 minutes. That is just to have the first call placed, routed, and then dispatch the first officer outward. That is not response time.

The information displayed tells them automatically that assistance has been requested, for example, from the Danvers School District, specifically the Fenway Middle School, its physical address, and the location from where the threat derived, e.g., Mr. Flanagan's classroom #62 in the English hallway. In the instance that there is a teacher that teaches in multiple classrooms, they are provided a quick pick list so they can pre-program different locations from where they would send an alert from, and on their mobile devices they have the option to include additional locations with a 6<sup>th</sup> option being the ability to broadcast their GPS position; particularly helpful for members of the Administration and in a regional school district where individuals may be moving around between different towns.

The two hyperlinks are the threat location, which is self-explanatory; would show an officer on his mobile data terminal the exact location on the map from where the threat derived and a hyperlink, which is the target floor plan. The floor plans that have been developed for the SAU are loaded into the software as a small integration on the back end. This type of information will be placed at the fingertips of the responding units.

Mr. Flanagan reiterated the desire is to get the police on scene and in the building quicker. In the law enforcement community today training is such that it is first on/first in. In other words, we're not waiting for the SWAT team, other specialty units, or backup for that matter to help penetrate the building. The first responders on site would likely be going through the building by themselves, and the desire is to help with officer safety through increased situational awareness.

Mr. Flanagan commented COPsync encourages taking full advantage of this portion of the program, e.g., could include additional information such as multiple floors, aerial photographs, etc. What they have done a good deal of in the State is pre-populating what they call the "run card", which is an abbreviated version of the Emergency Response Plan. Understanding this is a regional district and there would be two police departments that would respond, in addition to nearby agencies and communities utilizing COPsync, State Police and the County, they wish to streamline it as much as possible and streamline the information only to the organization at that point in time that may be experiencing the threat.

The notification window that appears on the device of the individual making the alert confirms the alert has been sent and received by law enforcement. That is important so that the individual making the alert knows help has received the alert and is coming. One of the shortfalls that have been seen with 911 throughout the country is that it only takes a certain number of phone calls to bog down the system. In the State of New Hampshire it is only 18 calls at the E911 center in Concord. In these types of situations, students equipped with cell phones, teachers, faculty, parents, members of the community, etc. will be calling. The intent is to notify the individual making the alert that help is coming and allows for a two-way chat notifying responders exactly what they may be experiencing, e.g., intruder, red shirt. Law enforcement can communicate back; ETA 1 minute.

When this really comes full circle for that entire organization under threat is the area under locations. As the alert was launched from classroom 62, all of the law enforcement community is receiving it, but everyone in the building is receiving it as well including central office staff. This is hugely important because they want to provide an options-based response to the teachers, faculty, staff, and especially for the students. If a teacher in classroom 63 sees there is an intruder wearing a red shirt next to classroom 62 their best bet is probably to barricade the doorway and shelter in place. Conversely, if the teacher in classroom 90 at the opposite end of the building, knowing where that threat is and that it is isolated, may make the decision to get out of the building.

Mr. Pauer questioned which officers would receive the message or if that could be chosen. Mr. Flanagan stated in the circumstance of a cooperative school district, they would expect Hollis and Brookline would receive these alerts regardless of which school in the district sent it. The way it is set up throughout the State currently is that neighboring agencies can be set up to receive the information while County is also receiving it so that their assets are readily available to respond, and the entirety of the State Police organization.

Mr. Adams questioned the interfacing with databases as well as cameras. Mr. Flanagan responded they have a larger product that they work exclusively with law enforcement on. With regard to camera integration for the benefit of law enforcement to see it through COPsync, there are a few things they can do currently; if the district has an IP based camera system, a link could be added to the target floor plan setting so that when the target floor plans are provided the user could click on the link and see the cameras in the vehicles. Room has been left in the program for additional hyperlinks. In the near future there will be a direct link to IP based cameras next to the threat location icon.

When asked, Mr. Flanagan stated approximately 200 schools have this particular software. That represents approx. 30% of the schools in the State. When asked what other districts in the region have implemented the program, Mr. Flanagan provided the examples of Merrimack, Mason, New Ipswich, Hooksett, and Londonderry. When asked if Amherst has implemented the program, he indicated Amherst has not; however, noted there are bordering Massachusetts towns that are onboard, and would provide mutual aid.

Principal Barnes commented like other communities, the District may have people in town that work for the FBI, Social Security, or any number of Federal agencies, and questioned if schools would share that information just in case those individuals were available. Mr. Flanagan responded they would have to have permission from the FBI in DC. They are currently working with two federal agencies, but it would be a really roundabout way of doing things, and they would not recommend that at this time.

When asked about the potential for a staff member having the application on his/her phone being home in the evening, and their young child activating the alert, Mr. Flanagan stated there are added steps/layers to the application on mobile devices to avoid unintentional alerts being sent.

The first year cost is \$1,800, which includes an unlimited deployment, e.g., applications, users, and devices. It also includes staff training. The cost after the first year is \$1,200 per school. That includes continued IT and tech support, training refreshers including documentation, videos, and other presentations accessible by the District and the SAU, and every new software release of the program as it is made publicly available. New revisions and upgrades are being pushed out roughly every 90 days.

