

Hollis Brookline Cooperative School Board

Wednesday, June 21, 2023

Hollis Brookline Middle School

6:00

All times are subject to change without notice

- 6:00 Call to Order
- 6:05 Appointment of a process observer
Agenda Adjustments
Nominations/Resignations and Correspondence
- 6:10 Approval of Minutes – May, 2023
- 6:15 Public Hearing – Maintenance Trust
- 6:30 Public Input
- 6:45 Principal's/Athletics reports
 - Math presentation informational
 - MS Dugouts
- 7:15 Discussion
 - Fiscal Year 2023 – Revenue and Expense report
 - Unreserved fund balance update
- 7:50 **Deliberations**
 - To see what action the Board will take, if any, regarding the use of the unreserved fund balance
 - To see what action the Board will take to authorize the Superintendent to hire, accept resignations, and terminate staff during the summer months
 - To see what action the Board will take regarding the administrations recommendation for the maintenance trust
 - To see what action the Board will take regarding the donation of materials for the construction of the Middle School Dugouts
 - To see what action the Board will take regarding the administrations recommendation regarding the installation of Middle School Dugouts
 - To see what action the Board will take regarding the correspondence from the Teachers union regarding negotiations

- To see what action the Board will take regarding the administrations recommendation to form a facilities committee as outlined by Board member Mann
- To see what action the Board will take on policy EHB – Data records retention: second reading and adopt
- To see what action the Board will take on policy GADA: second reading and adopt
- To see what action the Board will take on policy JLCB – Immunization of students: third reading
- To see what action the Board will take on policy JF- Enrollment policy: second reading
- To see what action the Board will take on policy IMBD: second reading

8:15 Report out by the process observer

8:25 Non-public under RSA 91-A: 3II (a) Compensation and/or (c) reputation

8:30 Motion to Adjourn

Hollis Brookline Cooperative School District

Expendable Trust: Public Hearing

June 21, 2023

Maintenance Expendable Trust

Background

Principals Tim Girzone and Patrick West identified several needed repairs/improvements for their respective buildings during the budget process. At the Budget Hearing for FY24, the Hollis Brookline Budget Committee recommended along with the Hollis Brookline School Board that the funding source for these particular items be the Hollis Brookline Maintenance Expendable Trust.

FY24 Requested Items/Estimated Cost

HBHS	Roof Section	\$117,000 (Phase 8 of 10; Section 4)
	Road Paving	\$120,000 (Student Dirt Lot & Front Area Additional Edges)
	Kitchen Renovations	\$ 40,000 (The project pieces not eligible for food service funding)
HBMS	Flooring	\$ 21,200 (Library landing, Music, CS and Teachers Rm)
	HVAC Upgrades	\$ 10,000 (Targeted upgrades to improve airflow and operations)
	Elevator Replacement	\$ 68,000 (There is \$43K in the trust being held for this repair)

Total Requested \$376,200

Maintenance Expendable Trust Status

Current Balance: \$ 217,153
To be added in FY24: \$ 300,000
FY24 Expenditures: \$ 376,200
FY24 Available Balance: \$ **140,953** (Anticipated)

Special Education Expendable Trust

There are no plans at this time to use any of these funds in FY24.

