

Hollis Brookline Cooperative School Board
Wednesday, June 21, 2017
Hollis Brookline Middle School Library
6:00

All times are estimates and subject to change without notice

- 6:00 Call to Order
- 6:05 Appointment of a process observer
Agenda adjustments
- 6:10 Approve meeting minutes
Nomination/ resignations/correspondence
- 6:15 Public Input
- 6:25 Principal Reports
- End of Year Presentation Principal Barnes and Principal Thompson
 - Computer Science HBHS – Amanda Zeller and Stacey Plummer
- 7:00 Discussion
- Revenue and Expense Report
 - CBA Stipend Table - Updates based on appropriations approved during the budget process
 - Update regarding the recommendation by the facilities committee – Assistant Superintendent Bergskaug
- 7:30 Deliberations
- To see what action the Board will take regarding the field trip request submitted by HBHS
 - To see what action the Board will take regarding the recommendation by the facilities committee
 - To see what action the Board will take regarding the business managers memo regarding paving the lower parking lot near the baseball field
 - To see what action the Board will take regarding the business managers memo regarding the increase in lunch prices
 - To see what action the Board will take regarding adding a coding/computer gaming course to the HBHS Program of Studies
 - To see what action the Board will take regarding authorizing the Superintendent to hire, terminate and make extended school year decisions
 - To see what action the Board will take regarding policies JKAA –Physical restraint, second and final reading
 - To see what action the Board will take regarding policies GCCBD- unpaid leave, second and final reading
- 8:30 Non-public under RSA 91-A: 3II (a) Compensation and/or (c) Reputation
- 8:35 Motion to Adjourn



June 21, 2017

Hollis Brookline Cooperative School District

2016-17 Year in Review

- Professional Learning Communities
- Curriculum
- Climate & Community

Moving Forward

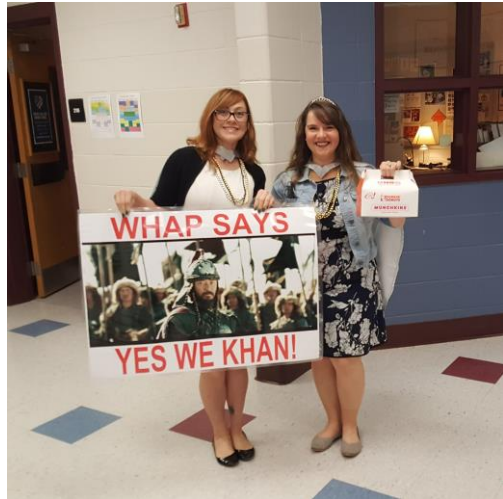
- 2017-2018 Goals

Strategy 4.1 – Research best practices surrounding 21st Century learning skills

HBHS

- BYOD
- NEASC
 - CAV Block & Advisory
 - 4Cs Rubrics

Curriculum



Curriculum



Strategy 1.1 – Create a cohesive comprehensive curriculum, instruction, and assessment system aligned to SAU 41 standards

HBHS

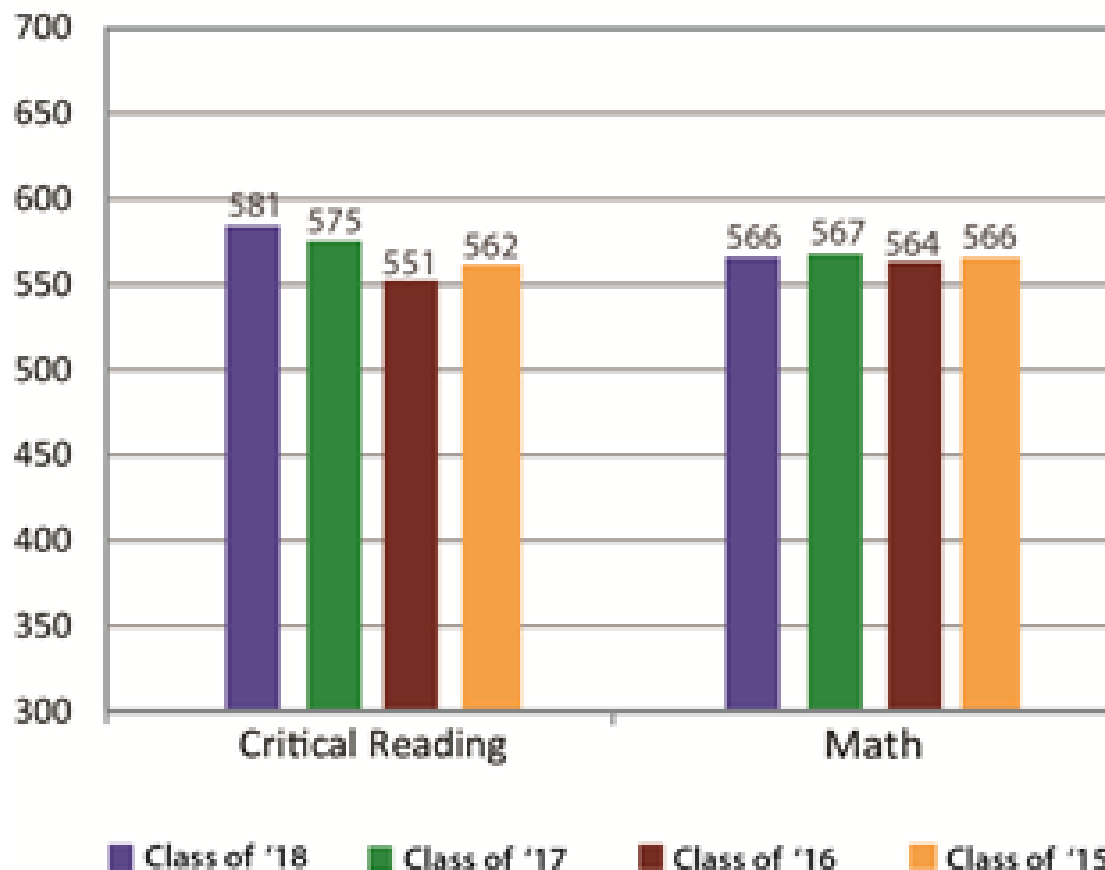
- New Courses
- Science Lab
- PLTW:
- NH Scholars
- National Merit
- PLC



HBMS Professional Learning Communities 2016-17

- **SMART goals focusing on increasing student achievement were created in each discipline, with progress measured through targeted, standards-based assessment.**
- Highlights include:
 - 7th Grade Life Science - 91% students have demonstrated proficiency in the area of identifying variables, an increase of 11% from September.
 - In 7th Grade English, 82% of students reported that having a reading goal each month increased the amount of free reading they did each month.
 - In 8th Grade Mathematics, 92.5% of Algebra students and 88% of Grade 8 Math students demonstrated proficiency in their coursework as measured by their Y1 Grades.
 - In Music and Physical Education, teachers created an interdisciplinary unit for students that they co-taught, incorporating standards from both disciplines.

HBHS Mean SAT Score History



Strategy 1.2 – Ensure that all students meet or exceed benchmark criteria.

HBMS

Curriculum

- Steering Committees for math and science were implemented K-12.

- Development of STEM Curriculum across a variety of disciplines including math, science, computer programming and health.

- Interdisciplinary units created in English, History, Music and PE.

- Continued development of reading interventions such as Read 180 and System 44.