New Hampshire Homeland Security and Emergency Management put forth an Emergency Management Performance Grant (EMPG). Generally speaking it is a 50/50 match program. The soft match, time COPsync spends educating communities, training staff on the school and police side, etc. will more than cover the 50% match requirement.

Mr. Flanagan stated during the event information is critical, but they have also found post event it is even more so. These events can take anywhere from 7-8 hours until we regain accountability and control of the situation. What they have seen law enforcement do in tabletop exercises run in New Hampshire is maintain command of the situation while gaining accountability much faster. Law enforcement can type a message back into the school, which says all clear, rooms 1-10 now check in. Now as an individual I am seeing this all clear message come from one of the officers in charge of that situation, and now we can start to check the boxes and understand where everybody is, where everybody went, is there anyone that is wounded or needs medical attention now so that we can provide it as opposed to waiting the 6 hours until we get to them. This allows us to shorten that timeframe, shorten that window, and allow for parents to reunify with their children much quicker and for law enforcement to regain accountability of the situation in a much quicker and expedited fashion.

Mr. Flanagan stated the last portion is what they refer to as the reverse notification. This is a very important feature of the program. This portion of the program derives from law enforcement. In the instance law enforcement is aware of a threat that the school may not be, they have the ability to draw a geo fence around one building in the district or perhaps three buildings in the District and in doing so they can provide a subject line that says for example, there is an evacuation and a known threat within building. Once they push send, the message will be pushed out very quickly to key individuals in the District and that building especially. The Administration would receive the notification and would join the chat room and respond.

Mr. Flanagan provided examples of situations where reverse notification has been used; bomb threats, real-life circumstances where they have chased bank robbery suspects through town and were able to provide a warning that the suspect was heading towards the school. That allowed the school to be locked down very quickly. There are also domestic custodial issues that happen very frequently, and this is a way to notify the administration of a situation that may be forthcoming and can be prevented altogether before it spills into the school. COPsync encourages the District to establish a user group/reverse notification recipients.

Vice Chairman Solon requested background information on the company itself and the physical dependencies to ensure this program is running. Mr. Flanagan stated COPsync, Inc. is a publicly traded company on the NASDAQ, has been in existence since approx. 2006, has about 30 employees out of the Danvers Office, and is based in Dallas, TX. They are the developers and handle all R&D of the product. BRANDON COPsync was established in 2008, is the sales and marketing portion of that company, is based outside of Boston, has 16 employees, and has an expanding customer base that goes out to CA.

With regard to the network, he stated the entire solution is hosted to the Microsoft Azure Cloud; specifically in the Government portion. Because the software meets the FIPS and CJIS standards and rates of encryption, it gains access to the Microsoft Azure Government section. Mr. Flanagan remarked, as a private company that is very important to them. Ultimately that gives the end user the assurance of a very highly protected and encrypted network, but also 99.9% up time. There is no concern with the system crashing or servers crashing that are in singular facilities throughout the country. With regard to connectivity to send the alerts out, the system does not rely on just WiFi or just cellular, but rather can utilize WiFi, Ethernet, hard wired or otherwise cellular data to push the alerts out.

Mr. Pauer questioned if the software could be used for other types of emergencies, e.g., tornado, etc. Mr. Flanagan stated the program could be used in instances such as a severe weather alert. If the first responders are aware of that type of situation, that alert can be pushed through. It is discretionarily used for the law enforcement side with that collaboration with the school.

Chairman Brown questioned whether the District would contract with BRANDON COPsync on a year-to-year basis or if the commitment were greater than that. Mr. Flanagan stated that could be at the discretion of the District noting they have signed multi-year contracts as well as single year contracts. The benefit of a multi-year contract would be the ability to lock in a rate.

**MOTION BY MEMBER ADAMS THAT THE BOARD RECESS UNTIL THE CONCLUSION OF THE NON-MEETING  
MOTION SECONDED BY MEMBER DEURLOO-BABCOCK  
MOTION CARRIED  
6-0-0**

**The Board recessed at 6:40 p.m.**  
**The Board reconvened at 7:20 p.m.**

- Goals and Objectives 2017-2018

Principal Barnes stated the following goals for the HBHS:

- NEASC Recommendations for Two Year Report
  - A large undertaking that has begun is the development of rubrics and metrics for the core values
  - There will be continued implementation of the 21<sup>st</sup> Century Learning 4Cs
  - Finding connections between CavBlock and Advisory

Principal Barnes stated he does not advocate becoming a formal advisory because of the associated costs, but he believes there to be ways in which the students who are involved in any number of activities in and out of school to bring out the best elements of advisory and combine them with CavBlock that would satisfy the requirements of NEASC.

- Continue to monitor tech usage and need
- Look at options for storage

When asked what was meant by “advisory”, Principal Barnes stated it has been a variety of things; used to be called Homeroom when there was a common class that a student has spanning all four years of school. In some places they have chunked it out in the middle of the day and have a curriculum that is done whether study skills, health focused, etc. He commented it is really about finding another adult for a student to connect with aside from a Guidance Counselor. NEASC feels that is something very important to do. He agrees, although he does not necessarily agree with some of the models that have been used in the past. He suggested it could be groups such as cub scouts, which take place in the building that could satisfy the requirements for an advisory.