Special Education Expendable Trust Status

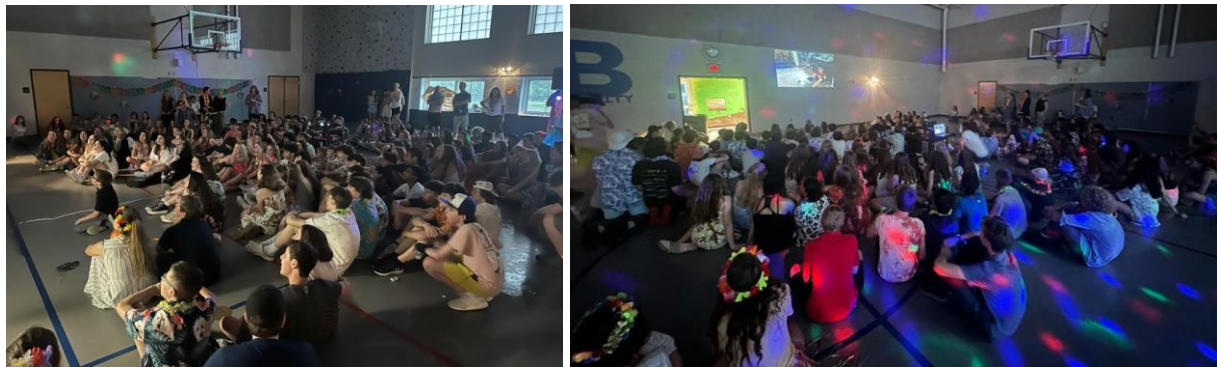
Current Balance: \$ 236,118
To be added in FY24: \$ 25,000
FY24 Expenditures: \$ 0
FY24 Ending Balance: \$ **261,118** (Anticipated)

To: Hollis Brookline Cooperative School Board
From: Patrick West, Principal HBMS
Re: Principal's Report
Date: June 15th, 2023

Information Only

End of Year Celebrations

HBMS is very excited for the end of the year events, activities, and celebrations during the last week of school. 8th grade students will be celebrated with the end of the year Luau Dance on June 14th from 6:00 – 8:00pm. There will be a presentation put together by Computer Science teacher Sam Boudreau involving pictures from current 8th grade student's years leading up to 8th grade as well as pictures from this school year. We will also be hosting the end of the year awards ceremony on the last day of school (June 16th) from 7:45am – 9:00am. Parents/guardians of students who are receiving awards are welcome to attend. We will also be live streaming the event for families that are unable to attend. The ceremonies will include academic awards but will be highlighted by the awarding of the annual 8th Grade Robert E. Kelly Character Award. **107 different students will receive an award.



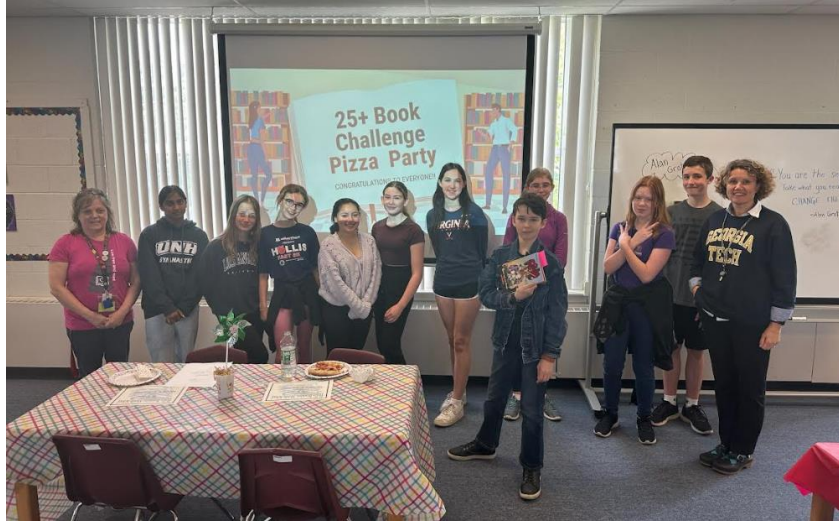
Spring Concerts

The Spring Choral concerts was Monday, June 5 and the Spring Band Concert was Wednesday, June 7th at 6:30pm. Both groups did an outstanding job during their performances. Although our students always perform well, it was a noticeable improvement from their last performances.