<https://drive.google.com/open?id=0B2Bftj10gJuqMVJnN3JEC1I1QVIOBF>





Growth Report

CLASS: PERIOD 3/4

School: Hollis Brookline Middle School
Teacher: Lechid Gershgorin, Karen Couto
Grade: 7, 8
Time Period: 09/01/16 - 06/23/17



STUDENT'S	GRADE	FIRST TEST		LAST TEST		GROWTH IN LEXILE®
		DATE	PERFORMANCE LEVEL/LEXILE®	DATE	PERFORMANCE LEVEL/LEXILE®	
Student A	7	09/28/16	422	06/07/17	1009	587
Student B	7	09/14/16	860	06/07/17	1317	457
Student C	7	09/14/16	1070	06/07/17	1293	223
Student D	7	09/27/16	895	06/07/17	1105	210
Student E	8	09/14/16	845	06/08/17	1037	192
Student F	8	09/06/16	906	06/06/17	1097	191
Student G	8	09/06/16	1029	06/06/17	1190	161
Student H	8	09/06/16	937	06/06/17	1087	150
Student I	8	09/06/16	624	06/06/17	756	132
Student J	8	09/06/16	933	06/06/17	1052	119
Student K	8	09/06/16	1007	06/06/17	1104	97
Student L	8	09/09/16	1246	06/06/17	1342	96
Student M	7	09/06/16	878	03/09/17	973	95
Student N	7	09/06/16	871	06/07/17	952	81
Student O	8	09/06/16	954	06/08/17	1022	68
Student P	8	09/06/16	1319	06/06/17	1377	58
Student Q	7	09/14/16	928	06/07/17	937	9

KEY

BR = Beginning Reader



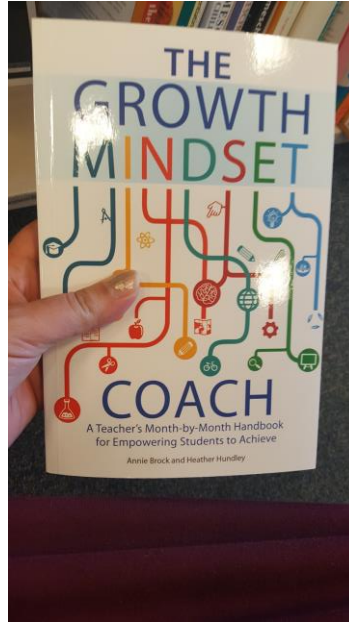
* Test taken in less than 15 minutes

* Scale for bar based on highest Lexile® growth within selected time period

YEAR-END PROFICIENCY RANGES

Grade 1	190-530L	Grade 5	830-1010L	Grade 9	1050-1260L
Grade 2	420-650L	Grade 6	925-1070L	Grade 10	1060-1335L
Grade 3	520-820L	Grade 7	970-1200L	Grade 11	1185-1385L
Grade 4	740-940L	Grade 8	1010-1155L	Grade 12	1165-1365L

HBHS Climate & Community



Strategy 1.4 – Provide a socially, emotionally, intellectually and physically safe school climate for all school members



HBHS Climate & Community

R.A.D. Self Defense



Robotics



Trip to Spain



Climate and Community

- Development of the HBMS Community Greenhouse
- Development of the HBMS Social Media Presence
- Active Safety and Security Team that includes representatives from police and fire.
- School wide activities developed by U-Knighted for All Anti-Bullying Club.
- Developed opportunities for students outside of the classroom.



Culture & Climate Cont'

HBHS/HBMS

-HBHS And Grade 8 students participated in Change the Direction Assembly in the Fall



-Expansion of HBHS/HBMS combined clubs such as mountain biking, green group and U-Knighted for All.

-Greater collaboration amongst staff in math and science.

HBHS Goals 2017-2018

- The Core Values Committee will continue developing a proposal for approval addressing how the “Five I’s” will be measured at the high school.
- Create and implement a formal BYOD building procedure and decide whether it should include a requirement that students bring a device to school.
- Participate in SAU wide committee (if formed) to review best practices in use at the Coop to include but not be limited to current scheduling model and instructional practices to determine whether our current model is best suited to meet the needs of all students.
- Collect and review data regarding the implementation of late start time and its impact on student achievement to determine next steps.

HBMS Goals 2017-2018

- Implement a new special education model that meets the needs of individual learners.
- Collaborate with community members to have a crosswalk installed on Main Street in front of the middle school.
- Continue to work with the Hollis Police Department and Department of Homeland Security to improve security at HBMS.
- Develop curriculum that supports the HBMS Greenhouse
- Revise math intervention model to provide additional supports students.
- Revise 8th grade accelerated math curriculum to mirror HBHS Honors Algebra 1 Curriculum.



To: Hollis Brookline Cooperative School Board
From: Bob Thompson, Principal HBMS
Re: Principal's Report
Date: June 21, 2017 Scheduled Meeting

INFORMATION ONLY



Team Assignments: All of our incoming 7th and 8th grade students have been placed on their teaching teams for next year. I want to thank Patti Flynn who invested a tremendous amount of time ensuring that teams were heterogeneously mixed. The process is time-intensive and involves reviewing parent feedback, analyzing standardized testing data, and reviewing teacher recommendations.

6th Grade Step Up Day: On June 8th, 6th graders from CSDA and HUES had the opportunity to attend step up day at HBMS. The day includes an opportunity for students to meet their team of teachers for next year, tour the building, and participate in some team building activities.

Active Shooter Training. On June 25th and 26th, 15 teachers from HBMS will participate in a two day active shooter trainer. The training is being organized by Safariland and will be held at HBMS. The training includes members of local and state law enforcement. More information regarding Safariland can be found at <https://www.safariland.com/training.html>.

8th Grade Step Up. On June 19th, 8th graders will walk to Hollis Brookline High School for step up day. The program will begin at 12:45 in the HBHS Auditorium. Students will also get copies of their schedules for next year.

Student Recognition Assembly: Our student recognition assembly is scheduled for June 20th at 7:30 am in the HBMS gymnasium. This is an opportunity for us to recognize the hard work and commitment that our students have demonstrated throughout the year. The day will culminate with the 7th grade barbecue and the 8th graders traveling to Canobie Lake Park.

Registration Day: On August 23rd HBMS will host its annual registration day from 8:00a.m. to 4:00 p.m. Registration day is an opportunity for students to come to school prior to the start of the school year. Students receive their schedule, locker number, information about sports and activities, have their school photo taken and be able to tour the building. Again this year we will offer optional impact testing for any interested student.

TO: Andrew Corey, Superintendent
FROM: Rick Barnes, Principal
RE: June Board Report
DATE: 6/14/17

Action Items:

- Trip to Quebec

Spring Sports Update: The Girls Lacrosse team ended the spring season with a record of 9-5 and earned a playoff berth. The Boys Lacrosse team earned the #3 seed in their state tournament with a record of 14-3 and made it to the semifinals where they were defeated by Derryfield. The Baseball season ended with the team just 1 win away from qualifying for the state tournament. They finished the year with a 7-9 record and an impressive win over the #2 ranked Souhegan team. The Boys Tennis team had an extremely successful season with a 12-2. They eventually fell to #2 Portsmouth in the Division II Semi-Final match. The Girls Tennis team qualified for the tournament with a 9-5 record, before dropping their first-round match to #2 seeded Windham. The Unified Track team completed another successful season with several ribbons being earned at their state meet. The Boys Volleyball team finished their regular season with an 11-5 record and also advanced to the semifinals where they lost to Pinkerton Academy. Girls' Softball and Boys/Girls Track and Field put in great efforts as well. The NHIAA and Athletic Department will also be recognizing 10 senior student-athletes for their participation in a sport for all 3 seasons of all 4 years that I have attended Hollis Brookline High School at Senior Awards night. We are proud of all of our student athletes for their contributions on and off the playing field.

Goals Presentation: Once again, the year flew by quickly. The one constant thread will continue to be NEASC as draft our two year report. Our new AP, PLTW, and Running Start Courses have been widely successful. This has been one of our best years in terms of student acceptances to highly competitive colleges. That include, Yale, Georgetown, Dartmouth, Cornell, Middlebury, and University of Michigan among others! We are equally proud of the fact that we have five students who will participate in ROTC programs upon entering college in the fall.

Computer Science Presentation: (See Attached) Mrs. Zeller and Mrs. Plummer look forward to presenting our proposal for Computer Science for 2017-18. We believe the time is now to move forward on building a program to meet the needs the needs of all of our learners to include those who have never tried programming as well as students who have been doing it for years.

Graduation: As one staff member put it, the Class of 2017 was given the ceremony they deserved. This was a special group of students who made their mark in a variety of ways. They set a high bar for future classes to strive for and we look forward to hearing about their future endeavors.