When asked if there is the ability to contact NEASC early on to determine if the District is heading in an acceptable direction, Principal Barnes stated that could be done. Superintendent Corey added it is something he and Principal Barnes have discussed at length as they don’t necessarily agree with the concept of advisory as presented by NEASC. The District may not support that recommendation, which can be done; would have to define how we believe we are doing it. Superintendent Corey remarked he believes one of the strengths of the district is the number of adults a student has within the school system that they can go to.

- Climate and Community

Principal Barnes spoke of expanding focus on mental health awareness. He listed some of the community activities that occur such as clubs like HB The Change, Veterans in the classroom, etc. A program called Creating Helpful Options in Cooperative Education (CHOICE) focuses on a small group of students that have been underserved in the community, and trying to reach out to them and find alternative pathways for them to complete their High School education. That is in its infancy, and will be reported on later in the year.

- Curriculum
  - Pathways for Acceleration; particularly in Math and Science
  - District Curriculum Committee Work
    - Math
  - Curriculum Completion
    - Unified Arts
    - World Language

Principal Barnes stated they have moved through Science, Social Studies, and Math. Unified Arts and World Language are up next (began at the end of last year). They will work on the templates throughout the year.

Speaking to the school profile, Principal Barnes stated the SAT numbers continue to increase, ACT numbers are up over last year, and for the first time in 4 years 83% of the students are going to a four-year college.

- Facilities & Maintenance

Principal Barnes spoke of the four new visitor parking spaces in the front of the building.

- Continued focus on upgrading maintenance and grounds position

For the first time in 20 years, the parking lot was sealed. Principal Barnes commented the individual in the maintenance and grounds position has done a tremendous job.

- Projects
  - Robotics back to HBHS
  - Further Opportunities for Donations and partnerships
  - Location for new field
- Stretch Goal: Pave lower lot currently used for parking

Principal Barnes noted the amount of revenue generated was a larger increase than in the past, but it is not quite enough to cover the paving of the lower lot.

He spoke of the new science lab and how helpful it is to no longer have to switch classrooms around, for everyone to have the necessary tools, etc.

Principal Thompson stated the following goals for the HBMS:

- Build and Support an HBMS Community Greenhouse

Principal Thompson spoke of the partnerships that have been developed with various organizations, e.g., have worked hand-in-hand with the Hollis Brookline Rotary, UNH Cooperative Extension, New England Grassroots Environmental Fund, which provided a grant, and the Hollis Department of Public Works. Approximately \$6,500 has been raised to date through grants and local donations. There are commitments from several area businesses to provide ongoing support in terms of seed, tools, etc.

A comprehensive composting program has been started. On the first day of school 13 pounds of compost was collected. It is believed, once the program really gets going, an average of 20 pounds/day is achievable, which is the equivalent of 2 tons of organic material that used to go to the landfill that will now go into a greenhouse to be used to grow fruits and vegetables.

Principal Thompson spoke of the community greenhouse spanning all subject areas, e.g., this is the 7<sup>th</sup> grade science curriculum. It also satisfies the Family & Consumer Science standards. That program was cut prior to Principal Thompson's time in the district. There is a need to have a family and consumer science program as part of State approval. What can be done, in the absence of a program, is take the standards that are taught in a family & consumer class and have them be part of other classes, which is what has been done; they are part of health class, P.E. class, Science, but there were some standards that could not be replicated unless having a program, and a lot of them had to do with growing food, maintaining food, storing food, etc.

Vice Chairman Solon questioned what is needed in terms of additional support noting he did not see any direct Brookline support of the program. Principal Thompson stated the Brookline support at present is coming mainly through the UNH Cooperative Extension. Ron Christie has a farm in Brookline and is providing a tremendous amount of technical support.

The current focus is securing funding and moving forward with the greenhouse so that it will be able to be incorporated into the curriculum next year. Every student receives a quarter of health class, so all students will, at a minimum, be part of the project directly for at least one quarter of the year. Every student, as part of 7<sup>th</sup> grade standards in Science, will have a direct link to that as well.

- Support for 21<sup>st</sup> Century Teaching and Learning

Principal Thompson spoke of the addition of a teacher led HBMS Technology Integration Committee. The committee will be an avenue for teachers to get together, talk about technology, and then develop professional development for staff around technology.

Late start PLC Fridays is dedicated time in the school week that teachers have to work on developing curriculum assessment that is aligned to 21<sup>st</sup> Century skills. Previous to this, teachers did the work during the school day while locked behind a door eliminating student access during part of the school day. This new model allows teachers 50 minutes of uninterrupted time to collaborate, provides students with access to breakfast at the school, exercise, an opportunity to work in the Library, etc.

This year the HBMS Robotics Program will expand. Last year the program began with 15 students, which is the maximum number a team can have. With a good number of students looking to sign up, the decision was made to add a team. Students are still being waitlisted. Space is not available for further growth.

Principal Thompson stated his intent to request that the stipend for Robotics (currently \$600) be increased to \$2,700. He spoke of the hundreds of hours that are dedicated to this program.

Principal Thompson commented, although they enjoy having the robotics team from the high school onsite as they are great mentors, were that team to be back at the High School, it would solve the space issues at the Middle School.