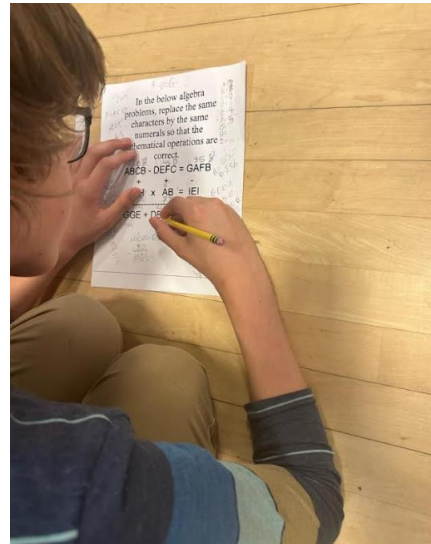
25+ Book Club Challenge

Congratulations to our fifteen (15) students and two (2) teachers who all reach the 25+ Book Challenge by June 1st this year! Students received a catered lunch of their choice plus a \$5 gift card to Balin Books to continue their passion for reading. This was an increase from last year's eleven (11) students who completed the challenge and we hope to continue seeing an increase in student and staff participation next school year.



8th Grade Academic Challenge

The 8th grade teachers put together an 8th grade academic challenge for students to participate in on June 14th. Students were challenged with 8th grade questions from their core classes, teacher trivia, current events, and other fun games. Students and staff appeared to have a lot of fun and we hope to make this a school-wide event for the end of the 2024 school year.



End of Year Dates

June 14th – 8th Grade Luau Dance
June 15th – 7th Grade BBQ & *The Outsiders* day
June 15th – 8th Grade to Mel's Funway Park
June 16th – Last Day of School & Awards Ceremony (10:40am dismissal)

Next School Year Dates

Student Open House Days - August 22 and 24 (9am - 1pm)
Opening PD Days - August 28th, 29th and 30th
7th Grade Orientation - August 30th
First Day of School - August 31st

Respectfully Submitted,

Patrick West
HBMS Principal

To: Hollis Brookline Cooperative School Board
From: Tim Girzone, Principal HBHS
Re: Principal's Report
Date: June 21, 2023

Information Only:

Veterans in the Classroom

Once again, HBHS invited local military veterans into our school to host Q&A sessions with our Civics and Government courses. Our local heroes shared stories about their experience serving in the US military and answered questions about their service. HBHS relationship with local veterans is valued and an important part of our student experience.



District Band Concert

The district concert involved 138 of Adam Wallis's band students at the upper and lower Hollis and Brookline Elementary Schools, about 40 of Liz Nault's Band and Jazz Band students, and 30 or so HBHS Concert and Jazz Band students. Each group and many of their parents got to see each other perform, and see the breadth of our district's instrumental ensemble offerings.

NHS Chapter Project

Each year our NHS student leadership team selects a worthy cause for our community service chapter project. This year's NHS Chapter Project, which included over 70 students taking part in a full scale assembly production line building beds for children in need (Sleep in Heavenly Peace) took place earlier this month. The project which was overseen by advisors, Mr. Hersey and Mr. MacFarlane and organized by student leaders, Noah Moyer and Tommy Anderson. HBHS is very proud of our students and the tremendous work done with this project.



HBHS Performing Arts Presents: *8 Minutes Left* by e.b. lee

Mr. Matt Barbosa and our HBHS Performing Arts Department's spring performance took place earlier this month with evening shows on Friday 6/2 and Saturday 6/3. Our student cast, stage management, set designers and costumes were once again top notch and very entertaining.



Personnel updates:

- Physics position
- Active Teacher Position Interview Committees
 - Math Teacher
 - Computer Science Teacher
 - Default plan if position does not fill
 - AP Computer Science
 - Personal Finance
 - Collapse Low Enrollment Electives
 - Special Education Case Manager
- 1 CTE Van Drivers

To: Andrew Corey, Superintendent
From: Brian Bumpus, District Athletic Coordinator
Re: June 2023 Board Report

State Champions: First and foremost, we'd like to congratulate all 4 of our Championship teams from this spring! The HBMS Baseball team won the Tri County Championship in exciting fashion with a 2-1 walk-off hit against Amherst, HBHS Girls Lacrosse won their first Division II Championship in school history, and both the HBHS Baseball and Boys Volleyball teams won their second of back-to-back championships! Congratulations to all of the student-athletes and coaches on their tremendous success.



