

**HOLLIS BROOKLINE COOPERATIVE SCHOOL BOARD
SEPTEMBER 16, 2020
MEETING MINUTES**

A meeting of the Hollis Brookline Cooperative School Board was conducted on Wednesday, September 16, 2020 at 6:00 p.m. at the Hollis Brookline Middle School Library.

Holly Deurloo Babcock, Chairman, presided:

Members of the Board Present: Tom Solon, Vice Chairman (arrived at 6:16 p.m.)
 Kate Stoll, Secretary
 Krista Whalen
 Beth Janine Williams

Members of the Board Absent: Elizabeth Brown
 Cindy VanCoughnett

Also in Attendance: Andrew Corey, Superintendent
 Gina Bergskaug, Asst. Superintendent of Curriculum and Instruction
 Bob Thompson, Assistant Superintendent of Student Services
 Linda Sherwood, Assistant Business Administrator
 Rick Barnes, Principal, Hollis Brookline High School
 Tim Girzone, Principal, Hollis Brookline Middle School

APPOINTMENT OF PROCESS OBSERVER

Chairman Deurloo Babcock appointed Beth Janine Williams as Process Observer.

AGENDA ADJUSTMENTS

Superintendent Corey noted, included with the agenda material was a copy of Policy IKC - Class Rank.

A request was made to add discussion of SAT testing.

Chairman Deurloo Babcock questioned the will of the Board relative to Policy IKC. Member Whalen suggested it could be discussed and referred back to the Policy Committee. The policy could be placed on a future agenda for a 1st reading.

NOMINATIONS/RESIGNATIONS/CORRESPONDENCE

Superintendent Corey informed the Board that Mrs. McCormick, French Teacher, Hollis Brookline High School (HBHS) will be taking a Leave in February as she prepares to welcome her second child.

The Board was provided with a copy of a revised calendar (copy attached).

The following letter from the Hollis Education Support Staff Association/NEA-NH (HESSA) was read into the record:

“Dear Chairperson Babcock,

This letter is to inform you that the Hollis Education Support Staff desires to bargain a Master Contract for the year beginning 2021. This notification is in accordance with the requirements of RSA 273-A:3.”

Superintendent Corey read into the record the update received from the community members who are working on the Resolution with regard to non-discrimination and equity initiative:

“WHEREAS the District is committed to non-discrimination;

WHEREAS Hollis Brookline is an inclusive community;

WHEREAS the District recognizes that issues of diversity, equity, and inclusion affect all members of the Hollis-Brookline community regardless of their background;

WHEREAS many institutions of learning within the State of New Hampshire have developed policies regarding diversity, equity, and inclusion;

WHEREAS the current COVID-19 pandemic may bring unique challenges related to that are yet to be examined;

THEREFORE, may it be resolved that

- 1. The SAU #41 school districts will make diversity, equity, and inclusion a strategic priority by actively supporting such efforts.*
- 2. SAU #41 will review its policies and procedures relative to diversity, equity, and inclusion, and release a plan to address its findings. These actions may include professional development, drafting new or editing existing policies, programs, and procedures, curriculum review, etc.”*

Member VanCoughnett provided a written summary of the prior 3 Budget Committee meetings (copy attached).

PUBLIC INPUT

Tiffany Testa, 101 Mooar Hill Road, Hollis

Stated the goal of the committee formed to address the top 10 was to create a community of learners that was more equitable, diverse, and inclusive. She sat on the sub-committee, and spoke of her confidence in the process. She is an educator of over 25 years with equity as the focus, e.g. reform, alternative education that looks at equity. She went onto the sub-committee clear on existing research and what it states in regard to not only GPAs but top ten.

She spoke of how impressed she was with the process followed by the sub-committee; very inquiry based/data driven process that, in the end, brought the group to a conclusion she had hoped it would reach and one which was supported by the data.

Brooke Arthur, 74 Ridge Road, Hollis

Remarked she knows this is an excellent school district, and she is grateful her children have the opportunity to learn and grow in this school district. Part of the excellence is continuing to evolve when there are paradigm shifts. We are a tolerant community, but we can move beyond the bar of tolerance. This begins with educating ourselves as to where the gaps are. As Maya Angelou states “Do the best you can until you know better. Then when you know better, do better.”

Her vision, which she affirms is an achievable goal, is that not only for the students and families currently in our school community, but also for those prospective students and families in our future, whatever their race, religion, ability, sexual orientation or gender identification, however they uniquely manifest as human, that they can trust that they will feel safe, respected, welcomed, and valued here. That both on paper and in practice, our school community proves itself to prioritize equity and inclusion for all. Therefore, it is essential that the Superintendent Advisory Committee under diversity, equity, and inclusion be guided/facilitated by an individual with DEI credentials. It cannot be solely left to community opinions. We need to rely on fact, science, and research to do this work properly. The committee needs to be supported by the boards.

She was before the Board as a community member seeking 1) clear direct explanation of the credentials or reasoning used for the selection of advisory committee members, and 2) clear direct explanation of the intent for the formation of this committee.

Tiffany Testa, 101 Mooar Hill Road, Hollis

Spoke of being disappointed believing the work of SEL and DEI is in the world of education known as the absolute fundamental bedrock of how kids learn. We’re in a pandemic. We’re going through a lot of stress. Everything she is learning, doing and working towards is knowing that is essential. It is not enrichment, not the soft skills, it is absolutely essential in terms of trauma informed and brain based education of how kids learn. It is time for us to do better.