Chairman Brown questioned if the robotics team were moved back to the High School, would there be equipment the Middle School would need to purchase to continue its program. Principal Thompson responded the Middle School does not really utilize the high school equipment. He believes there is the need to have a long-term vision about the tech. ed. program and the computer program; that the school has equipment that could be used if the robotics program is expanded.

- Curriculum

- Review of Science curriculum and its alignment to the Next Generation Science Standards
- Creating multiple pathways for acceleration in Math

Principal Thompson remarked previously, at the end of 6<sup>th</sup> grade, students would take a Math placement test (highest score possible was 40). Students scoring 25 or higher went into an accelerated track. This system had existed for a long time, and essentially could be looked at as how you did on a test in 6<sup>th</sup> grade would determine the pathway at which you would travel all the way up to grade 12. Work began three years ago, and has now been formalized; the same placement test is given, but a variety of factors are reviewed, e.g., standardized test scores, teacher recommendations, etc., and if a student takes that test and doesn't do well he/she is allowed to re-take it. If a student doesn't do well on that test, the standards they are missing are identified and the student is provided the opportunity to do some enrichment work either spring into summer or during the summer that will allow them the opportunity to re-assess at the end of the summer. That is offered from grades 6 to 7 and 7 to 8.

Over the summer the program was formalized. Eleven students participated, and 10 out of the 11 went from regular grade 6 or grade 7 Math to the accelerated program.

- Teachers trained in Number Worlds and ALEKS, which are researched-based and data driven programs

Principal Thompson commented on the success of Read 180; research based reading program. The school will now implement research-based Math intervention programs; Number Worlds and ALEKS.

- Review of computer/programming curriculum
- Increase in the number of students accessing online learning options

Last year just over 20 students participated in a Virtual Learning Academy Charter School (VLACS) class. Two years prior there were 2. Students are using this for acceleration, remediation, and just to take classes not offered at the Middle School, e.g., photography.

When asked how online courses are addressed at the Middle School, Principal Thompson stated at the conclusion of the course the school receives a transcript from VLACS. They will say this student has earned 1 credit in French, for example. That to him is successful completion of the student's French work at the Middle School (French 1). It is placed in the student's file so that there is a record the student has fulfilled the obligation. Principal Thompson noted he provides the High School with a progress update on Middle School students taking VLACS courses so that Principal Barnes knows when sitting down to do scheduling that there are 6 students at HBMS that are taking Physical Science, and he may want to reserve them a spot in the Accelerated Bio because they are headed there.

Vice Chairman Solon questioned if the District is billed by VLACS. Principal Thompson stated his awareness VLACS receives State adequacy funds for every enrollment they have. Mr. Pauer stated his recollection of the previous Business Administrator mentioning the District pays some amount. Superintendent Corey stated he would look into that, and provide a response at the October meeting.

- Program development for students with social, emotional and behavioral needs

Principal Thompson spoke of the addition of the full-time Student Services Coordinator to manage Special Education as well as 504s, and commented the work the individual is doing is remarkable.

- Developing a systematic response to school refusal and chronic absenteeism

They looked at any student that missed 10% or more of the school day (18 school days). What they learned was that there were 29 students that met the criteria. Twenty nine students missed a total of 649 days just last year alone. A Truancy Summit was held on July 20<sup>th</sup>, and was attended by the Guidance Counselors, the Principal and Assistant Principal, Student Services Coordinator, and School Resource Officer. They developed individual action plans for every single one of those 29 students. They looked at root cause, and found patterns. There are a number of students with anxiety and depression. There are students who have chronic health issues. There are some families that need the support of the school because it really is just a truancy issue. Each one of the participants in the summit was assigned to different groups of students, and their job is to ensure the action plan that was developed for those students is carried out. They meet once every two weeks. The rate of chronic absenteeism and truancy has gone down significantly in the first few weeks of school.

- Developing offsite experimental learning opportunities for students

This goes along with chronic absenteeism; there are 29 students that don't come to school on a regular basis. Some of them don't come to school because the traditional classroom environment just doesn't work for them. The school is looking to identify whether opportunities to provide educational programming for those students in a non-traditional environment, e.g., at a local farm, etc.

- Improving the coordination and delivery of supports for students

When asked if the Truancy Summit is planned to be implemented at the High School as well. Mr. Thompson stated he would argue it is the middle years that are so important in their future education and development, and if the Middle School can develop plans to get these students to come to school it won't be an issue at the High School. He added if we looked at the students who are chronically absent at the High School they probably were chronically absent at the Middle School as most of the students on their list have had issues with schooling from Kindergarten/1<sup>st</sup> grade on.

Mr. Adams questioned what it would look like if working with the lower grades. Principal Barnes remarked working with Principal Thompson since the time he came on board, he would say every year they get a better and better idea of which incoming students have those issues and are able to address those early on either through meetings occurring over the summer, etc.

Vice Chairman Solon spoke of a recent Regional Services and Education Center (RSEC) board meeting he sat in on where it was pointed out that middle school is often the trigger point as it is the first time students have to move from classroom to classroom, have multiple teachers, differing social groups, etc.