HBHS Spring Sports: With the closing of the spring season, there is much to celebrate in the world of HBHS Athletics. Along with the state championships outlined above, we also saw our Softball team make it to the Final Four, before losing a tight game to Kingswood. Both our Boys Lacrosse and Boys Tennis teams fell in the quarter-finals to the #1 seeds in their respective tournaments, while Girls Tennis dropped in the prelims. And lastly, both of our track teams, Outdoor and Unified, had fantastic seasons, with each having several placers at their state meets. Outdoor Track also had 2 athletes who qualified and competed at the New England Championships in Bangor, ME on graduation day: Lily Bouchard and Marcus McCammack. We are very proud of all that our HBHS student-athletes have accomplished, not only this spring, but throughout the entire 2022-2023 school year!

HBMS Spring Sports: HBMS Athletics had their fair share of success this spring as well! Along with the Baseball championship, the Boys and Girls Lacrosse teams both qualified for their tournaments, with the Girls losing in the prelims and the Boys making it all the way to the semi-finals before bowing out to a strong Londonderry team. The HBMS Softball team had a great season, showing a lot of improvement, while the Outdoor Track team, which boasted it's largest participation numbers in recent history, competed well in the Tri County League meet, with several student-athletes qualifying for the Middle School Meet of Champions. This spring was the perfect ending to what has been a fantastic year of HBMS Athletics.

HBMS Softball Dugouts: Over the course of the past 2 months, we have been working with 3 contractors to secure comprehensive bids for the construction of dugouts on the HBMS Softball field. These dugouts will match the footprint and mirror the appearance of the HBMS Baseball dugouts, and provide a much needed upgrade to our current Softball facility. Currently, we have one completed bid for a total of \$29,900.00 from Brookline-based business, Green Nature Homes. We will have the 2 additional bids from North Point Construction and Morin Contract Servicing prior to the Wednesday 6/21 meeting of the School Board. In addition to working through the bid process, we also have a potential donor who may be willing to donate materials for this project, which could decrease the overall cost to the district. We will be prepared with and intend to make our recommendation to the board on Wednesday 6/21, as well as seek approval for the donation of materials as necessary.

HB Athletic Booster Club Update: The HB Athletic Booster Club hosted their annual Golf Tournament on May 26th, and catered to a sell-out crowd for the first time in many years. This event continues to grow and be a major fundraiser for the club, in support of our Athletic programs. Ultimately, the event raised over \$13,000 to be allocated to their general fund, which supports the purchase of items such as: championship apparel, athletic department and team requests, and a plethora of other items to enhance the athletic experience for our entire athletic program. We thank all of those that continue to support the HB Athletic Booster Club, including the many parent volunteers that donate their time and energy, and look forward to continuing to strengthen our bond between them and the administration in the COOP school district. Additionally, we'd like to extend a special thank you to Mr. Stephen Davidson, who will be stepping down as our Booster Club president at the end of this school year, and welcome Mr. Moe Turcotte, who will be taking his place.

Recent Coaching Hires:

- MS Boys Soccer Coach - Jeremy Gaudet
- HS Cross Country Head Coach - Nicole Fortuna
- HS Cross Country Asst. Coach - Tyler Pare
- HS Golf Head Coach - Milton Robinson
- HS Girls Basketball Head Coach - Heidi Moore

District Coaching Openings: The HB Athletic Department is currently seeking qualified candidates for several positions at HBHS and HBMS.

HBHS

Bass Fishing Head Coach
Bass Fishing Assistant Coach
Field Hockey JV Coach
Field Hockey Assistant Coach
Golf Assistant Coach
Unified Soccer Assistant Coach
Cross Country Assistant Coach
Boys Basketball Head Coach
Girls Basketball JV Coach
Girls Basketball Assistant Coach
Gymnastics Head Coach
Swimming Head Coach
Swimming Assistant Coach
Boys Tennis Head Coach
Girls Tennis Assistant Coach

HBMS

Girls Soccer Head Coach
Cross Country Coach

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Brian Bumpus".