Respectfully Submitted,

Rick Barnes

Principal

COMPUTER SCIENCE AT HBHS

VISION

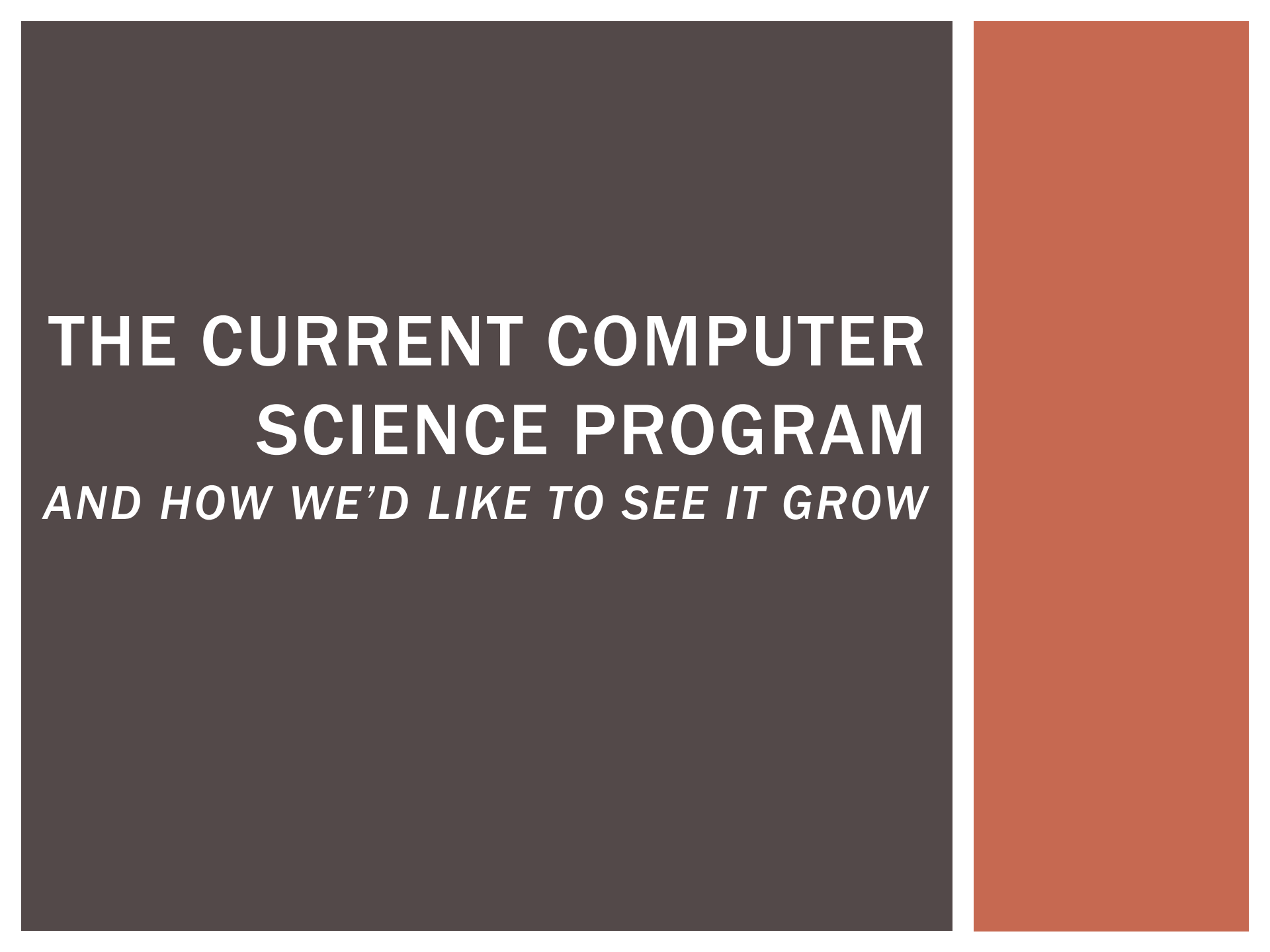
Our vision is to build a Computer Science and Technology Program that offers opportunities for ALL students in an effort to prepare them for the evolving needs of a workforce that increasingly driven by technology.

WHY?

- The popularity of the robotics program (and its focus on solid programming skills) shows the high interest level HBHS students have for programming
- The world of programming extends far beyond the field of robotics
- Our current computer science offerings are limited to Computer Science Principles (1 semester) and AP Computer Science (full year)

OUR GOAL:

To expand what were previously considered math resources to support the growth of a computer science program at HBHS



THE CURRENT COMPUTER SCIENCE PROGRAM

AND HOW WE'D LIKE TO SEE IT GROW

PAST YEAR INTO NEXT YEAR

	THIS YEAR	NEXT YEAR
TIM KELLEY	<i>Computer Science:</i> AP Computer Science Computer Science Principles *Various math courses	<i>Computer Science:</i> AP Computer Science Computer Science Principles *All math courses have already been reassigned
MARK ILLINGWORTH	<i>Computer Science:</i> Web Design with artistic/graphic focus Graphic Arts *Primarily math	<i>Computer Science:</i> Web Design reassigned to new hire Graphic Arts *ALL REST MATH
NEW HIRE		<i>Computer Science:</i> AP Computer Science Computer Science Principles Web Design with programming focus Video Game Design (2 sections?)

PAST NEXT YEAR—*LONGER TERM VIEW*

- Continue AP Computer Science (full year course)
 - Continue Web Design (semester course)
 - Continue Computer Science Principles (semester course)
 - ADD “Video Game Design” (semester course)
-
- EXPLORE.....adding AP Computer Science Principles (the other AP Computer Science course offered by the College Board).
We want to explore whether or not this would be a good option for HBHS, but look forward to exploring that discussion with our new Computer Science teacher!
 - EXPLORE...other unleveld Computer Science courses for all levels of students interested in the field

INTEGRATION

■ K-12:

- We would love for conversations to begin with the elementary schools and Sue Hay and our new hire to further develop the K-12 Computer Science progression

■ Departmental:

- The hope is that expanding our Computer Science program will allow it to stand alone, instead of being artificially held within the math or science department

PROPOSED GROWTH IN COMPUTER SCIENCE

STUDENT EXPERIENCE OUTSIDE OUR CURRENT CURRICULUM:

- Since the 2013-2014 school year, students have taken seven different courses in computer science related fields such as Digital Arts, Computer Programming, Circuit Analysis, Coding and 3D Design, Coding and 3D Game Design.
- Of these seven courses, five were taken in the 2016-2017 school year, which shows substantial increase over previous years.
- Predict double-digit interest going into next year, if students know courses are available, as awareness of educational opportunities offered outside our classroom curriculum/scheduling model increases and more students and parents feel that opportunities offered through VLACS are substantive educational experiences

POTENTIAL COURSE DESCRIPTION: **VIDEO GAME DESIGN**

Explore programming methods and algorithms. Learn why Java is the vehicle for implementing computer based solutions to enhance dynamic web pages, modern day business problems and video game production. Class exercises will further develop your ability to problem solve and your understanding of creative uses of java applets and will focus on proper programming techniques that incorporate manipulating images, sounds and objects.

Prerequisite: Successful completion of Algebra 1 or Algebra 1A.

This version of the course is a full-year course and HBHS would (if approved) be offering Video Game Design as a one-semester course, so course objectives would have to be paired down.

COURSE STANDARDS FROM THE COMPUTER SCIENCE TEACHERS ASSOCIATION K-12 COMPUTER SCIENCE STANDARDS:

Basic Video Game Programming - 7 weeks

- Declare and use variables.
- Use appropriate syntax to perform mathematical and logical computations.
- Understand the steps of basic program development.
- Define the flow of control through a program.
- Understand and use expressions to make program decisions that affect control flow.
- Use conditionals to control program flow.
- Use loops to control program flow.
- Define and use arrays.
- Explore arrays as a means of organizing, storing, manipulating, and managing complex data as well as solving problems.

COURSE STANDARDS FROM THE COMPUTER SCIENCE TEACHERS ASSOCIATION K-12 COMPUTER SCIENCE STANDARDS:

Intermediate Video Game Programming - 9 weeks

- Design classes, comprised of variables and methods, which serve as blueprints for objects.
- Describe relationships between objects.
- Know the role of Java modifiers for accomplishing encapsulation.
- Declare, invoke and overload methods to accomplish to define object behavior.)
- Know the components of the method declaration (modifiers, return type, name, parameter list, exceptions, and body) and the method signature (identifier and parameter list).
- Explore scope and method modularization.
- Understand that the Java standard class library provides predefined classes.
- Use the String class/object to manipulate strings.
- Create objects and use object reference variables.
- Explore the interfaces provided by the Java class standard library and the 4GL library.
- Explore the Java API and the 4GL API.

COURSE STANDARDS FROM THE COMPUTER SCIENCE TEACHERS ASSOCIATION K-12 COMPUTER SCIENCE STANDARDS:

Computer Science Principles and/or APCS.