Principal Thompson stated during the Summit the first thing they did was take time to look at what research says about school refusal and chronic absenteeism, particularly at middle school. The number one influencing factor is personal



relationships with adults, other students, etc. The real focus of the school's work is ensuring every one of those 29 students has a relationship not only with a peer group, but also with an adult who is checking in.

DELIBERATION

**MOTION BY MEMBER SOLON TO TAKE FROM THE TABLE THE ITEM REGARDING SMARTER BALANCED ASSESSMENT TESTS**

**MOTION SECONDED BY MEMBER WHALEN**

**MOTION CARRIED**

**5-2-0**

*Members Adams and Pauer voted in opposition*

- To see what action the Board will take regarding Smarter Balanced Assessment (SBA) Tests

**MOTION BY MEMBER DEURLOO-BABCOCK TO AUTHORIZE THE ADMINISTRATION TO UTILIZE THE COMPUTER-ADAPTIVE EDITION OF THE SMARTER BALANCED ASSESSMENT FOR GRADES SEVEN AND EIGHT FOR THE 2016-2017 SCHOOL YEAR**

**MOTION SECONDED BY MEMBER VANCOUGHNETT**

ON THE QUESTION

Mr. Adams questioned the educational value of taking the adaptive test versus the paper and pencil test. Assistant Superintendent Bergskaug stated the computer-adaptive test takes far less time to complete. Tests students take for different certifications are computer-adaptive; therefore, taking the SBA in this manner would serve as better preparation for other tests, e.g., SATs, etc.

Mr. Adams stated the SBA is set up as an evaluation of the school district as a whole not for student evaluation. He stated his belief the computer-adaptive test requires more classroom time than the paper/pencil version did. Assistant Superintendent Bergskaug responded, in her experience, the computer adaptive test takes far less time to complete. With the paper and pencil version all materials have to be labeled, placed in bins, the bins carried, etc. whereas with the computer-adaptive version students sit in the computer lab, type in a code, and begin. Principal Thompson added in addition, teachers have to teach a mini-lesson of sorts in advance of the paper and pencil test whereas the computer-adaptive test has a listening component or a video presentation.

Vice Chairman Solon noted one of the positive aspects of the computer-adaptive version that has been touted is the ability to see how a cohort behaves and how patterns develop in terms of what is and is not working. He spoke of a concern raised regarding losing control of personally identifiable data, and questioned if there is data that is involved in the computerized testing that is new for the students. Assistant Superintendent Bergskaug stated her belief there is more information that could potentially be shared with the paper and pencil version as names, stickers, and labels are on every item. That information is then put into the system. The same information is put into the electronic system for reporting purposes and the same double-blind identification is utilized for paper and pencil and computer-adaptive tests.

Ms. Whalen stated her opinion one of the benefits of the computer-adaptive test would be the fact that it adapts the questions to the level of the student. Rather than students feeling anxious about testing, this version would provide students with questions they are likely able to answer rather than generalized test questions. It may provide some comfort to the student in feeling like they are being successful. In addition, students that are higher achievers are being challenged a little.

Assistant Superintendent Bergskaug informed the Board that the Hollis School District approved the computer-adaptive version for this year, the Brookline School District would vote on the matter the following week. This would be the last year the paper and pencil version would be made available.

Mr. Adams commented Ms. Whalen makes a great point on the individual aspect of the testing. However, the test is not intended to measure individual progress and/or knowledge it is to measure a whole school. He believes that to be one of the problems with adaptive testing, e.g., all of the children are not asked the same series of questions to provide a holistic view. By the leveling of the questioning and the difference in questions asked to each student, in some of his readings he has learned it is not a good validated method to evaluate a system as a whole. He agreed it should be done at a local level because it provides a lot of information, but that information is not provided from the SBA. In terms of students with special education needs, the school has to send the IEP with accommodations that each child needs to take the test,

which is tied to their student ID, to the particular test ID they will get. That student's accommodations are then given to a third party. He spoke of a committee up in Concord that is looking at all of these different databases and how we interact with these particular companies to keep our students' information safe. He is not aware of any memorandum that says that information per HIPAA requirements is kept by that third party.

Mr. Adams stated another aspect of the computer-adaptive test is going back and forth navigating screens, which may be very difficult for some students.

Mr. Adams spoke of other tests that provide information such as a ranking of proficient, etc., which is information that will never be provided with adaptive tests. He remarked there have been States that have added on other questions at the beginning of these tests that were not academically inclined. Parents will not know the student was asked such questions unless they bring it up.

Mr. Adams stated his belief there is a good chance the SBA will be gone next year.

Mr. Pauer questioned if the District has a policy that allows parents to opt out of the SBA testing for their students, and, if so, how that is handled. Principal Thompson stated there are students that opt out. Often times it is for medical reasons. Last year there were approx. 12 out of the 400 that opted out.

Mr. Pauer stated he would not support the motion as he believes the District should stay with the paper and pencil version. Having done a good deal of reading, he is not sure the District is not populating a database that is being accessed potentially improperly. He remarked he has read that in other states the state has asked questions like what is the political affiliation of your parents. He believes the paper and pencil version is the best way to protect students while meeting the obligation to the State.