Brian Bumpus
District Athletic Coordinator



K-12 Math Curriculum Review Report

Lance Flamino June 21, 2023



K-12 math curriculum review conducted over the 2022-2023 school year.

Goals: *Explore the written and taught curriculum in the Brookline, Hollis and Hollis Brookline cooperative school districts.*

Areas of specific focus:

- Horizontal and Vertical Alignment & Communication
- Look into the accelerated math program
- Review of common courses taught at multiple grade levels.

From this review findings and recommendations will be offered related to alignment, professional development, commonly taught courses, the accelerated program, and staffing.



Process

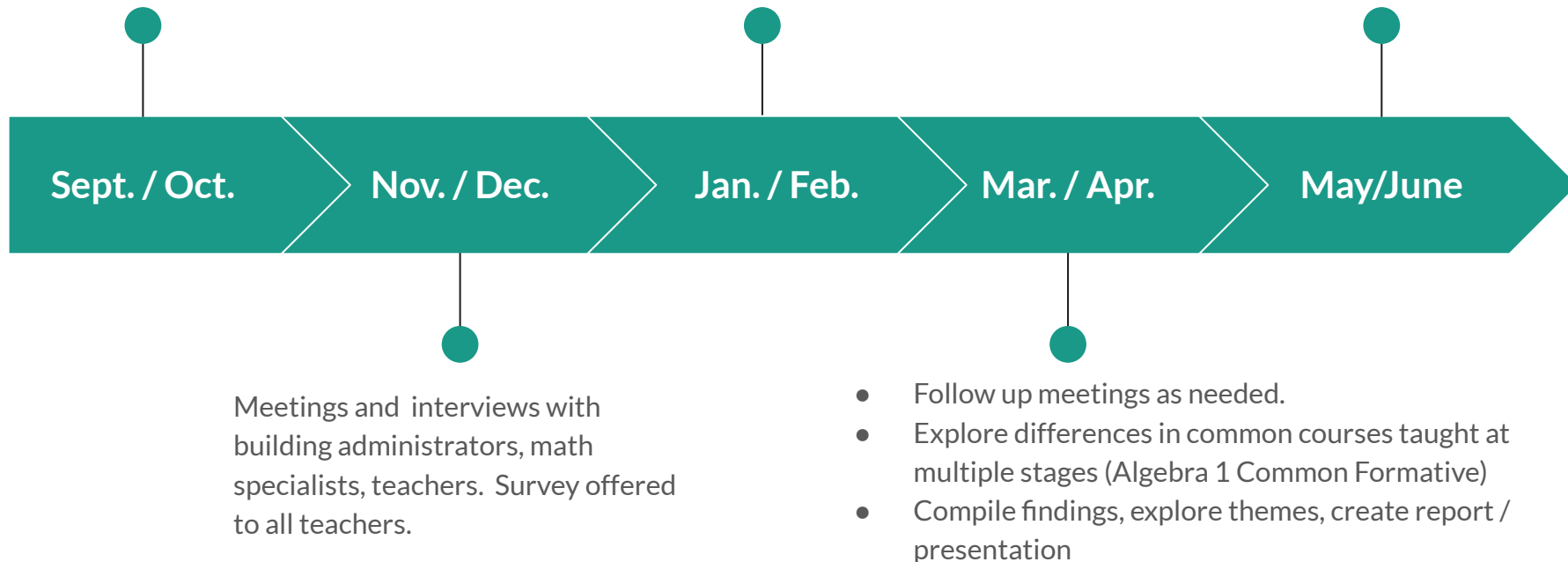
- **Research**: Current curriculum documents, test data, acceleration models and practices
- **Interviews**: Building Administrators, Math Specialists, Teachers
- **Explorations**: Look into problem solving techniques and strategies of students with varying entry points to a common course through a common formative assessment
- **Data Collection & Sorting**: Analyze interviews and survey to look for common themes
- **Report**: Create a report to describe process, findings, and recommendations