- Demonstrate legal and ethical responsibility.
- Know relationships between hardware and software.
- Identify principle hardware and network components and their roles.
- Understand relationships between high level machine language and steps involved in program compilation and execution.
- Use appropriate technology terminology to identify hardware and software components.
- Describe machine-level, low-level, and high-level languages.

Hollis Brookline Cooperative School District
FY17 Revenue and Expense Report

		Expenses as of 6/12/2017			
Function	Description	YTD			
		Budget	Expense	Encumbered	Balance
1100	Regular Education	\$5,508,237	\$4,406,077	\$954,899	\$147,262
1200	Special Education	\$3,369,605	\$2,767,944	\$422,799	\$178,862
1300	Vocational Program	\$37,890	\$16,724	\$19,269	\$1,898
1400	Co-curricular Program	\$670,076	\$596,419	\$52,594	\$21,062
2100	Student Support Services	\$1,388,305	\$1,115,651	\$234,674	\$37,980
2200	Instructional Staff Support	\$603,012	\$429,682	\$155,226	\$18,104
2300	School Board/SAU Assessment	\$916,708	\$797,951	\$12,014	\$106,743
2400	School Administration	\$907,266	\$817,079	\$64,013	\$26,175
2600	Facilities	\$1,271,852	\$1,073,360	\$133,757	\$64,735
2700	Transportation	\$1,162,422	\$952,416	\$199,444	\$10,562
2900	Benefits	\$4,213,116	\$3,387,736	\$697,807	\$127,572
4200	Site Improvements	\$103,254	\$103,254	\$0	\$0
5100	Bonds	\$1,496,084	\$1,496,084	\$0	\$0
5200	Transfers	\$800,000	\$79,875	\$713,000	\$7,125
	TOTAL EXPENSES	\$22,447,828	\$18,040,252	\$3,659,496	\$748,080

		Revenue as of 6/12/2017			
	Description	YTD			
		Budget	Revenue	Expected	Balance
	Local Property Tax	\$ 17,022,710	\$ 15,800,000	\$ 1,222,710	(0)
	Adequacy Aid Grant/Tax	\$ 2,994,005	\$ 2,994,005		0
	Impact Fees	\$ 15,000	\$ 18,505		(3,505)
	State				
	Catastrophic Aid	\$ 580,000	\$ 671,604		(91,604)
	Building Aid	\$ 341,984	\$ 341,984		(0)
	Food Service	\$ 3,738	\$ 2,775	\$ 963	0
	Federal				
	Grants	\$ 233,000	\$ 183,864	\$ 49,136	0
	Food Service	\$ 38,615	\$ 30,025	\$ 8,590	0
	Medicaid	\$ 191,000	\$ 189,553	\$ 1,447	0
	Local				
	Tuition	\$ -			0
	Food Service Sales	\$ 437,647	\$ 322,989	\$ 94,658	20,000
	Other	\$ 50,350	\$ 84,415		(34,065)
	Contingency & Trusts	\$ 187,000	\$ 187,000		0
	Unreserved Fund Balance	\$ 494,541	\$ 494,541		0
	Less Retained Fund Balance	\$ (141,762)	\$ (141,762)		0
	TOTAL REVENUE	\$ 22,447,828	\$ 21,179,497	\$ 1,377,504	\$ (109,173)

Unreserved Fund Balance	\$857,253
Less FY18 Contingency	\$ (100,000)
Less FY18 Athletic Trust	\$ (67,000)
Less FY18 Maint. Trust	\$ (20,000)
Less FY18 Spec Ed Trust	\$ (100,000)
Less Retained Fund Balance	\$ (141,762)
Balance	\$428,491
Phase 2 Purchases still to order	\$ (10,414)
Fund Balance to Reduce Taxes	\$ 418,077

6-12-2017 Additional Expense Information

<i>Explanation of budget balances on current expense report</i>			
Function	Description	Current Balance	Notes
1100	Regular Education	\$147,262	Hiring savings/savings due to lack of subs
1200	Special Education	\$178,862	Contracted and out of district SPED costs less than anticipated
1300	Vocational Program	\$1,898	
1400	Co-curricular Program	\$21,062	Coaching/officials payments and athletic transportation less than anticipated
2100	Student Support Services	\$37,980	Contracted services costs less than expected
2200	Instructional Staff Support	\$18,104	Professional development reimbursements less than expected
2300	School Board/Assessment	\$106,743	Contingency
2400	School Administration	\$26,175	Support Contracts/Hosting Fees less than expected
2600	Facilities	\$64,735	Board approved expenditures, phases I and II, included here
2700	Transportation	\$10,562	Special Ed transportation costs less than anticipated
2900	Benefits	\$127,572	All benefits less than expected; primarily health insurance
5100	Bonds	\$0	
5200	Transfers	\$7,125	
	Total Expenses	\$748,080	

<i>General explanation of what is included in each account category</i>		
Function	Description	Includes
1100	Regular Education	Teacher salaries and teaching materials
1200	Special Education	Teacher salaries, teaching materials, ESY, out-of-district tuition
1300	Vocational Program	Vocation program and transportation
1400	Co-curricular Program	Athletic program and other co-curricular activities
2100	Student Support Services	Guidance, nurse, psychologist, OT, teaching/testing supplies, contracted services
2200	Instructional Staff Support	Professional development, librarian, library supplies, computer equipment
2300	School Board/Assessment	Assessment, school board expense, annual meeting expense, legal expense
2400	School Administration	Administrator & secretarial salaries, copiers, telephone, hardware/software support contracts, site licensing, consulting, network services, office supplies
2600	Facilities	Custodial/maintenance salaries, snow plowing, mowing, building repairs, heating oil, electric, janatorial supplies, property/liability insurance
2700	Transportation	Regular and special ed buses, fuel
2900	Benefits	Health and dental insurance, FICA, NHRS, Life/LTD, workers comp & unemployment
5100	Bonds	
5200	Transfers	Food service, grants, expendable



Business Office Memo

To: Andy Superintendent

From: Kelly Seeley

CC:

Date: 6/14/2017

Re: Requested Additions to the Extra- and Co-Curricular Stipend Tables (Appendix C of the HEA Collective Bargaining Agreement)

The following stipends were approved during the FY18 budget process and are now ready to be approved by the Coop School Board and added to the stipend table per Article 8.4.8 of the HEA collective bargaining agreement.

Middle School

Tier 1 - \$400

Field Hockey Coach

Tier 2 - \$600

Unknighted (second stipend)

Tier 2 - \$600 to Tier 3 - \$1,000

Summer Art Enrichment Club

Tier 2 - \$600 to Tier 5 - \$2,700

Robotics Advisor

Tier 4 - \$2,350

Soccer (2)

Garden Club Advisor

Summer Math Coach

High School

Tier 3 - \$900

Unified Sports-Soccer Asst. Coach

Unified Sports-Basketball Asst. Coach

Unified Sports-Track Asst. Coach

Tier 5 - \$1,600

Unified Sports-Soccer Coach

Tier 7 - \$2,700

Spring Track-Assoc. Coach

To: Hollis Brookline Cooperative School Board
From: Andy Corey, Superintendent
Gina Bergskaug, Assistant Superintendent
Re: Memo, Facilities Study Group

At the November 2016 meeting of the Hollis Brookline Cooperative School Board, the Facilities Study Group was formed. The group was composed of:

- Superintendent, Andrew Corey
- Assistant Superintendent, Gina Bergskaug
- Business Administrator, Kelly Seeley
- COOP School Board Member, Cindy Van Coughnett
- COOP School Board Member, Holly Deurloo-Babcock
- Parent, Athletic Booster Club member, Tom Whalen
- Community member, Robotics mentor, Ken St. Hilaire
- Faculty member, Greg Parker

The group met in January to determine their charge and refine their purpose. The purpose of the group is to examine the HBHS weight room facility to determine if the existing space can be renovated to accommodate additional needs of the school community. All committee members toured the current weight room, storage area, and third floor space to better understand the scope of the work. The Facilities Study Group broke up into sub-committees to complete focused work.

The Athletics Sub-Committee focused on how to make the weight room a more universal and inviting space for all of our student athletes. For any given season, the student athlete population makes up roughly 30%-40% of the total student body; yet, only a fraction of those athletes make use of the current facility. The group sought out more useful storage space for items such as uniforms and helmets; a new space for the athletic office; a private space for the athletic trainer, and locker rooms that were more efficiently designed. The group reached out to every high school coach to inquire about what features they were searching for in an improved, more functional facility that best prepared their athletes.

