

Hollis Brookline Cooperative School Board.

Wednesday, May 17, 2017

Hollis Brookline Middle School Library

6:00

All times are estimates and subject to change without notice

- 6:00 Tour of Greenhouse
- 6:05 Call to Order
 - Appointment of a process observer
 - Agenda adjustments
- 6:10 Approve meeting minutes
 - Nominations/Resignations/Correspondence
- 6:15 Public Input
- 6:30 Public Hearing—Athletic Trust
- 6:45 Public Hearing—District Elections
- 7:00 Principal Reports
- 7:10 Discussion
 - Start Time committee update
 - HBHS Master Schedule
- 7:40 Deliberations
 - To see what action the Board will take regarding the purchases outlined in the Business Administrator's memo from April
 - To see what action the Board will take regarding the recommendation made by the Facilities Committee in the April memo
 - To see what action the Board will take regarding the crosswalk
 - To see what action the Board will take regarding the recommendation of the Start Time Committee
 - To see what action the Board will take regarding policy JKAA—First Reading
 - To see what action the Board will take regarding policy EHB—First Reading
 - To see what action the Board will take regarding policy GCCBD—First Reading
- 8:45 Non-public under RSA 91—A: 311 (a) Compensation and/or (c) Reputation
- 9:00 Motion to Adjourn

FY17 Athletic Trust Request

School	Description	Estimated Cost	Totals
HBMS	Replacement padding on the stage and back wall of the gym	\$5,000	
HBMS	Replacement of field hockey goals	\$3,800	\$8,800
HBHS	Lacrosse helmets (already purchased due to need)	\$3,000	
HBHS	Soccer nets	\$4,000	
HBHS	Wrestling mats	\$13,000	
HBHS	Fertilizing athletic fields-chemical application certification	\$2,500	\$22,500

Total \$31,300 Maximum

Beginning Balance	\$4,500
FY16 Athletic Fees	\$59,875
Balance	\$64,375
FY17 Trainer-Estimated	-\$32,000
FY17 Available Balance	\$32,375

To: Hollis Brookline Cooperative School Board
From: Bob Thompson, Principal HBMS
Re: Principal's Report
Date: May 17, 2017 Scheduled Meeting

INFORMATION ONLY



HBMS Community Greenhouse- On Monday, May 8th installers from Adam's Greenhouse Construction LLC completed their work on construction of the HBMS Community Greenhouse. The next phase of the project is to begin construction of the raised beds and add electricity to run the motorized fan. Our goal is to begin growing vegetables in early July for our Extended School Year Program (ESY).

Empty Bowls- On Monday, May 8th HBMS was recognized at the Hollis Board of Selectmen meeting for our work with the Empty Bowls Project. Empty Bowls has been responsible for raising thousands of dollars in donations that goes directly to provide meals for Hollis and Brookline families in need. This year HBMS will host our 4th annual "Empty Bowls and Arts Night," Wednesday, May 24th. Staff and students have been busy making their ceramic bowls over the course of the year. Parents and friends will have an opportunity to purchase the bowls and enjoy ice cream sundaes, all while admiring the work of our art students. Come enjoy ice cream, art, and some incredible music!

6th Grade Parent Coffee With the Principal- HBMS would like to thank all of the 6th grade parents who attended our principal coffee on April 20th. Parents had the opportunity to tour the building and ask any questions that they did not have a chance to ask during our 6th Grade Parent Information Night. We are looking forward to partnering with our 6th grade parents and would encourage them to contact us directly if they have any questions.

Letters about Literature- 8th grade student, Megan McLaughlin, recently had her letter to author Jerry Spinelli selected as the overall New Hampshire winner of the Letters About Literature Contest. Megan's letter will now go on to represent the Granite State in the national 2017 Letters About Literature Contest. We wish Megan the best of luck at the national level.