Timeline:

- Review K-12 curriculum documents
- Explore testing results
- Research acceleration models

- Continue Meetings (Staff/Students)
- Explore student placement data

Present findings and recommendations





Brief Summary of Findings

- Math learning and instruction is a priority in SAU41
- Teachers and specialists work diligently to try and match the written curriculum with the taught curriculum, but face challenges with pacing and gaps in learning and retention
- Fact fluency and number sense are viewed as a concern across grade levels
- The accelerated program is placing students appropriately and focused on avoiding pitfalls of content compaction such as skimming or skipping
- Commonly taught courses across grade levels are providing a similar experience but not totally common

Overarching Take-Away: A lot of great things happen with respect to math instruction and learning in SAU41. Improvements will be made at the margins by working to continually improve instruction.

Recommendations

- Alignment:
 - Commonly taught Courses & Hollis & Brookline Schools: Provide time to meet and collaborate within these groups in a structured and directed way. Effectively use common assessments.
- Professional Development:
 - High Quality & Math specific: Incorporate training with the new elementary program prior to and during implementation. Book studies such as *Figuring Out Fluency in Mathematics*. Continued high quality math PD offerings such as OGAP.
- Accelerated Program:
 - Continue to refine placement, incorporate the teaching of study habits, communicate effectively with parents about courses and pathways, consider a statistics course at HBHS as additional opportunity.
- Intervention:
 - Explore a more structured approach to tier 2 intervention at the HBMS & HBHS.
- Staffing:
 - Parity with math specialist positions, support for new teachers to mitigate the impact of teacher turnover.



Questions

K-12 Math Curriculum Review 2022-2023 Report

Part I: Introduction

A K-12 math curriculum review was conducted over the 2022-2023 school year. The goal of this review was to explore the written and taught curriculum in the Brookline, Hollis and Hollis Brookline cooperative school districts. Areas of specific focus included horizontal and vertical alignment and communication, a look into the accelerated math program, and a review of common courses taught at multiple grade levels.

From this review findings and recommendations will be offered related to alignment, professional development, commonly taught courses, the accelerated program, and staffing.

Process

According to the National Council of Teachers of Mathematics (NCTM) in order to improve learning experiences and outcomes for students, time should be spent analyzing and evaluating curriculum, systematic policies, practices, and procedures that may restrict student access to or success in mathematics. With that in mind, this review took into consideration that this review is not a product to be created, but rather a first step in a process of continual improvement to be engaged with in order to better meet the needs of students. The questions asked and answers given were part of what was used to steer this process. Additionally, curriculum is viewed as *part* of what drives and defines what happens in school, rather than the sum of its parts.

The beginning of this process involved research including collecting information to create a background, exploring themes, building questions and ideas that could be used to guide the review. This research included exploring the district curriculum documents and materials currently in place, as well as previous curriculum documents and presentations. Additionally, state and district testing data was reviewed. Research on math acceleration and its benefits and pitfalls was conducted as well.

After initial research the next step was to gather input from staff. This included one-on-one meetings with all building administrators and math specialists. All district teachers also had the opportunity to schedule a meeting to discuss math curriculum and instruction, which many did. Additionally, a brief introduction and description of the project was given to all school staff that offer math instruction, and with that, an accompanying survey to get input.

Once these meetings were completed the goal was to link common threads from the process in order to compile the findings and explore next steps. These steps included follow up research, outreach to other districts, and testing possible action steps where possible.

Part II: Findings

Administrator Interviews

As an initial step in the process I sat down with all building principals to discuss their perceptions of math curriculum and instruction within their buildings and as they pertain to the district. A number of common themes emerged throughout these interviews. While many of these themes were common among grade levels, there were certain elements and threads that were universal.

At the elementary level one common concern of administrators stemmed from staff turnover and the loss of institutional knowledge that comes from working collaboratively with colleagues and missing past professional development opportunities that might be being used to drive practices within the classroom.