The Academic Sub-Committee focused on the needs of the actual curricular requirements for the robotics program. Both Ms. Hay and Mr. Clark were interviewed to determine the needs of the space and the possibility of converting the existing classroom into a 21st Century STEM learning environment. The group toured three diverse Robotics facilities, including Windham High School, Bedford High School, and St. Paul's School. The group was quite pleased to see a similarly sized space at St. Paul's divided appropriately into functional classroom space, work space, and "dirty" space.

The Drama Sub-Committee focused on visiting other highly respected performing arts programs to critically examine their storage space and needs. All programs reported a lack of usable

storage with a variety of creative solutions. The sub-committee also determined that HBHS has a need for a new sound system.

The Facilities Study Group identified some needs that spanned all of the individual needs. The wi-fi will need to be upgraded in the theater, gym, and current weight room space. This will benefit both the students and the community members when they are present for district meetings.

By moving the robotics program from the middle school to the high school, the current robotics space will become available to the two robotics middle school teams currently in existence. This is the logical progression after completing a careful vertical examination of the STEM curriculum K-12 in SAU 41. Students begin coding as early as Kindergarten. Elementary students are expanding their skills in the Engineering Design Process both in classrooms and in the Maker Spaces. Students are programming throughout their elementary experience. It is imperative to continue to move the district forward.

The formation of a non-profit group through NH non-profit will allow the project to receive outside funding. This might be a viable pathway as there is a community interest in donations that might have a company-matching feature.

The Facilities Study Group is recommending the approval of funds in FY17 to hire an architect firm. The goal would be to have the firm work meticulously to create well-developed plans between July and December. This timeline will allow for the dissemination of information at public hearings and through school newsletters to best inform the constituents prior to the March COOP District Meeting.

A small subcommittee (comprised of Gina Bergskaug, Kelly Seeley, Cindy Van Coughnett, and Holly Deurloo-Babcock) convened on Thursday, June 8 to interview the architectural firms who had submitted preliminary proposals. The committee spent one hour with each firm. After meeting with all three, Andy Corey joined the committee to participate in a discussion of their initial thoughts. The committee unanimously decided to recommend Banwell to the HB Cooperative School Board for hire. In addition, the committee asked Banwell to add structural engineering work to the scope of the pre-bond proposal.

Respectfully Submitted,

Andy Corey

Gina Bergskaug



June 15, 2017

Ms. Gina Bergskaug
Assistant Superintendent
SAU #41 Hollis Brookline
4 Lund Lane
Hollis, NH 03049

Re: Request for Proposals
Architectural Services
Hollis Brookline High School Fee Proposal -UPDATED

To clarify the architectural scope, we will do the following tasks (as reviewed during our interview last week):

1. Monthly meetings with committee
2. Review and establish existing conditions into Revit software
3. Complete Structural and MEP reviews of the space
4. Provide options for community review
5. Public Forum to review options
6. Development of final chosen option
7. 3d renderings of the option for PR purposes
8. Aid in developing pre bond flyer to be sent to public
9. Attend additional meetings within reason to help educate the public
10. Attend the prebond hearing

Fee Estimates Based on Hourly Rates:

Banwell Architects= \$7,500

Banwell- Existing Conditions measuring and Revit = \$2000 (hourly)

Mechanical Electrical and Plumbing Engineering (MEP)= \$2,000

Civil Design= \$3,000 See attached civil scope breakdown for other options.

Cost Estimator = \$2,000

Structural Engineer review of infill for structural = \$4500

Estimated Total = \$21,000

(Plus an allowance of \$4000 for reimbursables)

Attached are our hourly rates and reimbursable sheets.

Sincerely,



Ingrid Moulton Nichols, AIA
Principal
LEED™ Accredited Professional

Tighe and Bond Civil Scope Options for Pricing:

The above fee (\$3,000) is based on staying with the previous layout Tighe and Bond did for the school district along with their assumption in the utilization report. Cost includes two meetings.

If the School District wants to alternately revisit different locations of the field we suggest the following:

- At each location T&B would need to do some test pits to determine depth to ledge. They also would need to delineate any wetlands in the area so they can provide useful information relative to permitting and pricing.
- Depending on the new location, they may have topography from our past work on the site.
- Excluding survey, budget:

\$1,000 for wetland delineation
\$1,000 for test pits (owner to provide the backhoe)
\$2,500 for field layout and concepts
\$1,000 for presentation materials
\$1,600 for two meetings
\$7,100 Estimated Civil Alternate Subtotal

**HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT
TYPE II OVERNIGHT OR FOREIGN TRAVEL REQUEST**

All overnight travel must be pre-approved by the Cooperative School Board. Requests for overnight travel should be submitted at least three months prior to travel to allow for the approval process and appropriate time to follow field trip procedures.

Name of Lead Chaperone: Annie Roy-Faucher

Date Request Submitted: 3/30/2017

Names of Trip Chaperones: Milton Robinson, Elissa Johansson, Jessica Barrett, Rod Clark, etc. (More teachers will be asked if needed)

(One qualified employee chaperone is required for every six student travelers for foreign travel. Each chaperone must sign a Chaperone Expectations Form prior to approval.)

Chaperone CPR/First Aid Certified: Milton Robinson, and Annie Roy-Faucher

Chaperone Expectations Forms submitted prior to departure: _____

Proposed Destination: Quebec city and Montreal, Canada

Dates of Proposed Travel: 5/25/2018 to 5/28/2018 (Memorial Day Weekend)

Dates of School Days Included

Within Travel Dates: Friday May 25, 2018

Estimated or Maximum Number of Student Travelers: Minimum 20 and maximum 42

(Each student and parent must sign a Student Expectations Form prior to any commitment to travel.)

Date, time, and location of Student and Parent

Informational Meeting: June 2017 (Parent-Student), September 2017 (Parent-Student), January 2018 and April 2018 (Students going on the trip only for the last two meetings)

(An Informational Meeting must be conducted prior to any student commitment to travel.)

Will any other persons travel with the students? If so, who? Yes. Tour Guide and Bus driver

Have monies been budgeted by the district for the

Proposed trip? If so, how? No

Will funds be collected from or fundraised by students? No Cost per Student Between \$860 to \$990, depending on how many students are going- See Price Sheet (grid). Students/parents will be paying for the trip entirely; I do not intend to have fundraising activities.

Who is to be authorized to handle the Funds on the trip?

Anais Bousket- Forum by Prometour. Students enroll and make payments online to the tour company directly. I won't have to collect money or enrollment forms. I will collect other forms such as; Travel Consent Form, HBHS Field Trip Permission form, Field Trip Medical Release form, Behavior and Compliance Agreement, Liability Waiver form, and Pool Use Permission form from each student going on this trip.

(The designated person must follow school district policy regarding the receipt, deposit, and expenditure of cash payments for the trips.)

What are the transportation arrangements? **Motor Coach Bus. Transportation is arranged by Forum by Prometour, the tour company.**

If transportation is by private vehicle, original driver's license and proof of insurance must be submitted to the main office. Copies will be made and kept on file in the main office.

Transformation Information attached: Bus X Parent Air

TRAVEL RATIONALE:

Students and teachers will be immersing themselves in a French culture which ties directly to the National Standards and State Standards. Also, in accordance with the "Five C's" of foreign language teaching, part of teaching French is to find ways to make students understand French cultures, make comparisons between students' own culture and the French culture being studied, communicate with others in French, find connections to other subject areas, and create a global community. A trip to a French country or area like the province of Quebec, allows students to satisfy the goals of the "Five C's" in a short amount of time and in a way that the classroom environment cannot provide.

DETAILED ITINERARY:

See attached; itinerary and price grid and inclusions per person.

CURRICULAR GOALS:

Students will learn about the French Canadian culture and their history throughout different activities and visitations.

Students will use the French language in real life situations with native speakers during their visitation and various activities.

Photos and information will be used to enhance curriculum as well as discussion with students about French history and culture.

Department Head Signature: Cherie K. Faucher Date 3/30/2017

It is the responsibility of the lead chaperone to present the student roster to be reviewed by the principal.