Smarter Balance Assessment: 7th and 8th grade students are currently participating in the Smarter Balanced Assessment Consortium (SBAC). This assessment measures student achievement in the areas of Reading, Writing and Mathematics. This year, we have moved to the online assessment, which will automate the scoring process. We will receive students' scores in the fall. I want to thank Patti Flynn and Pat Hasychak for all of their work in making this test go as smoothly as possible.

Important Dates:

May 16, 17, 18 – 8th grade NECAP testing
May 22- 8th to HBHS for Shakespeare Performance
May 24- Empty Bowls Night
May 25- Team 3 trip to Freedom Trail in Boston
Week of June 2- 6th Grade placement letters sent out
June 8 – 6th grade step up day
June 7 – 8th grade field trip to Cannon Mt/Flume
June 5 - Chorus Spring Concert
June 6 - Sports Recognition Night
June 7 - Band Spring Concert
June 20- Last Day of School Dismissal at 12:00 p.m.
 -Awards Assembly
 -8th Trip to Canobie Lake
 -7th Grade Barbeque
August 23 - HBMS Registration Day

To: Andrew Corey

From: Rick Barnes

RE: May Board Report

Action Items:

- None

US News and World Report #1 Ranking: We are pleased to highlight that Hollis-Brookline was ranked as the #1 high school in the state of New Hampshire for 2017 by US News and World Report!! We are incredibly proud of this recognition. It is one more indicator of the great teaching and learning that takes place at HBHS. Of course, none of this is possible without the incredible support we receive from the SAU, Cooperative School Board, sending schools, and families of Hollis & Brookline. The timing of this announcement was particularly good given the particularly high number of accolades our students and staff have received this year.

Master Schedule: Attached, you will find the latest draft of the Master Schedule. While this is not the final version, it is a solid indicator of where we will likely end up.

Change the Direction Campaign: Change the Direction is back! At the beginning of the year Judge Broderick spoke to all of our students about this important initiative the goal of which is to destigmatize conversations around mental health. We are hoping for great weather for our walk to raise awareness and money for this great cause during the afternoon of May 25th. Any money raised will be donated to Greater Nashua Mental Health.

AP Update: Over 200 AP Exams will have been proctored in the building by the end of next week. Our student's level of dedication to their studies in the AP program continues to impress staff. With the addition of AP World Studies, many sophomores had the opportunity to experience what it is like to take an AP exam before their junior year.

Prom: Prom will take place on Friday, May 26th. While students and staff are certainly excited for this event, student safety continues to be our number one priority. With that in mind, Officer Bergeron will be offering the Fatal Choices program during CavBlock and Lunch during the week. On 5/25, Dr. Wayne Goldner will be at HBHS to talk to juniors and seniors during CavBlock about the tragic loss of his son due drinking and driving accident. The goal of both programs is to educate students about the dangers of drinking and driving.

SAT Score Update: The College Board recently posted (to the student) then removed scores for the School Day SAT Exam that students took in April. We spoke to the College Board and learned that the scores were removed due to a technical glitch. In conversations with the College Board they indicated they intended to post the full score report for each student but learned that only a partial report was showing to the user. In an effort to display students' scores and include all of the other relevant information, they removed the scores for the time being. They indicated that the full score reports will be available to students on May 18th.

Respectfully Submitted,

Rick Barnes
Principal

START TIME COMMITTEE PROPOSAL FOR 2017-2018

The following proposal is the Start Time Committee's recommendation to the Cooperative School Board. The committee was directed by the school board to research a later start time for middle school and high school students based on research done by the American Academy of Pediatrics. After a year of examination and public forums, the following recommendation is being made without impact to the elementary schools and with minimal financial impact. There is a slight reduction in the Cooperative District school day, however, following extensive discussion with administration and staff, this will not have an impact on learning. This is the conclusion of Phase I. Phase II will include a review of our current schedule at both the middle school and high school and will be directed by a new committee

	MS Current	MS Proposed	HS Current	HS Proposed
Earliest Bus Pick up	6:20 am	6:40 am	6:20 am	6:40 am
Start Time	7:15 am	7:35 am	7:15 am	7:40 am
End Time	2:15 pm	2:20 pm	2:24 pm	2:30 pm
PLC Friday	8:05 am	8:05am-2:20 pm	8:05 am	8:05am-2:30pm
Change in minutes		-11 min/day * Core/Specials		-14 min/day -2.3 min/period

from the Hollis-Brookline Cooperative School Board.