At the middle and high school level two common concerns were the lack of a formalized approach to tier 2 interventions, and a feeling that some students and parents have a perception that they are being locked into “tracks” as course options expand.

A common thread that emerged from interviews with administrators was a concern that continuity and consistency with regard to mathematics curriculum and instruction poses a challenge. This can exist to some extent on a building level from classroom to classroom and grade to grade, but also from school to school. While understanding that cohorts of students have different needs and skills there is a question if students are entering courses having had a unique set of experiences, there is a wonder if this creates any hurdles for students.

When administrators were asked where they would like to see additional resources allocated there was a near unanimous agreement on three items: personnel, time, and professional development.

Math Specialist Interviews

After meeting with building administrators I met with the elementary math specialists, the middle school accelerated teacher and high school math department head. In meetings with the math specialists many of the thoughts and concerns of both administrators and teachers were present through their unique and nuanced view.

The elementary school specialists all felt strongly that there are great teachers working incredibly hard in their buildings, but that those teachers, especially newer staff, would benefit from professional development directly related to math instruction. They felt that this would help foster expertise and growth for teachers. This expertise would provide teachers with a better sense of why we might be teaching a certain topic and help them avoid teaching “tricks” - which was a common concern amongst math specialists. Additionally, math specialists felt that number sense and fluency was an area of concern and something not focused on with the current math programs.

Similar to administration there were concerns at the middle and high school that there is not a formalized tier two intervention model. Other concerns stemmed from the introduction of course pathways, and how the perception of different pathways was impacting students and parents' thoughts regarding course choices.

Teacher Interviews

Meetings with teachers showed more overlap with the administration and specialist interviews. There were commonalities specific to grade levels, and again some universal themes.

At the elementary level there was a feeling that there is a push to cover a certain breadth of content, which may impact time spent going into the whys and hows of math and therefore impact the depth of knowledge teachers are able to build with students. This sense that they need to cover a certain set of topics also means less time working on fact fluency and number sense which were noted as major areas of concern with teachers. This may be preventing students from moving beyond algorithms and building strong problem solving skills. Teachers felt that at this point in time there is not a comprehensive and cohesive program, but that grade level teachers are aligned for the most part.

At the middle and high school level there is a concern that classes with some of the course pathways that have common end points are at risk of being diminished. For example, the algebra 1A/1B experience is designed to be equivalent to the Algebra 1 experience. At this time successful students from both pathways may enter geometry, but if the rigor is lowered in 1A/1B they may not be set up for success. Another theme was that accelerated students enter with comparatively weak study skills and work habits. There is a sense this may be due to the fact that mathematics has always come easy to them and for some students this is the first point where they begin to struggle as the pace and rigor is extended.

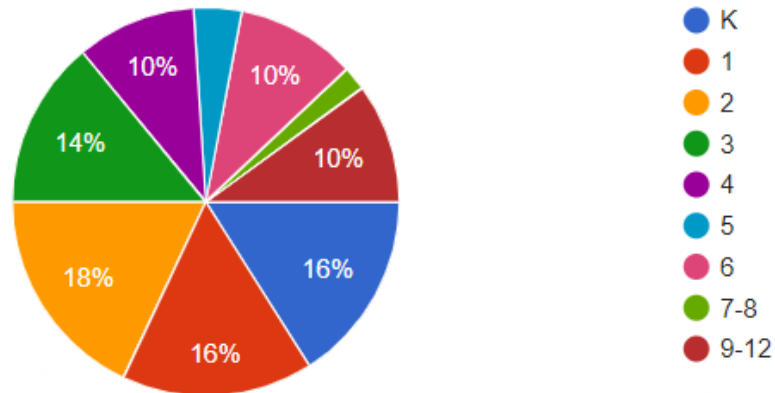
Universally, teachers felt that students struggled with some of the soft skills necessary to be successful. This would include study habits, time management, communication, and flexibility in learning habits. Retention was another area of concern as teachers felt there is an increasing need to go backwards and reinforce (or relearn) prerequisite skills. The time needed to do this has an impact on the time available to move forward with content and curriculum. Interviewed teachers were very supportive of having high quality math focused professional development opportunities.