Approved:

Not approved:

Signature of Principal R. G. Smith Date 4/7/17

Submitted for School Board approval (date) _____

Approval of School Board _____ Date _____



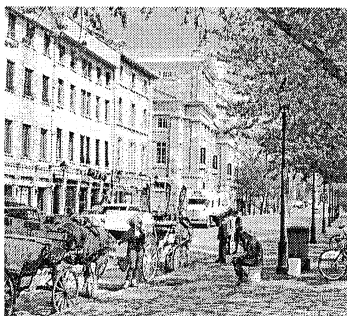
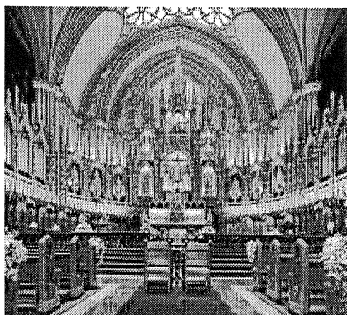
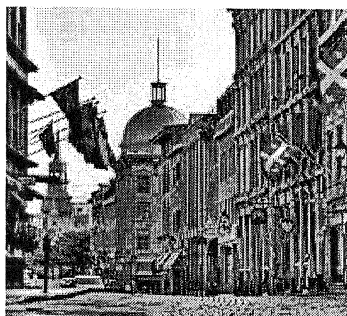
YOUR ITINERARY

CANADA

QUÉBEC, LA BELLE PROVINCE

4 DAYS / 3 NIGHTS

May 25 to 28, 2018



DAY 1: HOLLIS - MONTREAL (Friday)

- Early morning departure from Hollis Brookline HS on a private motorcoach to **Montreal**.
- Your Forum Tour Manager will greet you at your hotel in Québec City and remain with you throughout your entire experience.
- Head to Montreal's highest point, **Mount Royal**, where you will enjoy an amazing panoramic view of the city from the Belvédère.
- Enter the **Saint Joseph's Oratory**, founded by Saint Brother André, and dedicated to Saint Joseph.
- Enjoy a snack at the **Beaver Tails Pastry**.
- Take a **guided tour of Old Montreal** and discover the picturesque charm of the Old Port.
- Next, visit the remarkable **Notre Dame Basilica** and learn about its role in the foundation of Montreal.
- Have dinner at the restaurant **Le Cabaret du Roy**, a lively "pirates den" where costumed servers deliver songs, stories and French-Caribbean dishes.
- Later, go **ice skating**, one of Quebec's favourite winter sports, at the indoor skating rink Atrium 1000.
- Overnight in Montreal.

DAY 2: MONTREAL - QUEBEC CITY (Saturday)

- Breakfast with your group at the hotel.
- This morning, visit the **Olympic installations** and take the funicular to the top of the Olympic Tower -- rising 575 feet into the sky and leaning out at a 45° angle.
- Explore the **Biodôme**, whose name means "house of life." It shows visitors the *true nature* of the Americas with replicas of four ecosystems and more than 4,500 animals and 500 plant species all under one roof!
- Discover **Montreal's underground city**, a set of interconnected complexes in and around downtown Montreal. Also known as the "indoor city," it is the largest underground complex in the world.
- For lunch, sample Montreal's world famous **smoked meat** at a neighborhood deli restaurant.
- Depart for **Quebec City**, listed by UNESCO as a World Heritage City (approx. 3 hours).
- Upon arrival in Quebec City, stretch your legs as you start exploring the 400-year-old city on a **guided walking tour**. Discover the secrets of Old Québec as you journey through St-Louis and St-Jean streets, see the breathtaking Chateau Frontenac and explore the fortified city.
- Have dinner at the **Café Buade**.
- After dinner, return to your hotel to enjoy a heated brightly-lit, heated swimming pool overlooking the city.
- Overnight in Québec-City.

DAY 3: QUEBEC CITY (Sunday)

- This morning, head to "**La Côte Beaupré**".
- Enjoy breakfast at **Manoir Montmorrency** overlooking the magnificent

FORUM

LANGUAGE EXPERIENCE

YOUR ITINERARY

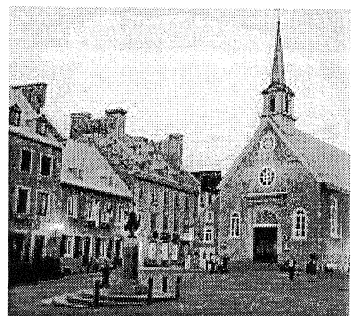
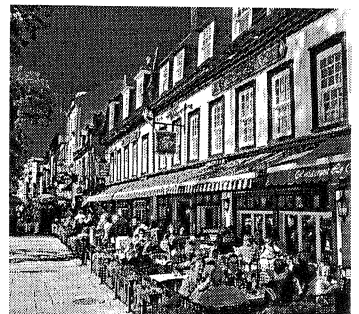
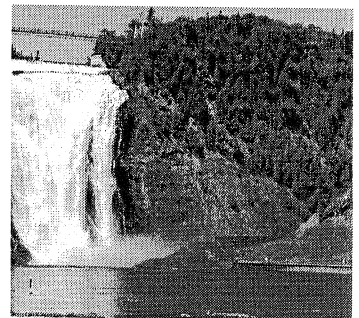
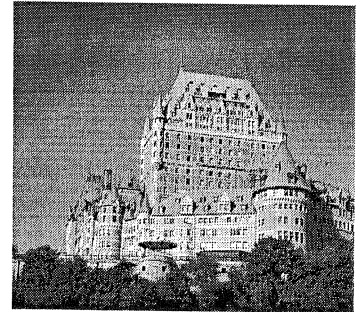
falls, higher than those of Niagara Falls.

- Then, discover the magnificent **Parc de la Chute Montmorency**. Climb up or down the 387 steps for a different view of the falls!
- Continue on to the **Canyon Ste Anne**, an impressive canyon carved into the bedrock by the powerful Sainte-Anne Falls.
- On your way back to Québec-City, stop at **Thomas Tam Restaurant** for a buffet lunch.
- Visit the star-shaped **Citadelle**, the oldest military building in Canada and the official residence of both the Canadian monarch and the Governor General of Canada.
- Return to your hotel to relax and freshen up.
- Dinner at the restaurant **Côtes à Côtes**, located in the charming **Quartier du Petit Champlain**.
- After dinner, traverse the St. Lawrence River whilst dancing the night away on a **Disco Cruise**. See the Plains of Abraham and the Chateau Frontenac in all their night-time splendor!ç
- Overnight in Québec-City.

DAY 4: QUEBEC CITY - HOLLIS (Monday)

- This morning, head to the **Onhoüa Chetek8e**, a Huron Indian village.
- Start your visit with a **traditional Huron breakfast**.
- The First Nations Community plays an important role in Québec's history and still thrives today. On a **guided visit of the Huron Indian Village**, learn about Huron-Wendat history and customs.
- Later, enjoy some shopping time and browsing at the **Galleries de la Capitale**.
- Have lunch at Galleries de la Capitale. Your Tour Manager will give you \$15 to try out whatever you prefer!
- Say *à bientôt* to your Tour Manager and board your private motor coach to the US.

A bientôt et bon voyage!



FORUM

LANGUAGE EXPERIENCE

YOUR ITINERARY

PRICE PER PERSON SHEET

This is a privately operated tour - you will not be combined with another group.

PRICE PER PERSON		PAYMENT SCHEDULE	
40+ participants	\$ 860	June 15th, 2017	\$ 200
35 to 39 participants	\$ 890	October 15th, 2017	\$ 250
30 to 34 participants	\$ 920	December 15th, 2017	\$ 250
25 to 29 participants	\$ 950	March 15th, 2018	Balance
20 to 24 participants	\$ 990		

PRICE INCLUDES:

- ✓ Roundtrip motorcoach transportation and associated transportation costs while in Canada / USA
- ✓ Multiple occupancy (3/4 per room with private bath) accommodation at quality 4 star hotels
- ✓ 3 breakfasts / 3 lunches / 3 dinners (includes one beverage and a vegetarian option)
- ✓ All cultural and aforementioned visits, activities, tours and admissions, as per itinerary
- ✓ Service of a dynamic, professional bilingual Forum Tour Manager with the group on tour
- ✓ Night Hall Monitor (3 nights)
- ✓ Tips for Bus driver & Tour Manager
- ✓ **One free chaperone for every six full-paying participants**

PRICE DOES NOT INCLUDE:

- ✓ Meals not indicated in the daily program (Day 1)
- ✓ **ADULT AND ROOMING SUPPLEMENTS:**
Twin Room Guarantee Supplement \$40 pp/day - Single Room Guarantee Supplement \$80 pp/day
Adult Activity Supplement \$10 pp / day

NOTES

- Forum By Prometour has purchased the **Student Protection Plan** from Travel Insured International on behalf of all participants. **Cancel For Any Reason (CFAR)** is an available option that must be purchased at the time of trip deposit. ***CFAR is not available to residents of NY***
- Forum has quoted this package at an exchange rate of 1 CAD = 0.77 USD. In the event of a significant change in the exchange rate, Forum reserves the right to update prices accordingly.