*Change in time will vary between Core classes and Specials

Teacher Dept.	Course Name	Term	Students	Max
VisPerArts	3-D Design and Scu	S1	16	20
Science	Accel Biology	17-18	17	24
Science	Accel Biology	17-18	21	24
Science	Accel Biology	17-18	22	24
Science	Accel Biology	17-18	22	24
Science	Accel Biology	17-18	24	24
English	Accel Eng 10	17-18	14	25
English	Accel Eng 10	17-18	17	25
English	Accel Eng 10	17-18	19	25
English	Accel Eng 10	17-18	23	25
English	Accel English 9	17-18	17	25
English	Accel English 9	17-18	19	25
English	Accel English 9	17-18	19	25
English	Accel English 9	17-18	19	25
Math	Accel Geometry	17-18	13	25
Math	Accel Geometry	17-18	23	25
Science	Accel Phys. Sci. with Earth Science	17-18	15	24
Science	Accel Phys. Sci. with Earth Science	17-18	16	24
Math	Accelerated Algebra 2	17-18	21	25
Math	Accelerated Algebra 2	17-18	22	25
VisPerArts	Acting I	S1	19	25
VisPerArts	Acting II	S2	2	25
English	Advanced Media & Publishing	S1	8	12
English	Advanced Media & Publishing	S2	10	12
English	Advanced Writing	S1	18	22
Math	Algebra 1	17-18	17	25
Math	Algebra 1	17-18	21	25
Math	Algebra 1	17-18	21	25
Math	Algebra 1	17-18	23	25
Math	Algebra 1	17-18	23	25
Math	Algebra 1A	17-18	15	15
Math	Algebra 1A	17-18	15	15
Math	Algebra 1B	17-18	8	15
Math	Algebra 1B	17-18	14	15
Math	Algebra 2	17-18	18	25
Math	Algebra 2	17-18	22	25
Math	Algebra 2	17-18	23	25
Math	Algebra 2	17-18	25	25
Math	Algebra 2	17-18	25	25
Math	Algebra 3/Trig	17-18	11	18
Math	Algebra 3/Trig	17-18	17	18
Science	Anatomy & Physiology I	S1	24	24
Science	Anatomy & Physiology II	S2	22	24
Science	AP Biology	17-18	15	24
Math	AP Calculus	17-18	15	25
Math	AP Calculus	17-18	17	25

Science	AP Chemistry	17-18	14	24
Math	AP Computer Science	17-18	16	21
English	AP Eng Lit & Comp	17-18	11	25
English	AP Eng Lit & Comp	17-18	19	25
English	AP English Language & Comp.	17-18	16	25
English	AP English Language & Comp.	17-18	25	25
English	AP English Language & Comp.	17-18	25	25
English	AP English Language & Comp.	17-18	25	25
Science	AP Environmental Science	17-18	23	24
Wrld Lang	AP French	17-18	3	25
Science	AP Physics I	17-18	15	24
Science	AP Physics I	17-18	21	24
Science	AP Physics I	17-18	23	24
Science	AP Physics II	17-18	10	24
SocStu	AP Psychology	17-18	21	25
SocStu	AP Psychology	17-18	22	25
SocStu	AP Psychology	17-18	25	25
Wrld Lang	AP Spanish	17-18	10	25
Math	AP Statistics	17-18	15	25
VisPerArts	AP Studio Art	17-18	13	20
SocStu	AP U.S. History	17-18	11	25
SocStu	AP US Gov Pol	17-18	23	25
SocStu	AP World History	17-18	21	25
SocStu	AP World History	17-18	25	25
Science	Biology	17-18	17	24
Science	Biology	17-18	18	24
Science	Biology	17-18	23	24
Science	Biology	17-18	24	24
Science	Biology	17-18	24	24
Math	Calculus	17-18	17	25
Math	Calculus	17-18	20	25
VisPerArts	Ceramics	S2	18	18
VisPerArts	Ceramics	S1	18	18
Science	Chemistry	17-18	18	24
Science	Chemistry	17-18	19	24
Science	Chemistry	17-18	21	24
Science	Chemistry	17-18	24	24
Science	Chemistry and Society	17-18	23	24
Science	Chemistry and Society	17-18	24	24
Science	Chemistry Essentials	17-18	9	15
SocStu	Civics	S2	18	25
SocStu	Civics	S2	19	25
SocStu	Civics	S2	20	25
SocStu	Civics	S1	21	25
SocStu	Civics	S1	22	25
SocStu	Civics	S1	25	25
SocStu	Civics	S2	25	25