Vice Chairman Solon questioned if the District receives individual information that can be utilized for its own purposes. Assistant Superintendent Bergskaug stated the District has not taken the data, translated it and recoded it to individual students. They receive a student report that will be made available to families shortly that shows the level of proficiency. Some districts do exactly what Mr. Adams has stated is not supposed to happen; take the data, finds those numbers and dig into it to try to identify information about cohorts, teacher effectiveness, etc. That is not something the District has done.

When asked, if one version would make it easier to do that than another if there was the desire for that, Assistant Superintendent Bergskaug stated the results of the paper and pencil version were just made available to the District whereas districts that utilized the computer-adaptive version received their results by the end of May. That timeliness becomes a benefit to the computer-adaptive tests. When asked if NECAP testing would be done this year, she stated it would. Asked when that would stop, she noted this is the final year of the contract. The question remains of what the State is doing with State standards, and how we proceed. She spoke of attending a forum the previous night where districts were talking about where they stood in terms of implementation of various standards and where we go next. The districts are trying to provide information to the NH DOE to make a recommendation for what we are doing and what we would be prepared to do. She commented she does not believe there is a desire to renew NECAP Science, however, if you don't have something in place that might be a possibility.

**MOTION CARRIED**

**4-3-0**

*Members Adams, Brown, and Pauer voted in opposition*

- To see what action the Board will take regarding adopting the COPsync program

**MOTION BY MEMBER SOLON TO AUTHORIZE THE ADMINISTRATION TO IMPLEMENT THE COPSINC PROGRAM IN THE HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT. THE PROGRAM IS GRANT FUNDED FOR THE FIRST YEAR THROUGH THE EMERGENCY MANAGEMENT PERFORMANCE GRANT AWARDED TO BRANDON COPSINC 911. THE REQUIRED 50% MATCH WILL BE MADE BY BRANDON COPSINC 911 IN THE FORM OF TRAINING**

**MOTION SECONDED BY MEMBER DEURLOO-BABCOCK**

**AMENDED MOTION BY MEMBER ADAMS TO AUTHORIZE THE ADMINISTRATION TO ENTER INTO A ONE-YEAR CONTRACT TO IMPLEMENT THE COPSYNC PROGRAM IN THE HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT. THE PROGRAM IS GRANT FUNDED FOR THE FIRST YEAR THROUGH THE EMERGENCY MANAGEMENT PERFORMANCE GRANT AWARDED TO BRANDON COPSYNC 911. THE REQUIRED 50% MATCH WILL BE MADE BY BRANDON COPSYNC 911 IN THE FORM OF TRAINING  
MOTION SECONDED BY MEMBER PAUER**

ON THE QUESTION

Mr. Adams commented it seems like it is a decent utility as stated and as is. He has some misgivings that later down the road they could grow and become different things, and he would want time to understand more of how the program is utilized and what it is. He would like to see the District approve implementing the program for a year after which it could be reviewed again.

Vice Chairman Solon questioned if the Administration could see a specific downside to contracting for a single year. Superintendent Corey stated he does not. He added when looking at this program he sees it as another layer to the overall security and safety plans. Knowing that everything is evolving he is not necessarily sure the district wants to be tied in right away as there might be a more comprehensive solution to come about down the road. He stated he could easily support the motion for a one-year contract that could be revisited again in the spring. He stated the \$1,200 could easily be budgeted in the safety line so that if the district proceeds with the program the monies would be budgeted, and if the district did not proceed with it, those funds could be utilized on other safety/security items.

When asked for a timeframe for implementation, Superintendent Corey stated the Brookline School Board would be reviewing the program the following Tuesday. If they approve implementing the program the COPsync organization would begin working with both police Chiefs. Both Police Chiefs have indicated they would continue the program as long as there is an agreement between the school and police to budget for it. When asked if there is the possibility for a year where the district approves the expenditure and the police do not, Superintendent Corey stated that possibility exists; however, he does not see that happening particularly given it was the police that promoted the program. He would expect the program could be running at the end of October.

***Vote on the amended motion***

**MOTION CARRIED**

**7-0-0**

***Vote on the main motion***

**MOTION CARRIED**

**7-0-0**

- To see what action the Board will take regarding the appointment to the Hollis Brookline Cooperative School District's Treasurer position

**MOTION BY MEMBER SOLON TO APPOINT ROBERT ROCHFORD TO THE POSITION OF TREASURER FOR THE HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT**

**MOTION SECONDED BY MEMBER WHALEN**

ON THE QUESTION

Superintendent Corey stated the District's long-time Treasurer is relocating to another State, and as a result cannot continue to serve. Mr. Rochford has been performing this role for the Brookline School District for a number of years, and has been doing a commendable job. A legal opinion was sought, and indicated there is nothing that would prevent Mr. Rochford from performing these functions for more than one district. Superintendent Corey stated appointing Mr. Rochford to this position would provide consistency for the SAU Office and would put a Treasurer in place that is already familiar with how the office functions, etc. to enable a seamless transition.

Mr. Pauer questioned if the position of Treasurer is typically appointed or elected. Superintendent Corey stated it has been an appointed position in each of the districts. Vice Chairman Solon added he has never seen the position on a ballot. Mr. Pauer questioned if there is a specific term to the position. Superintendent Corey commented people are not banging down the door to fill the position, and the SAU was pleased to learn Mr. Rochford is willing to take this on.