Forum Language Experience, Forum by Prometour and Forum are all used interchangeably.
Forum Language Experience is a member company of Prometour Inc.

info@forumbyprometour.com • forumbyprometour.com • 1 888 282 0991



Business Office Memo

To: Andy Superintendent
From: Kelly Seeley
CC:
Date: 6/14/2017
Re: Student Parking Lot Paving

Paving the two lots has been a goal of the Coop School Board for several years. With the increase in student parking fees and a school year with surplus funds, it appears that we will be able to pave one of the student lots.

Quotes were requested and received for the lot right next to the baseball field. The lowest quote came in at \$47,790. A quote was also received for an 1,100 sq ft addition to the lot. This addition would be located on the HBHS side of the lot in question. The cost for this piece is \$3,751.

The total cost of the lot next to the baseball field and this small addition is: \$51,541.

Proposed funding is as follows:

- \$20,000 from student parking fees
- \$31,541 from the FY17 unreserved fund balance



Business Office Memo

To: Superintendent Corey
From: Kelly Seeley
CC: Lyn Bill
Date: 5/10/2017
Re: School lunch price change

The State Department of Education has notified the SAU that our school lunch prices are out of compliance with the Healthy Hunger Free Kids Act. Based on the United States Department of Agriculture calculations our current weighted average prices for 2016-17 across the SAU are \$2.71. The required weighted average price for 2017-18 is \$2.80.

Failure to bring the price into compliance will require the general fund of each district to fund the price differential. If nothing is done, the state may also withhold our federal and state revenue associated with the school lunch program resulting in additional funding requirements on the general fund.

As a result, I am requesting that each board at their May meeting approve the following price changes to go into effect on August 1, 2017 for all schools under the SAU 41 umbrella.

School	Current Price	Recommended Price	Change
High School	\$2.70	\$2.83	\$0.13
Middle School	\$2.70	\$2.80	\$0.10
Hollis Primary	\$2.70	\$2.78	\$0.08
Hollis Upper	\$2.70	\$2.78	\$0.08
Richard Maghakian Memorial	\$2.70	\$2.78	\$0.08
Captain Samuel Douglass	\$2.75	\$2.78	\$0.03

Please be advised that the regulations now change the required price yearly based on USDA rate increases plus the consumer price index.

Recommended motion:

Motion by member _____ to raise the school lunch price of the _____ district from \$2.70 to \$2.80 beginning August 1, 2017.

USE OF PHYSICAL RESTRAINT, SECLUSION AND INTENTIONAL PHYSICAL CONTACT

Physical restraint is only authorized when needed to protect the safety of the individual student and/or other students and employees in response to the threat of imminent, physical harm. The purpose of the physical restraint is to assist the student to regain emotional stability. "Physical restraint" occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body. The use of restraint in schools is limited to physical restraint, and under limited circumstances involving transportation, mechanical restraint. RSA [126-U:6](#) Restraint shall be used only by trained personnel using extreme caution when all other interventions have failed or have been deemed inappropriate. RSA-U:5, I

The district must provide annual notification to parents of the district's policy of the use of physical restraint, seclusion and intentional physical contact.

Definitions: (RSA [126-U:1](#), IV)

1. **"Restraint"** means bodily physical restriction, mechanical devices, or any device that unreasonably limits freedom of movement. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication.
 - "Medication restraint" occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior.
 - "Mechanical restraint" occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.
 - "Physical restraint" occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body.

"Restraint" shall not include:

- (a) Brief touching or holding to calm, comfort, encourage or guide a child so long as the limitation of freedom of movement of the child does not occur.
- (b) Temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.
- (c) Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional

body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.

(d) The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.

(e) The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

2. School: "A school operated by a school district; a chartered public school governed by RSA 194-B; a public academy as defined in RSA 194:23, II; It also includes a nonpublic school subject to the approval authority of the state board of education under RSA 186:11, XXIX; or a private/ public provider of any component of a child's individualized education program under RSA 186-C.

3. Seclusion: " The involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, lock or other mechanical device or barrier. The term shall not include the voluntary separation of a child from a stressful environment for the purposes of allowing the child to regain self-control, when such separation is to an area which the child is able to leave."

4. Serious Injury: "Any harm to the body which requires hospitalization or results in the fracture of any bone, non-superficial lacerations, injury to any internal organ, second or third degree burns, or any severe, permanent , or protracted loss of or impairment to the health or function of any part of the body."

5. Child: "A person who has not reached the age of 18 years and who is not under adult criminal prosecution or sentence of actual incarceration resulting there from, either due to having reached the age of 17 years or due to the completion of proceedings for transfer to the adult criminal justice system under RSA 169-B:24, RSA 169-B:25, or RSA 169-B:26. "Child also includes a person in actual attendance at a school who is less than 22 years of age and who has not received a high school diploma."

6. Director: "Refers to the program director, school principal or other official highest in rank and with authority over the activities of a school or facility."

Procedures for Managing The Behavior of Students: (RSA [126-U:2](#))

The Superintendent is authorized to establish procedures for managing behavior requiring physical restraint. Such procedures shall be consistent with this policy and all applicable laws. The Superintendent is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.

Circumstances in Which Restraint May Be Used: (RSA [126-U:2](#))

Physical restraint will be used only when the physical action of a student creates a substantial risk of harm to self or others; and/or as a last resort when all other positive interventions have failed, or the level of immediate risk prohibits exhausting other means.

Physical restraint is appropriate only when a student is displaying physical behavior that presents substantial risk to the student or others, and considered when, in the opinion of the supervising adult, the threat is imminent. Persons implementing a restraint will use extreme caution, and will use the least amount of physical strength necessary to protect the student. The use of physical intervention should not exceed that necessary to avoid injury. The degree of physical restriction employed must be in proportion to the circumstances of the incident and the potential consequences. School administration may elect to contact the local law enforcement agency for support if necessary.

Physical restraint of a student will be conducted in a manner consistent with the techniques prescribed in the District approved training program, such as Crisis Prevention Intervention, for all trained personnel. Untrained staff is limited to physically intervention by using the minimal amount of physical contact with the student to protect the student and ensure the safety of others until trained staff is available. Untrained staff should request assistance from trained staff as soon as possible. The purpose of the physical restraint is to assist the student to regain emotional stability. It should last only as long as is necessary to accomplish this. To the extent possible, it will be conducted in such a way as to preserve the confidentiality and dignity of all involved.

Special Education Students:

When a restraint or seclusion is used for the first time on a child identified under the Individuals with Disabilities Education Act (IDEA) or Section 504, the school must convene a team meeting and review the IEP or 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion. (RSA [126-U:14](#))

Parents of a child with a disability under IDEA or Section 504 may request a review at any time following an instance of restraint or seclusion and such request shall be granted if there have been multiple instances of restraint or seclusions since the last review. The team must convene the meeting within 21 days of the date of the received written request from the parent. Ed 1109.06(c).

Authorization and Monitoring of Extended Restraint: (RSA [126-U:11](#))

- (a). Physical restraint shall not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.
- (b). Children in restraint shall be continuously and directly observed by district personnel trained in the safe use of restraint.(RSA [126-U:11](#), II)

(c) No period of physical restraint of a student may exceed 15 minutes without the prior approval of a supervisory employee designated by the director to provide such approval.(RSA [126-U:11](#), III)

(d) No period of physical restraint of a student may exceed 30 minutes unless a face-to-face assessment of the mental, emotional, and physical well-being of the student is conducted by a designated professional authorized by the school or district administrator who is trained to conduct such assessments. (RSA [126-U:11](#), IV) The assessment shall also include a determination of whether the restraint is being conducted safely and for a purpose authorized by this chapter. Such assessments shall be repeated at least every 30 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall be retained by the facility or school as part of the written notification required in RSA [126-U:7](#), II.