SocStu	Civics	S1	25	25
SocStu	Civics	S2	25	25
English	College Composition (Writing)	S2	12	22
English	College Composition (Writing)	S1	15	22
Math	Computer Science Principles	S1	18	20
Math	Computers & Technology	S2	16	20
Math	Computers & Technology	S2	19	20
VisPerArts	Concert Band	17-18	24	30
VisPerArts	Concert Band	17-18	25	30
VisPerArts	Concert Choir	17-18	24	30
SocStu	Contemporary Issues	S2	15	25
SocStu	Contemporary Issues	S1	22	25
VisPerArts	Dance, Movement & Music	S2	17	25
VisPerArts	Dance, Movement & Music	S1	20	25
VisPerArts	Drawing 1	S1	18	18
VisPerArts	Drawing 1	S2	18	18
VisPerArts	Drawing 2	S2	12	18
SocStu	Economics	S2	15	25
SocStu	Economics	S1	17	25
SocStu	Economics	S2	17	25
SocStu	Economics	S1	18	25
SocStu	Economics	S1	18	25
SocStu	Economics	S1	21	25
SocStu	Economics	S1	23	25
SocStu	Economics	S2	24	25
SocStu	Economics	S2	25	25
SocStu	Economics	S1	25	25
English	English 10	17-18	19	25
English	English 10	17-18	24	25
English	English 10	17-18	24	25
English	English 10	17-18	25	25
English	English 10	17-18	25	25
English	English 10 Read	17-18	9	15
English	English 9	17-18	18	25
English	English 9	17-18	21	25
English	English 9	17-18	21	25
English	English 9	17-18	22	25
English	English 9	17-18	23	25
English	English 9	17-18	25	25
English	English 9 Read	17-18	10	15
English	Film Studies	S2	25	25
English	Film Studies	S1	25	25
English	Film Studies	S2	25	25
PhysEd	Fitness	17-18	16	25
PhysEd	Fitness	17-18	17	25
PhysEd	Fitness	17-18	21	25
PhysEd	Fitness	17-18	22	25