The Maya Angelou quote has been her mantra for getting through COVID. We know better. There are so many side roads and challenges. She is one who believes not only in intent but in action. She wants the district to act now to do better. She has many antidotal evidence stories of kids that have done amazing coming back. They love it. She has also heard some where it has been extremely stressful. If they had had that one person in school that they knew well, if they had had some SEL stuff in their classes, it would have made the difference. She wants the district to do the work now, and wishes it had been done in re-opening more than was done.

PRINCIPAL REPORTS/ATHLETIC REPORT

- Opening of School – Update

Tim Girzone, Principal, Hollis Brookline Middle School (HBMS) commented on how wonderful and challenging it has been getting back to school. The 7th grade students were welcomed back for an orientation day on September 8th, and all 7th and 8th grade students on September 9th. Both in-person and remote platforms are up and running. As expected, there are many challenges.

Enrollment numbers are cited in the report included with the [agenda](#) (78% in-person and 22% remote). Open House will be done via Zoom on the 22nd (7th grade) and 24th (8th grade).

Sports programs began the previous day; intramural based. There will not be interscholastic competition. There will be in-house practices and scrimmages Tuesday through Thursday afternoons. The numbers have never been as healthy as they are (currently 133 participants).

Asked about the mood in the school, Principal Girzone spoke of how impressed he is with the students commenting they are very resilient and taking things in stride.

Chairman Deurloo Babcock questioned if it is being seen that students and/or families are wanting to change their enrollment status. Principal Girzone responded yes, on an individual basis. They are being handled on a case-by-case basis with some moves being easier than others, e.g., those who are in-person and are choosing to move to remote for different reasons. At this point, we are not able to manage requests to transition from remote to in-person.

Chairman Deurloo Babcock suggested Board members be added to the list of recipients of newsletters and emails sent out by the middle and high schools.

Rick Barnes, Principal, Hollis Brookline High School (HBHS), stated opening went better than expected. He had high hopes and was thinking about it positively, but it was a large undertaking. He was pleasantly surprised. The students have been terrific. Even those who, pre-pandemic, might have struggled with taking really direct direction have done amazing well across the board.

There was a lot of appreciation for being back and recognition that the structure is really different. There is a lot more awareness of the required behaviors being a collective responsibility. He believes there will be some nice new traditions that evolve; lunch on the lacrosse field in the fall is a nice thing; very relaxed. Dismissal and arrival have gone better than could have been imagined.

He commended staff, and spoke of the benefits of the professional development time provided. To teach in the manner where there are students on Zoom and students in the regular class is a really hard thing to do. The goal is that every day gets a little better than the one before.

Enrollment numbers for in-person and remote were identified in the handout provided with the agenda (similar to the middle school).

He has received some requests to transition to remote, which is easier to accommodate than remote to in-person. For those that are being permitted to transition to remote, after going through the required process, the discussion centers around they may not be able to return to in-person when wishing to or into the class desired because of spacing issues. Those discussions have gone well.

Parents have been phenomenal. With regard to the mood in the building, the students are happy to be back and staff is positive but also cautious. Every day is better and better.

Asked if everyone in the COOP that needs a device has received one, Assistant Superintendent Bergskaug responded there are over 300 devices on backorder across the SAU and another 100[±] to be ordered. That being said, folks who requested a device prior to September 1st, which means they completed registration that had been due August 10th, were offered a device. Not everyone has picked it up. They are in the phase of calling those individual to determine need. The device pickup for phase II should begin this week for those who requested a device after the September 1st date.

The issue was not a supply issue for the COOP District, but an extreme supply issue for one of our elementary districts. We also have a supply issue for support staff in need of devices. We are trying to balance getting the devices to all students needing them, in an organized fashion.

Member Williams spoke of her desire to see what can be done for substitutes to have access, e.g., email/log-in. There will be an increase in the need for substitutes, and she is concerned with room and Zoom and whether the individual covering that will be able to cover the students who are participating via Zoom. If a single day that can be addressed through assignments, etc., but there is a high anticipation for substitutes.

Assistant Superintendent Bergskaug responded full time (guaranteed) substitutes will have access. It is more difficult to manage those who might be onsite once or might complete the process and never sign on to take a job as a daily substitute. Member Williams encouraged the District to address those substitutes who substitute on a fairly regular basis reiterating their not having access removes the ability to connect with remote students.

Principal Girzone noted substitutes do have an account for the network and PowerSchool. Google accounts are a separate entity. They do have access to rosters for attendance purposes and there is a generic substitute account they are issued credentials for.

Member Williams questioned if that would allow attendance, etc. for remote students. Assistant Superintendent Bergskaug stated there is a level of complexity with that and the timing with which the absence is known. If a last minute absence, we cannot plan accordingly. If a planned absence they can account for those on Zoom and obtain a link.

Chairman Deurloo Babcock commented on confusion in the community regarding when a student is absent for the day and participates via Zoom; is it considered an absence.

Principal Barnes stated that to be an issue that would be discussed with the Leadership Team at the high school. The one constant is if you are an in-person student and are not in school you will be marked absent. If you choose to Zoom in and/or we allow it that is fine, but you will be marked absent because of the safety piece, e.g., you are registered as in-person and are not physically there.

- Athletic – Update

Principal Barnes spoke of the work done (leading the State) in coming up with a plan for having some sort of competition. Practices kicked off on the 8th. A regional schedule is being worked on with a number of teams.

Much like the middle school, participation is where it has always been. Numbers are slightly lower, but there is a smaller class that came on board.

It is great to see the turf field coming along. The District is looking forward to hosting games out there.

There are a number of recent coaching hires. There remain openings for boys lacrosse and boys tennis.