The Treasurer position adds another layer of accountability with regard to the handling of purchase orders, etc. It is an additional check on the Business Office to ensure accounting practices are being properly followed, etc.

**MOTION CARRIED**

**7-0-0**

- To see what action the Board will take regarding the PRIMEX insurance resolutions

*The following resolution was read into the record:*

**Resolution to Enter Primex  
Workers' Compensation Contribution Assurance Program (CAP)**

**RESOLVED:** To hereby accept the offer of the New Hampshire Public Risk Management Exchange (Primex) to enter into its Workers' Compensation Contribution Assurance Program (CAP) as of the date of the adoption of this resolution, and to be contractually bound to all of the terms and conditions of Primex risk management pool membership during the term of the Workers' Compensation Contribution Assurance Program (CAP). The coverage provided by Primex in each year of membership shall be as then set forth in the Coverage Documents of Primex.

**MOTION BY MEMBER SOLON TO ADOPT THE RESOLUTION TO ENTER PRIMEX WORKERS' COMPENSATION CONTRIBUTION ASSURANCE PROGRAM (CAP) AS READ  
MOTION SECONDED BY MEMBER WHALEN**

ON THE QUESTION

Superintendent Corey noted the previous carrier, Local Government Center (LGC), no longer provides this insurance. Primex is a company that specializes in risk management and works with municipalities. The move has been approved by the Hollis School District and would go before the Brookline School District the following week. This was discussed at length before the SAU41 Governing Board last spring when the delta for each of the districts was outlined. As an SAU, moving to this carrier will result in an overall savings with slight fluctuations between each of the districts based on claim history. The COOP School District will see a reduction in rates.

Mr. Pauer stated concern with reference to the possibility of an increase of 10% the first year and another 10% the second year. Superintendent Corey reiterated the rate is based on claim history. He spoke of the efforts of the district to minimize risk through the work of the safety committees, regular safety inspections, safety training with staff, etc. When this went out to bid the district reached out to other districts, and learned Primex has been the most reliable and likely the most consistent with pricing. Vice Chairman Solon noted an increase cannot be done arbitrarily; it has to be justified based on claims. Mr. Pauer questioned if the district has had workers' compensation claims in the past few years that would drive this. Superintendent Corey stated there are always workers' compensation claims when dealing with children. There are children who kick, bite, and a number of things that occur in the district regarding safety, e.g., slips and falls, etc.

**MOTION CARRIED**

**7-0-0**

*The following Resolution was read into the record:*

**Resolution to Enter Primex  
Property & Liability Contribution Assurance Program (CAP)**

**RESOLVED:** To hereby accept the offer of the New Hampshire Public Risk Management Exchange (Primex) to enter into its Property & Liability Contribution Assurance Program (CAP) as of the date of the adoption of this resolution, and to be contractually bound to all of the terms and conditions of Primex risk management pool membership during the term of the Property & Liability Contribution Assurance Program (CAP). The coverage provided by Primex in each year of membership shall be as then set forth in the Coverage Documents of Primex.

**MOTION BY MEMBER SOLON TO ADOPT THE RESOLUTION TO ENTER PRIMEX PROPERTY & LIABILITY CONTRIBUTION ASSURANCE PROGRAM (CAP) AS READ  
MOTION SECONDED BY MEMBER ADAMS**

ON THE QUESTION

Mr. Pauer noted language that states "9% increase over this fiscal year's contribution", and questioned if the district is already utilizing Primex. Superintendent Corey stated the District started with Primex on July 1<sup>st</sup>. That is when the rates came in. For the COOP School District the rates were lower than they had been with LGC.

Mr. Pauer asked for clarification on what this type of coverage would be for. Superintendent Corey provided the example of wrongful termination. When asked about the claim history in this area, Superintendent Corey stated recent history has been very favorable. Vice Chairman Solon commented the coverage would also be for instances of non-employees injured on school property. Mr. Pauer stated he has concerns with the special education aspect; what is happening with claims in this area and how it is driving costs up. Vice Chairman Solon questioned if there is a concern specific to the insurance carrier noting regardless of the insurer the potential for claims to drive costs up is the same. Mr. Pauer stated the insurer can cover the insured at different rates. Vice Chairman Solon responded Primex has traditionally been one of the lower cost options.

Superintendent Corey noted the \$100,000 worth of coverage is standard and what the district had with LGC. He remarked one of the aspects of Primex that he enjoys is their desire to be involved on the ground floor, e.g., if there were an individual teacher the district was concerned with and the desire was there for an improvement plan, Primex would work with the district from the start to ensure the district does not misstep thereby limiting risk. They are very proactive in keeping the rates as competitive as they can be.

Ms. Deurloo-Babcock questioned if the Administration and the Business Office have fully vetted this, it is a program they believe in, and believe it is the most cost effective way for the District to insure itself. Superintendent Corey stated that to be correct.