PhysEd	Fitness	17-18	22	25
PhysEd	Fitness	17-18	22	25
PhysEd	Fitness	17-18	22	25
PhysEd	Fitness	17-18	23	25
PhysEd	Fitness	17-18	25	25
PhysEd	Fitness	17-18	25	25
FACS	Foods & Nutri 1	S1	16	16
FACS	Foods & Nutri 1	S2	16	16
FACS	Foods & Nutri 1	S1	16	16
FACS	Foods & Nutri 1	S2	16	16
FACS	Foods & Nutri 1	S1	16	16
FACS	Foods & Nutri 2	S2	16	16
FACS	Foods & Nutri 2	S2	16	16
FACS	Foods & Nutri 2	S1	16	16
Wrld Lang	French I	17-18	17	25
Wrld Lang	French I	17-18	19	25
Wrld Lang	French II	17-18	20	25
Wrld Lang	French II	17-18	22	25
Wrld Lang	French II	17-18	23	25
Wrld Lang	French III	17-18	21	25
Wrld Lang	French III	17-18	25	25
Wrld Lang	French IV	17-18	18	25
English	Fund English	17-18	7	15
VisPerArts	Fundamentals of Art	S1	21	22
VisPerArts	Fundamentals of Art	S2	21	22
VisPerArts	Fundamentals of Art	S2	22	22
VisPerArts	Fundamentals of Art	S2	22	22
VisPerArts	Fundamentals of Art	S1	22	22
VisPerArts	Fundamentals of Art	S1	22	22
VisPerArts	Fundamentals of Art	S2	22	22
VisPerArts	Fundamentals of Art	S1	22	22
VisPerArts	Fundamentals of Art	S2	22	22
Math	General Geometry	17-18	15	15
Math	General Geometry	17-18	15	15
Science	General Science with Earth Science	17-18	15	15
Math	Geometry	17-18	18	25
Math	Geometry	17-18	20	25
Math	Geometry	17-18	24	25
Math	Geometry	17-18	24	25
Math	Geometry	17-18	25	25
VisPerArts	Guitar	S2	10	10
VisPerArts	Guitar	S1	11	20
VisPerArts	Guitar II	S2	7	15
Science	Honors Anatomy & Physiology	17-18	20	24
Science	Honors Anatomy & Physiology	17-18	21	24
Science	Honors Chemistry	17-18	20	24
Science	Honors Chemistry	17-18	24	24

Science	Honors Chemistry	17-18	24	24
VisPerArts	Honors Choir	17-18	16	30
Wrld Lang	Honors French IV	17-18	13	25
VisPerArts	Honors Jazz Band	17-18	13	30
English	Honors Literature	S2	14	25
English	Honors Literature	S1	15	25
English	Honors Literature	S2	16	25
English	Honors Literature	S1	19	25
Math	Honors Pre-Calc	17-18	16	25
Math	Honors Pre-Calc	17-18	23	25
Wrld Lang	Honors Spanish IV	17-18	20	25
English	Honors U.S. Literature	17-18	24	25
SocStu	Human Geography	S2	18	25
SocStu	Human Geography	S1	19	25
FACS	Human Relations	S2	21	22
VisPerArts	Improv Theatre	17-18	8	25
VisPerArts	Improv Theatre 2	17-18	7	25
Math	Individual Math	17-18	6	10
FACS	Interior Decorating	S1	15	22
Math	Intro to Graphic Arts	S1	21	21
Wrld Lang	Intro to Modern Languages	17-18	15	15
Wrld Lang	Intro to Modern Languages	17-18	15	15
VisPerArts	Jazz Band	17-18	8	30
VisPerArts	Jazz Band	17-18	9	30
VisPerArts	Jazz Choir	17-18	11	28
English	Journalism 1	S2	16	22
English	Journalism 1	S1	17	22
English	Journalism 1	S2	18	22
English	Journalism 1	S1	18	22
English	Journalism 2	S1	12	22
English	Journalism 2	S1	12	22
English	Journalism 2	S2	13	22
English	Journalism 2	S2	13	22
Wrld Lang	Latin I	17-18	13	25
Wrld Lang	Latin I	17-18	18	25
Wrld Lang	Latin I	17-18	21	25
Wrld Lang	Latin II	17-18	18	25
SocStu	Legal Studies	S2	19	25
English	Memoirs & Biography	S1	14	25
English	Memoirs & Biography	S1	17	25
English	Memoirs & Biography II	S2	11	25
PhysEd	Outdoor Adventures	S2	25	28
PhysEd	Outdoor Adventures	S2	28	28
VisPerArts	Painting	S1	18	18
Math	Personal Finance	S2	19	21
Math	Personal Finance	S2	19	21
Math	Personal Finance	S2	21	21