- Top Ten Discussion

Principal Barnes provided a presentation (can be viewed [here](#); tape counter 42:00).

In his first year in the District the topic of class rank and the decision to be rid of it came up. The reality of that was it was a minimal step in the road; a compromise of two systems. We were living with those two systems for a long time and have had a lot of success. It has defined our school culture and the things we value. The intent had been to do away with rank. The reality is we really didn't. We were still ranking students because we had to; we had to know who was in the top 10 and who was even close to being in the top 10.

He chose 3 words from the Instructional Practices Steering Committee (Committee) Charter; equitable, inclusive, and personalized. Those words are really driving all the work of the steering committee and in particular the top ten committee.

Principal Barnes stated, as directed by the School Board, the purview is curriculum, pedagogy and assessment, and school culture and community. If the pandemic has taught us anything it's the importance of school culture and community and what happens when you don't have that. As suggested here and in other places, it is felt there is work to be done with that as well. Tackling the issue of the top 10 it was determined to be a priority. A timeline of the work of the Committee was provided; Charter adopted in 2019 and sub-committees formed. He spoke of the connectivity between the top 10, weighted versus unweighted, grading, and assessment. Any time these discussions have come up, either individually or as a whole, it became convoluted and complicated. Anytime we wanted to do something different with weighting, we had to do something about class rank, etc.

The Committee had its opening activities and discussions. A lot of heavy discussion was had and the top 10 was viewed as the least equitable, the least inclusive, and the least supportive of the three topics being covered by the sub-committees. When they met as a top 10 sub-committee, those views changed. In terms of what the Committee's view was, this is an area where we need to do a lot of work. It was decided the thing to tackle first was the top 10. Until dealing with that, the other things would be difficult to deal with, and it was going to be very difficult to come up with a decision regarding those other areas.

The sub-committee consisted of 2 School Board members, 3 students, 3 faculty, 6 parents, and 1 administrator. A survey was put out looking for individuals interested in serving. He deliberately chose people he knew would be local and passionate about the subject one way or the other and those who would have opposing viewpoints. This whole identity around ranking students and specifically the top 10 is a huge piece of this district's identity.

Long discussions were had around the things believed to be positive; people saw having a top 10 as preparing students for the real world and competitive colleges. He added, the idea of it counters the trophy for all paradigm. He would say, based on his experience, there is a desire that there are winners and losers, and that that is okay and something that should be encouraged. That mentality exists. Other positives cited were that we are one of the best schools in the State with the top ten; why do we need to change it, it may be used for a competitive advantage for the top ten when applying for colleges, everyone has access, and merit scholarships.

In terms of negative views, there are impacts on course selection. There are students who will deliberately avoid courses they want to take to take courses that have more rating and would better their rank. There is a disproportion allocation of school resources around calculating the top ten and monitoring those students during their time at the high school. Unequal playing field/access; having a weighed freshman course that you can only access if you are a talented singer or musician creates a disadvantage for some. There is an erosion of academic integrity. That is happening at all competitive high schools. It has only increased over the years. A lot of students have come to him and said there is a lot of cheating that goes on, and students know any edge you can gain gains you a rank. Some students have fallen out of the top 10 after one bad mid-term grade. Any edge you get counts and the students know that. Multiple people mentioned the competitive school environment we currently have. There is the idea if competing in this competitive environment it can become toxic. The argument was this is certainly not inclusive of at least 90% of our students and their successes. Little to no alignment with the core values.

Principal Barnes noted he conducted a quick informal survey with Principals in the State. He was able to get 23 to participate. Eighty three percent rank students in some shape or form and 17% do not. Area schools that rank include Bishop Guertin, Nashua, Milford, Alvirne and those that do not include Bedford, Souhegan, and Bow. It is known those that do not rank are getting students into the same schools we are.

The School Counselor Department did an amazing job gathering four years of data. Reviewed was college acceptances for the top 10 versus top 25% (with top 10 removed). The list of schools, if put side by side, looks to be the same. There are some differences. We do have some ivy league colleges. There have been students who have been in the top 10 and those who have not been in the top 10 who have gotten into those schools.

There is also the perception that you have to be super competitive academically to get into Harvard. The reality is that as much as we do have students who go on to competitive schools, we are not sending a ton of students to ivy league schools. No one is. They are competitive. They take 1-2%. The consensus of the group is if we are really gearing for these 5 or 6 ivy league colleges what kind of system are we building and who is it serving.

These discussions were hard. People have a lot of really strong opinions one way or the other. For him, this was a turning point; when they saw the list of schools and that they were very similar; the top 25% are also getting accepted to a lot of these schools, and it doesn't seem to be hurting them to not be in the top 10.

What they finally moved to, after much discussion, was back to where we started. We are very competitive as a school district. We hire people who are super competitive. We pride ourselves on being competitive. That is not a bad thing. But where it fits in the overall picture is something that we need to consider. The one thing we know is academic excellence is important. How do we make that more inclusive and more equitable? The proposal, which is more of a recommendation, was to move to something more of a Latin Honors with fixed levels. Rather than picking 1-10, we set a bar and anyone that meets the standard is in. If it is 5 students one year great, if it is 50 great, if it is 1 great, but the standard is the standard, and it is there for everybody to be able to meet.

The following is the proposal of the sub-committee: *"The subcommittee recommends the practice of calculating and announcing class rank for the top ten students be discontinued and replaced with a more equitable and inclusive practice that recognizes students' academic achievement as well as those students who are exemplars of our HBHS core values. Implementation should begin with the class of 2022* but no later than 2024."*

An asterisk was placed next to 2022 because of the pandemic; those students are now juniors, and have already selected their courses.