**MOTION CARRIED**

**6-1-0**

*Member Pauer voted in opposition*

- To see what action the Board will take regarding the FY16 Fund Balance

**MOTION BY MEMBER SOLON TO RETAIN THE SUM OF ONE HUNDRED FORTY ONE THOUSAND SEVEN HUNDRED SIXTY TWO DOLLARS (\$141,762) OF SCHOOL FUND BALANCE FROM THE FY16 SCHOOL YEAR  
MOTION SECONDED BY MEMBER WHALEN**

ON THE QUESTION

Superintendent Corey commented on concerns with the past year's budget; particularly unanticipated costs associated with special education. As a result a number of measures were taken, e.g., did not fill positions, etc. At year end, the situation moved in the opposite direction. The end result was an unreserved fund balance, at the end of the audit, of \$494,541. That allows the District to cover the Warrant Articles that were voted on; \$100,000 for contingency, \$67,000 for the Athletic Trust, and \$20,000 for the Maintenance Trust. The recommendation is to retain the fund balance of \$141,762, which is the same amount that was retained last year. The sum of \$165,779 would be returned to the general fund to offset this year's tax rate.

Vice Chairman Solon questioned how the number was arrived at. Superintendent Corey stated his recollection the formula utilized was one devised by the previous Business Manager to allow for the building of the fund balance as well as returning funds to the taxpayers. It was noted the Business Manager would be in attendance at the October meeting, and would be able to provide a more detailed response.

Mr. Adams questioned the current balance of the fund, and if there is an identified target to reach at some point. Vice Chairman Solon stated the recommendation to be for the retained fund balance to be 5% - 10%, and stated his recollection the Administration is targeting 7%. Superintendent Corey remarked a 7% reserve was discussed.

Mr. Adams stated he would prefer to see unreserved fund balance utilized to cover the cost of particular items as opposed to placing funds into an account for discretionary spending.

Vice Chairman Solon stated the year-end unreserved fund balance is \$494,541, the motion before the Board was to retain the sum of \$141,762, which is the amount that was voted on at the last District Annual Meeting. Mr. Adams reiterated his desire to see the funds earmarked for specific item(s).

In accordance with RSA 198:4-b, II, such fund balance retained can only be used to reduce the tax rate or for emergency expenditures and over-expenditures under RSA 32:11 which are approved by the Department of Education. Expenditure of funds would require approval of the School Board, Department of Revenue, and Commissioner of Education.

Superintendent Corey stated information relative to the current balance will be provided.

Mr. Pauer questioned if the Board could vote to return the full amount of unreserved fund balance back to the Town's general fund to offset the tax rate. Vice Chairman Solon responded, if the Board does not take action to do otherwise, the monies remaining would revert back to the Town's general fund, and could be utilized to offset the tax rate. Mr. Pauer stated his preference for the total amount to be returned to the general fund. He stated the Town will be faced with a 10.7% increase in property taxes, which he would like to see reduced.

**MOTION CARRIED**

**5-2-0**

*Members Adams and Pauer voted in opposition*

- To see what action the Board will take regarding Policy GAA – Job Descriptions and Job Description procedures GAA-P; first reading

Vice Chairman Solon stated the need to embark on updating and creating a full set of job descriptions. The intent of Policy GAA is to outline the Board level requirements for the job descriptions. The Business Administrator drafted a proposal for this policy. The Policy Committee made a few changes to the draft; that the Human Resources Coordinator be identified as the administrator of job descriptions and that the job descriptions themselves would be created by supervisors with input from the employee.

Within the body of the policy, it is explicitly stated final approval of all new and revised job descriptions resides with the Superintendent, and that job description content will not be part of the negotiations for collective bargaining agreements.

Along with the Policy is the Procedure, GAA-P. Although it is important to be aware of the procedure, it is not governed by the Board.

The current state of job descriptions in the District was questioned. It was noted some date back to the '80s and '90s. Mr. Pauer questioned if the work of creating/updating job descriptions can be completed over a period of time, and was informed it can.

**MOTION BY MEMBER SOLON TO ACCEPT THE FIRST READING OF POLICY GAA – JOB DESCRIPTIONS  
MOTION SECONDED BY MEMBER ADAMS**

ON THE QUESTION

When asked if the policy was derived from a template provided by the New Hampshire School Board Association or created in-house, Superintendent Corey responded the Business Administrator utilized templates from a number of neighboring districts to prepare the draft.

**MOTION CARRIED**

**7-0-0**

- To see what action the Board will take regarding the Director of Guidance proposal put forth by Principal Barnes

**MOTION BY MEMBER SOLON TO TABLE THE ACTION ITEM REGARDING THE STIPEND FOR THE DIRECTOR OF GUIDANCE UNTIL THE OCTOBER 19, 2016 MEETING  
MOTION SECONDED BY MEMBER PAUER**

**MOTION CARRIED**

**7-0-0**

REPORT OUT BY PROCESS OBSERVER

Mr. Adams commented the Board had good dialogue, members were respectful, and most of the motions were made properly.

AGENDA BUILDING

Budget Committee - Update  
Start Time Committee - Update  
RSEC - Update  
Capital Improvement Presentation  
Policy GAA – Job Descriptions; second reading  
Policies proposed by the Student Services Director

ADJOURNMENT

**MOTION BY MEMBER DEURLOO-BABCOCK TO ADJOURN**  
**MOTION SECONDED BY MEMBER WHALEN**  
**MOTION CARRIED**  
**7-0-0**

*The September 21, 2016 meeting of the Hollis Brookline Cooperative School Board was adjourned at 9:02 p.m.*

Date \_\_\_\_\_ Signed \_\_\_\_\_