PhysEd	Personal Fitness	S1	21	28
PhysEd	Personal Fitness	S1	23	28
PhysEd	Personal Fitness	S2	24	28
VisPerArts	Photo 1	S1	15	18
VisPerArts	Photo 1	S2	17	18
PhysEd	Physical Education	S1	28	28
Science	Physical Science with Earth Science	17-18	18	24
Science	Physical Science with Earth Science	17-18	19	24
Science	Physical Science with Earth Science	17-18	19	24
Science	Physical Science with Earth Science	17-18	21	24
Science	Physical Science with Earth Science	17-18	22	24
Science	Physical Science with Earth Science	17-18	24	24
Science	Physical Science with Earth Science	17-18	24	24
Science	Physics: Conceptual	17-18	15	24
Science	Physics: Princ. & Problems	17-18	10	24
Science	Physics: Princ. & Problems	17-18	15	24
Math	PLTW Digital Electronics	17-18	10	17
Math	PLTW Intro to Engineering Design	17-18	20	20
Math	PLTW Principles of Engineering	17-18	19	20
English	Poetry	S2	17	25
English	Popular Reading	S1	4	15
English	Popular Reading	S2	4	15
Math	Pre-Calculus	17-18	21	25
Math	Pre-Calculus	17-18	23	25
Math	Pre-Calculus	17-18	24	25
Math	Pre-Calculus	17-18	25	25
SocStu	Psychology	17-18	17	25
SocStu	Psychology	17-18	18	25
SocStu	Psychology	17-18	21	25
Math	Robotics 1	S1	15	20
Math	Robotics 1	S1	17	20
Math	Running Start Algebra 2	17-18	12	15
Math	Running Start Algebra 2	17-18	14	15
Math	Running Start Algebra 2	17-18	15	15
English	Science Fiction	S2	15	25
English	Science Fiction	S1	19	25
SocStu	Senior Quest	17-18	11	30
SocStu	Sociology	S1	20	25
SocStu	Sociology	S2	24	25
Wrld Lang	Spanish I	17-18	17	25
Wrld Lang	Spanish I	17-18	19	25
Wrld Lang	Spanish I	17-18	20	25
Wrld Lang	Spanish II	17-18	23	25
Wrld Lang	Spanish II	17-18	24	25
Wrld Lang	Spanish II	17-18	25	25
Wrld Lang	Spanish II	17-18	25	25
Wrld Lang	Spanish III	17-18	20	25

Wrld Lang	Spanish III	17-18	21	25
Wrld Lang	Spanish III	17-18	22	25
Wrld Lang	Spanish III	17-18	25	25
Wrld Lang	Spanish IV	17-18	20	25
PhysEd	Team & Ind Sports	S2	18	28
PhysEd	Team & Ind Sports	S2	20	28
PhysEd	Team & Ind Sports	S1	25	28
PhysEd	Team & Ind Sports	S1	25	28
SocStu	Topics in Civics	S1	10	15
SocStu	Topics in Economics	S2	10	15
SocStu	Topics in US History	17-18	8	15
SocStu	Topics in World Studies	17-18	10	15
SocStu	U.S. History	17-18	18	25
SocStu	U.S. History	17-18	18	25
SocStu	U.S. History	17-18	19	25
SocStu	U.S. History	17-18	20	25
SocStu	U.S. History	17-18	21	25
SocStu	U.S. History	17-18	22	25
SocStu	U.S. History	17-18	22	25
SocStu	U.S. History	17-18	22	25
SocStu	U.S. History	17-18	22	25
SocStu	U.S. History	17-18	25	25
English	U.S. Literature	17-18	19	25
English	U.S. Literature	17-18	21	25
English	U.S. Literature	17-18	22	25
English	U.S. Literature	17-18	24	25
Math	Web Page Design	S1	19	21
Science	Wellness	17-18	16	25
Science	Wellness	17-18	17	25
Science	Wellness	17-18	21	25
Science	Wellness	17-18	22	25
Science	Wellness	17-18	22	25
Science	Wellness	17-18	22	25
Science	Wellness	17-18	23	25
Science	Wellness	17-18	23	25
Science	Wellness	17-18	25	25
Science	Wellness	17-18	25	25
English	World Literature	S2	8	25
English	World Literature	S1	10	25
SocStu	World Studies	17-18	21	25
SocStu	World Studies	17-18	24	25
SocStu	World Studies	17-18	24	25
SocStu	World Studies	17-18	25	25
SocStu	World Studies	17-18	25	25
SocStu	World Studies	17-18	25	25
English	Writing	S1	20	22
English	Writing	S1	22	22