"Suggestions for replacement include but are not limited to the following:

A Latin honors system that recognizes the top ten percent at HBHS. The top ten percent is only a guide. The committee felt that there should be a GPA threshold of which all students would be made aware of in advance. In lieu of valedictorian and salutatorian, up to three speakers would be chosen for graduation. A future committee for implementation could review a variety of criteria and processes."

Getting rid of valedictorian and salutatorian was a hard discussion. You are either going to rank or not rank and they are ranks (1 and 2).

With regard to next steps, the sub-committee recommends the Board review the proposed amended Policy IKC - Class Rank. Should the proposal be adopted, the Steering Committee would have to wait on the weighting sub-committee to complete their work. It is believed best to wait for that work to be completed before determining what the honor system would look like. The Committee would make a recommendation on replacement.

Member Whalen spoke of her appreciation for the amount of time and effort that has gone into the process.

Vice Chairman Solon spoke of the proposed date of implementation, and questioned if the District is in a position this year to equitably assess class rank. Because we have such a mix of learning environments, and the ability to form traditional assessments has been compromised by the mix, he is uncertain to what degree that is likely to continue. In the context of that, is a potential earlier implementation proposed? Principal Barnes stated the fair thing to do would be to start with the class of 2023 (sophomore class).

Vice Chairman Solon questioned if it is believed a good assessment can be made of this years' performance. Principal Barnes stated they absolutely can, and he believes should. Everyone was in the same boat. He could easily make the argument. Whether it worked out well or didn't for an individual, in the spring, we were all remote one way or the other. He is uncertain what the alternative to that would be. Vice Chairman Solon commented the unknown for him is whether or not staff is making apples to apples assessments. There was a concern that the ability to make assessments for the remote students and perhaps by the remote teachers was being compromised, understandably. To him that somewhat undermines the continuity of the process. The alternative is we've got a template here that could potentially be implemented earlier rather than later.

Principal Barnes remarked in theory he is in favor of doing this sooner rather than later. However, having sat on the Committee, it was a vocal group. They are very informed and representative of the community as a whole. He does not believe that would go over very well. Asked if he believed there would be a change in people's positions based on the current learning environment, he responded it is tough to say as the work was all done prior to the pandemic. There could be. Although he doesn't necessarily like having to push it back another year, he also believes in being fair. Our students are very invested, particularly those who are applying for the top 10 and gearing up for it. They have been focused on this since 5th or 6th grade. To pull that out now he is uncertain would be fair.

Vice Chairman Solon remarked because of the time sensitivity of anything that might impact the current school year, he wished to raise the issue at this point. He would not be surprised if there is a desire by some to have this year treated as an exception regardless of policy change.

Chairman Deurloo Babcock remarked she believes it was made clear by the Committee that this kind of a change would not be made to impact the students currently living under the system that has been in place for the past 11[±] years.

Member Williams expressed her gratitude for the work that has gone into the proposal. Her only concern is the timing.

Chairman Deurloo Babcock noted the proposed amended policy does not identify an effective date. That discussion could begin with the Policy Committee.

Member Whalen suggested freshmen and sophomores would be able to adjust to a change. It is not that there would not be any recognition given at all, it would just be in a different format.

Chairman Deurloo Babcock noted not included in the policy is anything related to Latin honors or academic recognition. It was felt that would be more appropriate in the Program of Studies or the handbook. She questioned the will of the Board relative to including academic recognition. Member Williams asked how it would be put in place if not included in policy. Chairman Deurloo Babcock remarked the Committee provide a proposal that could be adopted by the Board or put in the Program of Studies.

Principal Barnes stated his preference it not be put into policy. There needs to be a statement that academic recognition will occur. One of the most difficult challenges dealt with is in having multiple policies some of which are so specific they result in overlapping and contradiction. We become locked in from doing certain things, and it becomes problematic.

Member Whalen noted the Board approves the Program of Studies.

Vice Chairman Solon commented left in was the option for class rank for the military academies, and questioned if it is possible to determine if that is still required in the manner it was when that was added. Several of the schools that have a no rank policy, particularly many of the private schools, have no problems with their students enrolling. Principal Barnes stated that to be his intention. It is a piece he believes needs to be looked at and taken up by the Policy Committee.

BUDGET COMMITTEE UPDATE

Member VanCoughnett provided a written summary of the May 2nd, June 25th, and August 27th meetings (copy attached). At the August 27th meeting, review of the annual audit was postponed, and will likely be addressed in the October/November timeframe. Discussed at the June meeting was the Athletic Trust. The Trust is funded through the Unreserved Fund Balance. There was the potential, when looking at how the Warrant Articles are written, that if the funding was not available, the Athletic trust may not be funded. The revenue source comes directly from parents. If voted down, returning that money to taxpayers isn't necessarily correct. Kelly Seeley, Business Administrator sought a legal opinion.

DISCUSSION

- FY22 Budget

Coming up in FY22 will be the bi-annual rate change for the New Hampshire Retirement System. Linda Sherwood, Assistant Business Administrator, stated the employee rate will go from 11% to 14.06% and the teacher rate from 17% to 21.02%. There are no new staffing requests at the HBMS or HBHS. Phase II of the Technology Proposal will be included in the proposed budget. The regular technology replacement cycle at the HBMS will be included (large group of computers). Teacher and Para-Educator contract negotiations could lead to two warrant articles.