Prohibition of Dangerous Restraint Techniques (RSA [126-U:4](#))

Use of the following restraint and behavior control techniques is prohibited:

(a) Any physical restraint or containment technique that:

- Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;
- Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;
- Obstructs the circulation of blood;
- Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or
- Endangers a child's life or significantly exacerbates a child's medical condition.

(b) The intentional infliction of pain, including the use of pain inducement to obtain compliance.

(c) The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a child for the purpose of controlling or modifying the behavior of or punishing the child.

(d) Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma.

Transportation: (RSA [126](#)-U:12)

The school district will not use mechanical restraints during the transportation of children, specifically specialized transportation of a student, unless case-specific circumstances dictate that such methods are necessary. If mechanical restraint is necessary and documented in writing by a student's physician it must be clearly documented in a student's Individualized Education Program and agreed to by the parent or legal guardian whenever a special education student is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints.

Whenever a student is transported to a location outside the school, the Superintendent or designee will ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the student in a manner which:

• **MOTION CARRIED**

7-0-0

- Respects the privacy of the child; and
- Represents the least restrictive means necessary for the safety of the child.

No teacher, administrator, student, or other person will subject a student to corporal punishment or condone the use of corporal punishment by any person under his or her supervision or control, except in self-defense or in exigent circumstances. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian, or school official per school board policy.

Seclusion

Seclusion may be used when a child's behavior poses a substantial and imminent risk and physical harm to the child and others, and may only continue until that danger has dissipated, "(RSA [126](#)-U:5-a, I)

- (a) "May only be used by trained personnel after other approaches to the control of behavior have been attempted and have been unsuccessful, or are reasonably calculated to be unlikely to succeed based upon the history of actual attempts to control the behavior of a particular child" (RSA-U:5-a, II)
- (b) "Each use of seclusion shall be directly and continuously visually and auditorially monitored by a person trained in the safe use of seclusion." (RSA [126](#)-U:5-b, II)
- (c) May not be used as a form of punishment or discipline and shall not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation or emotional or physical harm." (RSA [126](#)-U:5-a.I,III.)

Conditions of Seclusion:

Seclusion may only occur in areas which:

- (a) "Are of a size which is appropriate for the chronological and developmental age, size and behavior of the children placed in them."
- (b) "Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located."
- (c) "Are equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are in use in the other rooms of the building in which they are located."
- (d) "Are free of any object that poses a danger to the children being placed in the rooms."
- (e) "Have doors which are either not equipped with locks, or equipped with devices that automatically disengage the lock in case of emergency."
 - Emergency includes, but is not limited to: the need to provide direct and immediate medical attention to the child, fire, the need to remove the child to a safe location during a building lockdown, or other critical situations that may require immediate removal of a child from seclusion to a safe location.

NOTICE

Unless prohibited by court order, the School District is required to make reasonable efforts to verbally notify the child's parent or guardian and guardian ad litem whenever seclusion or restraint has been used on the child. (RSA [126-U:7,I](#))

- Notification must be made as soon as practicable and in no event no later than the time of return to the child to the parent or guardian or the end of the business day, whichever is earlier.
- Notification shall be made in a manner calculated to give parent or guardian actual notice of the incident at the earliest practicable time.

Written notice to the principal and the SAU Director of Student Services by the school employee who used the seclusion or restraint, or if unavailable the employee's supervisor, must be provided within five (5) business days after the use of seclusion or restraint (RSA [126-U:7, II](#))

Written Notification must include the following information (RSA [126-U:7, II](#)):

- The date, time and duration of the seclusion or restraint.
- A description of the actions of the child before, during and after the occurrence.

- A description of any other relevant events preceding the use of seclusion or restraint, including the justification or initiation the use of restraint,
- The names and persons involved in the occurrence
- A description of the actions of the facility or school employees involved before, during and after the occurrence
- A description of any interventions used prior to the use of the seclusion or restraint
- A description of restraint used, including any holds used and the reason the hold was necessary
- A description of any injuries sustained by, any medical care administered to, the child, employees, or other before, during or after the use of seclusion or restraint.
- A description of any property damage associated with the occurrence.
- A description of actions taken to address the emotional needs of the child during and following the incident.
- A description of future actions to be taken to control the child's problem behaviors.
- The name and position of the employee completing the notification.
- The anticipated date of the final reports.

Unless prohibited by court order, the principal or his/her designee shall within 2 business days of receipt of the written notification, "send or transmit by first class mail or electronic transmission to the child's parent or guardian and the guardian ad litem the information contained in the notification." (RSA [126-U:7](#), III)

All cases involving serious injury or death to a child subject to restraint or seclusion, the School District shall, notify the Commissioner of the Department of Education, the Attorney General, and the Disability Rights Center. The notice shall include the elements referenced above. (RSA [126-U:10](#), II)

Intentional Physical Contact with a Child

Whenever a school has "intentional physical contact with a child which is in response to a child's aggression, misconduct or disruptive behavior, a representative of the School District will make reasonable efforts to promptly notify the child's parent or guardian. (RSA [126-U:7](#), IV)

- (a) Notification shall be made no later than the time of the return of the child to the parent or guardian or at the end of the business day, whichever is earlier.

(b) Notification shall be made in a manner calculated to give the parent or guardian actual notice of the incident at the earliest practicable time.

(c) Written Notice, within five (5) business days of the occurrence shall include the following:

The date and time of the incident;

- A brief description of the actions of the child before, during and after the occurrence;
- the names of the persons involved in the occurrence;
- A brief descriptions of the actions of the facility or school employees involved before, during and after the occurrence;
- A description of any injuries sustained by, and any medical care administered to, the child, employees, or other before, during, or after the incident.

SCHOOL RESOURCE OFFICERS AND EMERGENCY RESPONDERS

The School Resource officer is considered a contractor of the school district the Physical Restraint, Intentional Physical contact and Seclusion provisions apply. Documentation and Notification requirements of this policy shall be consistent with the district policy and procedure.

However, nothing in this policy, prohibits the school resource officer (SRO), or other emergency responders, from utilizing restraint, including mechanical restraint, when deemed necessary by the officer to complete the necessary functions of the duties assigned to them by their Employment Agency.

DUTY TO REPORT VIOLATION

When a school employee has reason to believe that the action of another constituted a violation of the restraint and seclusion law and misconduct, or suspected misconduct, pursuant to ED 50, the employee must report this incident to the building administrator or superintendent's designee within 24 hours of the suspected misconduct.

The Superintendent of Schools shall develop a procedure and ensure that all employees are aware of, and understand, their duty to report suspected violations of the restraint and seclusion law. In situations where it is determined that no violations occurred, documentation, including the evidence used to make the determination, must remain on file in the Office of Student Services at the SAU.

Statutory & Regulatory References

RSA [126-U](#)

ED 1113.04-1113.08, 1114.07, 111.08

First Reading: September 17, 2014

Second Reading: October 15, 2014

Approved: October 15, 2014

First Reading of Amendment: May 17, 2017

UNPAID LEAVE POLICY

It is the Coop District's expectation that all employees work in accordance with their individual employment contracts, any applicable collective bargaining agreement, and the District's policies. Employees are expected to come to work as scheduled, except when on an authorized paid or unpaid leave.

Employees are entitled to paid leave as set forth in their individual contracts, any applicable collective bargaining agreements, and/or District policy.

Some District employees may also be eligible for unpaid leave under the provisions of a federal or state law, applicable collective bargaining agreement, or other District policy, such as the District's Family and Medical Leave Act Policy (GCCBC). Otherwise, upon request, the District has the discretion to grant unpaid leaves of absence on a case-by-case basis. Such discretionary unpaid leave is available only if requested and approved by the Superintendent or designee. Unpaid leave requests received with less than 24 hours' notice will not be granted except in extraordinary circumstances as determined by the Superintendent or designee.

Employees who are absent from work without authorization will be considered "absent without leave" and may be subject to discipline, up to and including termination.

Legal References:

Americans with Disabilities Act, 42 U.S. C. § 12101, *et seq.*
Family and Medical Leave Act, 29 U.S.C. § 2611, *et seq.*
Uniformed Services Employment and Reemployment Rights Act,
38 U.S.C. § 4301, *et seq.*
New Hampshire Maternity Leave Law, RSA 354-A:7, VI(b)
New Hampshire Jury Duty Leave, RSA 500-A:14
New Hampshire Crime Victim Leave Act, RSA 275:61 – 275:65

First Reading: May 17, 2017