English	Writing	S2	22	22
English	Writing	S2	22	22
English	Writing	S2	22	22
English	Writing	S1	22	22
English	Writing	S2	22	22
English	Writing	S1	22	22

SATs

The Class of 2018 took the SATs on April 5th. They came in prepared and ready to do their best. There were no problems that occurred throughout the day, and everything went smoothly. Our guidance department is always on top of things doing their best to make the students' lives much easier and comfortable.

Trip to Spain

The trip to Spain was a lovely experience for all of those who went. The trip was a success all round and the students had an amazing time. Everything went smoothly and safely. We would definitely appreciate another opportunity to visit Spain!

Band Trip to Washington D.C.

The band went to Washington D.C. to see the amazing monuments, and share their passion of music with others. They had a successful trip and returned home with many trophies from the festival they competed in. They also got the chance to see the president's own marine band perform. The band students were very happy with the experience and would love another chance to go!

AP Testing

AP Testing took place from May 1 to May 12. This is the first year that sophomores took an AP test (AP World History). The sophomores were very nervous for this new experience, but it went well. The teachers were very excited for AP Exams since that's what they've been working towards. The students and the teachers were relieved that all their hard work payed off.

Hollis Brookline Cooperative School District

FY17 Surplus Management

Suggested Expenditures

Phase II

\$ 6,000	HBHS Library Desktop Replacements
\$ 3,200	HBHS POE Switch Upgrades-needed to accommodate FY18 computers
\$ 17,500	HBHS Door Locks
\$ 9,250	HBMS Floor Scrubber
\$ 4,000	HBHS Window Ballasts
\$ 3,000	HBMS Security Alarm Updates
\$ 2,000	HBMS Fire Alarm Upgrade
\$ 3,000	HBMS Rebuild Pumps
\$ 5,000	HBHS Clean Well Tank
\$ 4,500	HBHS Security Cameras
\$ 2,900	HBMS Security Cameras
\$ 1,600	HBMS Locker Repairs
\$ 3,000	HBHS Back Lobby Rugs
\$ 3,100	MS/HS Internal Sprinkler System Piping Inspection

\$ 68,050

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.

Respectfully Submitted,

Andy Corey

Gina Bergskaug

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

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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.

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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)

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(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](#))

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(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](#).

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

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

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(a) Any physical restraint or containment technique that:

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- Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;

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- Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;

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- Obstructs the circulation of blood;

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- 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

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- Endangers a child's life or significantly exacerbates a child's medical condition.

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(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:

- Prevents physical and psychological trauma;
- 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.)

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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.

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▲ A description of any other relevant events preceding the use of seclusion or restraint, including the justification or initiation the use of restraint,

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▲ The names and persons involved in the occurrence

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▲ A description of the actions of the facility or school employees involved before, during and after the occurrence

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▲ A description of any interventions used prior to the use of the seclusion or restraint

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▲ A description of restraint used, including any holds used and the reason the hold was necessary

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▲ 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.

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▲ A description of any property damage associated with the occurrence.

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▲ A description of actions taken to address the emotional needs of the child during and following the incident.

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▲ A description of future actions to be taken to control the child's problem behaviors.

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▲ The name and position of the employee completing the notification.

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▲ The anticipated date of the final reports.

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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)

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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)

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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)

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(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.