With regard to the Athletic Trust, both the Auditor and legal counsel have recommended considering moving to non-lapsing Athletics Revolving Fund ([RSA 194:3-c](#)). The question put before the voters would be shall the school district establish non-lapsing Athletics Revolving Fund in accordance with RSA 194:3-c, to be funded by receipts from athletic events and fees, further to raise and appropriate up to \$XXXXXX for the purpose of supporting Athletic programs in the district, with said amount to be withdrawn from the revolving fund at XXXXXX intervals as needed. It would require a simple majority vote. If approved, athletic fees would go into the revolving fund. All mechanisms for expending the funds would remain the same.

The issue will be brought before the Budget Committee and a recommendation brought forward.

Vice Chairman Solon asked for clarification the revenue collected will be placed into the general fund, and this would become a budget line item. Superintendent Corey stated it is a separate warrant article to be approved, and if approved, would become a line item in the budget. Vice Chairman Solon asked for clarification the amount can fluctuate depending on what is collected, and was told it would be fluid based on revenue collected and expenditures made.

- Maintenance Trust

Superintendent Corey stated the desire to understand early in the budget process the direction the Board wishes to head with regard to major expenses. A sheet was distributed (copy attached) showing examples of, if going to a bond situation, the numbers that would be looked at. There are some significant items coming up. In the past, planning has been to fund the items utilizing the Maintenance Trust. With bond rates being low, the question came up last year of whether to utilize a bond for the larger cost items and the Maintenance Trust for the items ranging in cost from \$20,000 and below.

If choosing to take the approach of bonding, the larger cost items would be spread out over the community life (there is a fluctuation in people moving in and out). If funding the larger items through savings (monies allocated yearly to the maintenance trust), there would be more of a spike in the tax rate in given years.

Vice Chairman Solon stated his support of the bonding approach. One reason being the distribution aspect and another the ability to plan and have that money allocated to be proactive rather than reactive. The idea of being able to address long-term capital improvements in a managed responsible manner is much easier than counting on a maintenance trust fund that has to be approved for funding each year with the hope funds are available. Member Whalen stated agreement with the aspect of being able to plan for the expenditures. However, she is concerned taxpayers would be opposed to large amounts being bonded. Vice Chairman Solon stated his hope any bonding would be done following a great deal of forethought and planning, and that there might be a minimal maintenance trust remaining for unanticipated expenses. Chairman Deurloo Babcock agreed, from a financial and planning perspective, bonding makes a great deal of sense. However, we need voters to support it, and she is uncertain how to present the option in a manner that will garner that support.

There is a lot of work to be done. In her experience in this community, in order to pass a bond, you need to get people invested in the proposal. She would support pursuing the bond approach, but would like to have additional information. Vice Chairman Solon suggested identifying the larger cost items for which there are no options, e.g., roof sections, elevator. It could be that there are multiple bonds for varying amounts to support specific items. Chairman Deurloo Babcock remarked she is uncertain this is the year to move such a proposal forward.

Asked, Superintendent Corey stated the Capital Improvement Plan spans the next 5 years. Items such as energy efficiencies could be more of a discussion given we could move the middle and high schools to 100% solar and eliminate electric bills, which we have already proven at HPS and HUES.

He stated his impression the Administration should plan for multiple scenarios. In October, the Administration will start to dive deeper into budget discussions with the Budget Committee, and their input can be obtained. There is the need to balance the concern that should a bond not pass, there would remain maintenance issues requiring addressing. In addition, we would not want to jeopardize the operating budget or any other warrant article there may be by asking for too much of a bond. There is also the unknown in regard to enrollment. NESDEC projects from 2025-2030 enrollment will increase. If that becomes a reality, there would likely be the need for additional classrooms, which would be a large concern.

Chairman Deurloo Babcock suggested laying out a few scenarios and bringing the discussion back before the Board in October.

- Diversity, Equity and Inclusion - Update

Superintendent Corey remarked in the time since the last meeting, he has reached out to and been contacted by individuals willing to serve on the committee. The nature of the committee is advisory to assist the Superintendent in going through topics, gathering and reviewing research, and making recommendations to the Board. Committee membership consists of Kylie Rasku (parent of high school student), Dr. Marie Ramas (parent of students in multiple schools), Andrew Scott (parent of current and former students), Gerrell Smith (member of HB Elevates and parent of students in the district), David Werner (community member), and Tiffany Testa. These individuals as well as others who have reached out, will have roles in the process. Although not all will be members of the advisory committee, some will help with public forums, data gathering, etc. Some have expertise (teaching credentials) and are willing to provide guidance around curriculum pieces that will likely be encountered. The primary role of the committee is to begin the process of discussing the strategic objectives regarding diversity, equity, and inclusion for all students.

Superintendent Corey spoke of having done a great deal of reading in the past month. One of the gentlemen he has researched is Dr. Robert Sellers, University of Michigan. Although he does not subscribe to everything he talks about, there was one piece that made sense to him understanding he will need to ultimately explain this to children; he compares diversity, equity, and inclusion to a dance. He says diversity is that everyone is invited to the party, equity is that everyone contributes to the play list, and inclusion is that everyone has the opportunity to dance.

The two programs that will be reviewed at the onset are programs already in use within the SAU; Collaborative for Academic Social Emotional Learning (CASEL) Program and the Choose Love Program. Our teachers are familiar with both of these programs and they have each expanded to include diversity, equity, and inclusion.

Being looked at is a concept called courageous conversations. If we can send our graduates off to college or the work environment willing to have these courageous conversations about any topics, then we have prepared them well. A courageous conversation is any conversation where participants can commit to engage each other with honesty, open mindedness, and listen deeply to better understand each other's perspectives.