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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 ~~person-employee~~ must report this ~~incident~~violation 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, ~~including the evidence used to make the determination.~~ T and the documentation shall be provided to the New Hampshire Department of Education for ~~during compliance monitoring,~~ the DoE's review of records for compliance monitoring every ~~three years or as monitored.~~ _____

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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](#)

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DATA/RECORDS RETENTION

The Superintendent shall develop procedures for a records retention system. The retention and destruction of Special Education records must comply with requirements of EdD 1119.01(b)

Legal References:

RSA 189:29-a, Records Retention and Disposition

NH Code of Administrative Rules, Section Ed. 306.04(a),(4), Records Retention

NH Code of Administrative Rules, Chapter Ed 1100 Standards for the Education of Children with Disabilities, March 2017, Part Ed 1119.01(b), Confidentiality Requirements

1st First Reading: July 20, 2005

Adoption: May 21, 2008

Amended 1st First Reading: May 2017

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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

**Hollis Brookline Cooperative School District
FY17 Revenue and Expense Report**

		Expenses as of 5/8/2017			
Function	Description	YTD			
		Budget	Expense	Encumbered	Balance
1100	Regular Education	\$5,513,455	\$3,995,178	\$1,373,235	\$145,241
1200	Special Education	\$3,369,905	\$2,443,470	\$814,033	\$111,731
1300	Vocational Program	\$37,890	\$16,724	\$19,269	\$890
1400	Co-curricular Program	\$670,926	\$486,288	\$179,838	\$5,500
2100	Student Support Services	\$1,388,305	\$962,319	\$392,315	\$33,800
2200	Instructional Staff Support	\$600,927	\$377,022	\$211,479	\$18,249
2300	School Board/SAU Assessment	\$916,708	\$730,200	\$87,363	\$100,085
2400	School Administration	\$907,634	\$750,248	\$130,599	\$26,787
2600	Facilities	\$1,267,202	\$970,632	\$178,699	\$118,139
2700	Transportation	\$1,162,422	\$895,174	\$254,783	\$12,465
2900	Benefits	\$4,213,116	\$3,073,151	\$1,015,506	\$124,459
4200	Site Improvements	\$103,254	\$103,254	\$0	\$0
5100	Bonds	\$1,496,084	\$1,496,084	\$0	\$0
5200	Transfers	\$800,000	\$0	\$800,000	\$0
TOTAL EXPENSES		\$22,447,828	\$16,299,745	\$5,457,118	\$697,346

		Revenue as of 5/8/2017			
Description		YTD			
		Budget	Revenue	Expected	Balance
Local Property Tax		\$ 17,022,710	\$ 14,600,000	\$ 2,422,710	(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	\$ 23,321	\$ 15,294	(0)
Medicaid		\$ 191,000	\$ 181,201	\$ 9,799	0
Local					
Tuition		\$ -			0
Food Service Sales		\$ 437,647	\$ 283,629	\$ 154,018	(0)
Other		\$ 50,350	\$ 78,773		(28,423)
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	\$ 19,919,440	\$ 2,651,920	\$ (123,532)

Unreserved Fund Balance	\$820,878
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	\$392,116
Potential FY17 Purchases-Phase 2	\$ (108,475)
Fund Balance to Reduce Taxes	\$ 283,641

5-8-2017 Additional Expense Information

<i>Explanation of budget balances on current expense report</i>			
Function	Description	Current Balance	Notes
1100	Regular Education	\$145,241	Hiring savings/savings due to lack of subs
1200	Special Education	\$111,731	Contracted and out of district SPED costs were less than anticipated
1300	Vocational Program	\$890	
1400	Co-curricular Program	\$5,500	Transportation costs and performing art stipends less than expected
2100	Student Support Services	\$33,800	Contracted services costs less than expected
2200	Instructional Staff Support	\$18,249	Professional development reimbursements less than expected
2300	School Board/Assessment	\$100,085	Contingency
2400	School Administration	\$26,787	Support Contracts/Hosting Fees less than expected
2600	Facilities	\$118,139	Board approved expenditures, phases I and II, included here
2700	Transportation	\$12,465	Special Ed transportation costs less than expected
2900	Benefits	\$124,459	All benefits less than expected; primarily health insurance
5100	Bonds	\$0	
5200	Transfers	\$0	
	Total Expenses	\$697,346	

<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, janitorial 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: 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.