The group will bring a diverse perspective that represents our students and communities. There will be students on the committee. Understanding it can be difficult for students to be on a committee with adults, the desire is to first develop the norms and discussion procedures.

The committee would look to create a diversity, equity, and inclusion statement. It may be that we start out with the resolution provided this evening to begin to frame the future work. That statement would go through public forums, board reviews, etc. The process would be transparent, and the meaning of the language clearly defined. Although there is a point at which a recommendation will be provided, members will continue to be available into the future to provide advice.

With regard to deliverables, it is anticipated the committee will discuss and reach a baseline understanding of what diversity, equity, and inclusion means for SAU41, conduct information sessions to gather input from the community, go through and identify what the SAU is already doing and review it from a curriculum standpoint to identify what we want K-12. We need to look at clubs and activities to see what is already occurring that promotes this and how we can utilize those groups to enhance integration moving forward.

Chairman Deurloo Babcock noted mention of diversity, equity, and inclusion credentials, and questioned if it is believed individuals have been found who possess those. Superintendent Corey responded there is the ability to

reach out and gain expertise when we feel it is necessary. One of the balancing acts was to determine where we are as an SAU and know exactly what we are looking for whether it be hiring a consultant to do some data gathering or a consultant who could direct the work in an area the committee struggles with.

Vice Chairman Solon questioned what is anticipated as outcomes/work product from the committee that would then result in Board consideration/action. Superintendent Corey stated his belief if the committee agrees with the statement read earlier, it would be brought back to the Board for a vote. The committee work on the curriculum aspect would be brought back and would highlight areas that are both strong and in need of improvement. He would look at areas where the committee feels professional development is warranted, etc. There would be different aspects that fall under the purview of the Board.

Vice Chairman Solon stated concerns regarding action under the heading of a resolution. His familiarity with resolutions is that they are often used in situations where they are gestures or recognitions that are an end point. He would be more supportive of actions such as those identified as being under the purview of the Board.

Superintendent Corey responded it is important when community members submit information to him intended for the Board, that he bring it forward.

Member Whalen remarked when reading the language of the Resolution it gives the impression we don't do anything and don't care about anybody except white kids getting good grades, and she knows that is not the case, and that we have policies in place that support all of the things people want to see. That being said, she agrees there needs to be work and that knowledge is power. She supports more of the professional development and curriculum. The more information we can provide students and staff and the more we can understand, the better off we all are. She stated the desire to receive monthly updates on the work of the advisory committee.

Superintendent Corey commented action items for the Board would also include updating of the student handbooks as well as potential amendments to existing policies.

Member Stoll stated her appreciation that the process has begun in the midst of trying to get everyone back to school. She is excited to see where it takes it. She believes it necessary and is happy to see that we are moving in this direction.

Chairman Deurloo Babcock remarked she believes a resolution is a gesture of sorts, but not an empty one. She is not prepared to say the language presented this evening is the exact language she would want to see, but believes, as a Board, to come out and say we support this concept; that we would like to see the direction and this work as a focus and part of our conversations, can be a powerful message.

- Committee Appointments

Chairman Deurloo Babcock made the following appointments:

Budget Committee	Cindy VanCoughnett
SAU41 Governing Board Budget Cmte.	Beth Janine Williams
COOP Policy Committee	Holly Deurloo Babcock, Krista Whalen, Beth Janine Williams
SAU41 Governing Board Policy Cmte.	Cindy VanCoughnett
Negotiations – HEA	Tom Solon, Elizabeth Brown, Cindy VanCoughnett
Negotiations – HESSA	Holly Deurloo Babcock, Krista Whalen, Kate Stoll
Facilities Committee	Holly Deurloo Babcock, Cindy VanCoughnett
Signing of Manifests	Cindy VanCoughnett, Kate Stoll, Cindy Alternate
Instructional Best Practices Steering Cmte.	Holly Deurloo Babcock, Krista Whalen, Tom Solon
HB Elevates	Tom Solon

- SAT Testing

Mandatory State assessments are scheduled for October 14th. The school day administration of the SAT, which is the grade 11 mandatory State test typically offered in the spring, is an in-person paper and pencil test for all students remote or in-person. That must be offered to all seniors in person regardless of current enrollment status. In addition to that, October 14th is also the mandatory PSAT day for Juniors. All juniors will take that. We have 10th grade students who have paid for the PSAT as an option. The freshmen and sophomores who did not opt to pay for the PSAT do not have an assessment for the day. We also have PSAT 8/9 for our 8th grade students available on October 14th. For 7th grade students there is not an assessment on that day.

Also in October is the mandatory New Hampshire Statewide Assessment System (NH SAS) for 7th and 8th grade students that was not offered in the spring.

The big concern is how we will manage the vast number of students in a physically distant environment to take an in-person paper and pencil test, have the appropriate number of proctors and do so COOP-wide. The only way to do that is to utilize all faculty and staff and to create a Google classroom assignment for all of our 7th grade, 9th grade, and 10th grade students (who opt not to take the test). The Administration is requesting those not taking the tests not attend school in-person on that day.

DELIBERATIONS

- To see what action the Board will take regarding Policy [BCA](#) – Board Member Code of Ethics

MOTION BY MEMBER SOLON THAT THE BOARD, BY ROLL CALL, STATE AGREEMENT TO ADHERE TO POLICY BCA – BOARD MEMBER CODE OF ETHICS

MOTION SECONDED BY MEMBER WILLIAMS

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

Yea: Krista Whalen, Holly Deurloo Babcock, Tom Solon, Beth Janine Williams, Kate Stoll

5

Nay:

0

MOTION CARRIED

- To see what action the Board will take regarding Policy [DFA](#) – Investment.

The State requires the policy be reviewed on a yearly basis. The intent is to provide an opportunity, at least yearly, to consider investments. In large districts that receive tax dollars in a single transfer, there may be a decision to invest as a means of generating revenue. As identified within the current policy, the School District Treasurer working in conjunction with the Superintendent and his/her designee and pursuant to RSA 197:23-a, is authorized to invest the funds of the District subject to specified objectives and standards of care.

MOTION BY MEMBER SOLON TO ADOPT POLICY DFA – INVESTMENT
MOTION SECONDED BY MEMBER WILLIAMS

ON THE QUESTION

Vice Chairman Solon questioned if the District is currently investing, and was informed that is not occurring at this time.

MOTION CARRIED
5-0-0

Vice Chairman Solon questioned, and was told HB Elevates is completely independent of this policy.

HB HIGHLIGHTS

Chairman Deurloo Babcock remarked she believed the Open House, minus the glitch at the high school, was incredibly well done, and staff members did a great job explaining what is going on in the schools. She was very impressed with what she went through as a parent. Many of her friends felt the Zoom virtual Open House was a great thing.

Member Williams spoke of having had the opportunity to be present at both campuses during the first week, and found it to be a very positive and exciting experience.

She commented on an instance that caught her attention at the high school on the very first day. She saw an administrator outdoors ushering students from one field to another. This particular administrator caught her eyes and said “Well we thought this would work; it’s not working, so we’re going to try something different. I think this is going to work.” That made her day and really set a tone. It is an awesome mentality and one she really appreciates. The Open House was wonderfully done. Chairman Deurloo Babcock spoke of how helpful the videos were.

REPORT OUT BY PROCESS OBSERVER

Member Williams remarked the meeting ran well. Discussions required some additional time, which was made up during Deliberations.

ADJOURNMENT

MOTION BY MEMBER SOLON TO ADJOURN
SECONDED BY MEMBER WILLIAMS
MOTION CARRIED
5-0-0

The September 16, 2020 meeting of the Hollis Brookline Cooperative School Board was adjourned at 8:14 p.m.

Date _____ Signed _____

Hollis-Brookline Non-discrimination and Equity Initiative

Whereas, the district is committed to nondiscrimination;

Whereas, Hollis-Brookline is an inclusive community;

Whereas, the district recognizes that issues of diversity, equity and inclusion affect all members of the Hollis-Brookline community regardless of their background;

Whereas, many institutions of learning within the state of New Hampshire have developed policies regarding diversity, equity and inclusion;

Whereas, the current COVID-19 pandemic may bring unique challenges related to that are yet to be examined;

Therefore, may it be resolved that:

1. The SAU #41 school districts will make diversity, equity, and inclusion a strategic priority by actively supporting such efforts.
2. SAU #41 will review its policies and procedures relative to diversity, equity and inclusion and release a plan to address its findings. These actions may include professional development, drafting new or editing existing policies, programs and procedures, curriculum review, etc.

**Brookline School District Calendar
2020-2021**

Prof Dev/Collaboration Instruction
Full District Remote & Cleaning Days

AUGUST (0 days)

M	T	W	TH	F	
24	25	26	27	28	All staff return on Aug. 31
X					

SEPTEMBER (18 days)

M	T	W	TH	F	
	X	X	3	4	Sep 2 - ParaEducators Return
XX	X	9	10	11	Sep 7 - Labor Day
14	15	16	17	18	Sep 8 - Professional Day
21	22	23	24	25	Sep 9 - First Day for Students
28	29	30			

OCTOBER (21 days)

M	T	W	TH	F	
			1	2	
5	6	7	8	9	Oct 9: Remote Learning only
XX	13	14	15	16	Oct 12 - No School Columbus Day
19	20	21	22	23	
26	27	28	29	30	

NOVEMBER (16 days)

M	T	W	TH	F	
2	X	4	5	6	Nov 3 - Professional Day
9	10	XX	12	13	Nov 11 - No School Veterans Day
16	17	18	19	20	Nov 23 - Remote Learning Only
23	24	XX	XX	XX	Nov 24 - Collaboration Day
30					Nov 25 - 27 Thanksgiving Recess

DECEMBER (17 days)

M	T	W	TH	F	
	1	2	3	4	
7	8	9	10	11	Dec 21-22 Remote Learning Only
14	15	16	17	18	Dec 23 - Collaboration Day
21	22	23	XX	XX	Dec 24 - Jan 1 Holiday Vacation
XX	XX	XX	XX		

JANUARY (19 days)

M	T	W	TH	F	
				XX	
4	5	6	7	8	
11	12	13	14	15	
XX	19	20	21	22	Jan 18 - Martin Luther King Jr. Day
25	26	27	28	29	

FEBRUARY (15 days)

M	T	W	TH	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
XX	XX	XX	XX	XX	Feb 22 - Feb 26 Winter Vacation

MARCH (23 days)

M	T	W	TH	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

APRIL (17 days)

M	T	W	TH	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
XX	XX	XX	XX	XX	Apr 26 - April 30 Spring Vacation

MAY (20 days)

M	T	W	TH	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
XX					May 31 - Memorial Day

JUNE (*12 days)

M	T	W	TH	F	
	1	2	3	4	
7	8	9	10	11	June 11-Last Day of Preschool
14	15	16	17	18	*June 23 - Last Day of School
21	22	23	24	25	June 24 - Last Day for Teachers
28	29	30			

Legend:

X - No School for Students
XX - No School for Students & Staff

Total student days 178

The School Board will determine the last day of school at their April meeting

September 16, 2020

To: Andy Corey

From: Kelly Seeley

Re: FY 22 Budget/Maintenance trust Athletic Trust

I've attached what I gave the Coop Bud Com in December of last year. The Budget Committee wanted to know what might be contained in a bond. Not everything may be relevant at this time and many of the costs are very much ball park estimates so the total could be higher or lower.

Also, the Budget Committee is looking to replace the Athletic Trust:

"Non-Lapsing Athletic Fee Revolving Fund." The statute is RSA 194:3-c and below is the language for the warrant article:

Shall the school district establish non-lapsing Athletics Revolving Fund in accordance with RSA 194:3-c, to be funded by receipts from athletic events and fees, further to raise and appropriate up to \$XXXXXX for the purpose of supporting Athletic programs in the district, with said amount to be withdrawn from the revolving fund at XXXXXX intervals as needed. (Majority vote required)

We would adjust the language to fit the Coop District, especially the underlined parts. We have not moved forward at this time while we further investigate the logistics of doing this with the DRA and our auditors.

FY22 Bond Exploration Scenario		
(with safety/energy focus)		
as of Dec 2019		
Window Replacement - Phase 2+	HBMS	\$75,000
Roof Sections - Phase 5-7	HBHS	\$307,000
Masonry Repairs	HBHS	\$100,000
Elevator Replacement	HBMS	\$60,000
Security Cameras	HBHS	\$70,000
Paving	HBHS	\$350,000
Life Skills Repurpose	HBMS	\$30,000
Main Office Security Upgrades	HBHS	\$70,000
Egress/Traffic Issues	HBHS	\$500,000
Energy Efficiencies	HBMS/HS	\$1,000,000
Water System Upgrades	HBMS	\$500,000
LED Light Upgrade	HBMS/HS	\$500,000
		\$3,562,000

Advisory Group for the Superintendent on Diversity, Equity and Inclusion

Kyle (Kylie) Rasku

Dr. Marie Ramas

Andrew Scott

Gerrell Smith

David Werner

Tiffany Testa

COOP BUDGET COMMITTEE UPDATES/HIGHLIGHTS

May 2, 2020

Discussion around the Annual meeting arrangements

Question asked of Kelly about the plan to pay STA during Covid 19 closure of school.

Discussion around the re-opening of school and expected expenses

Discussion around the Unreserved fund balance, at that time the most recent number given at School Board meeting (May 12th) was around one million dollars. It was noted that there were many unknowns and fiscal year closing would be 6/30/2020 and September will be the most likely timeframe to get a full financial picture.

The BC was updated on the consideration refinancing of the turf field and the status on the light donation and the bleachers. The question on if any donations would be applied to the bond. Informed that the current donations are specific to field items not bond.

June 25, 2020

The regular updates and overviews done at this time were moved to the fall due to Covid 19 focus.

Darlene had planned on having someone from HB Elevates to come to speak to the BC but they were unable to join that evening. A letter from Barbara King was sent to Darlene. It can be found in the BC minutes.

The question continues on if anything is going toward the bond. What was the under budget amount and if that would go to bond. At this meeting it was thought to be @70k, however, the punch list is still not completed at this time. There were a few items that were to be done this Spring.

The BC was updated on the refinancing of the bond. The rate is going from 3.8% to 2%. The bond will be a 10yr not extended to a 10yr from the refinance date. It picks up where the current bond is when refinanced. The estimated savings is \$15k to \$20k. The BC discussion was around the underrun, should it be returned to the taxpayers in some way-either towards the bond or through unreserved fund balance.

Kelly provided information on Expendable Trust Public Hearing and update on summer work being done.

There was extended discussion around the Athletic Expendable trust. The budget committee was reminded that this money is from parents and not should be returned in any way to the taxpayers. The concern is a reasonable issue since the annual meeting voting numbers (970 vs 403 opposed) that came in June were noted. If all the warrant articles could not be funded, it is possible that trust would not be funded. Everyone agreed that the wording may need to be changed in the article or a different way to handle this trust going forward was worth pursuing. Kelly was asked to discuss with the lawyers and other avenues for these funds collected.

Voting day and the results were discussed.

August 27, 2020

The audit discussion usually done at this meeting was postponed.

A condensed reopening plan was shared with the BC. Questions surrounded around the number of students in-person and remote. Kelly was asked about financial impact on this past 3 months and the current school year.

Expected funds to be returned are @900k to taxpayers. Kelly reviewed the areas that impacted this amount.

The BC asked the status of union impact on return. What Federal guidelines are related to Covid 19.

Kelly reviewed the facilities items covered in summer work. The new hire of a facilities manager was announced.

Kelly gave feedback on some information she obtained by legal and auditors on the Athletic trust.

RSA 194:3-C was discussed as a method that would work better than the current method. This will be discussed more prior to March meeting.

Discussion for the FY22 will be at the September and October meeting. The FY22 will include a bi-annual rate change for NH Retirement System.

Discussion on Legislative changes:

Proposal to change the max retained balance from 2.5% to 5%.

Currently, SB2 requires a 3/5 majority for all bonds and a traditional town meeting requires a 2/3 majority for all bonds. One of the proposed legislative changes will make the 3/5 majority to SB2 and Traditional Town meetings for Bonds and a 60% threshold for all non-bonded items.

Next meeting will be 9/24/2020