Teacher Survey:

A survey was offered to all teachers who offer math instruction to students. The goal of this survey was to get an overview of how teachers felt about math curriculum and instruction as well as strengths and weaknesses. Fifty teachers representing a cross section of grade levels responded to the survey, with many opting in for follow up interviews.

What grade do primarily you teach?

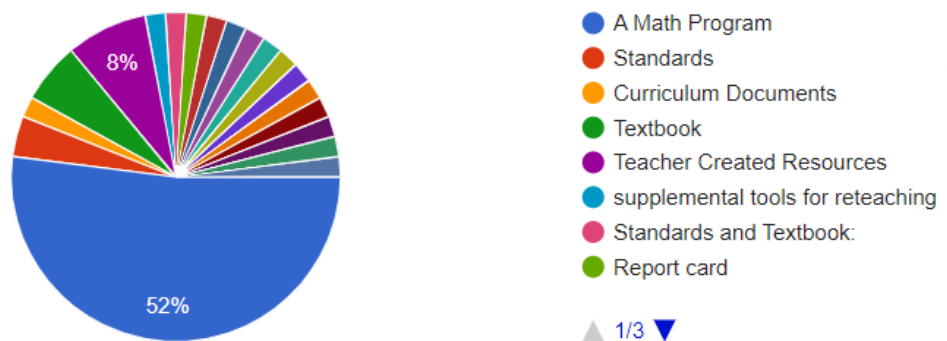
50 responses



The majority of teachers reported that a math program, teacher created resources, or text book was the primary guide for math instruction in their classroom.

What is primarily being used to guide math instruction in your classroom?

50 responses



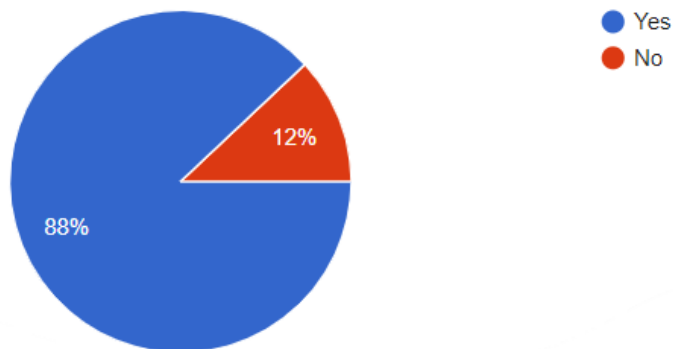
While most teachers felt students were entering their classrooms relatively well prepared they are concerned about gaps in student knowledge. There is a sense that some of these gaps stem from an accumulation of small gaps in knowledge or a lack of a strong foundation before moving on.

As was noted with previous groups, many respondents noted number sense and fact fluency as major areas of concern. Also noted as concerns were problems solving skills, fractions, and a lack of perseverance in learning difficult mathematics.

Teachers responding to the survey were overwhelmingly interested in math specific professional development opportunities (88%).

Would you be interested in more math specific professional development opportunities?

50 responses



With regard to professional development they would hope to see something that is high quality and applicable in their practice. More specifically training on how to use and implement a math program, problem solving strategies, and how to incorporate hands-on activities and 21st century learning experiences. Additionally, professional development that focuses specifically on learners at different grade levels.

Staff felt that there were many strengths of math instruction. Teachers felt that the time allotted to math instruction was a strength, and that teaching strategies (math centers, workshop model) are effective. Teachers feel that strong teaching teams and flexibility with how math is taught is a positive. Math specialists are considered a great asset in supporting students who are struggling, offering enrichment opportunities, and helping teachers with instruction.

Staff are concerned that there is not always time to fill gaps in student learning, and often move forward before feeling students have a firm understanding of topics. With this concern about time there is a challenge of balancing two elements. Consistency, from class to class and cohort to cohort as well as a desire to provide a robust and rigorous experience.

Some changes staff are interested to see at the elementary level is a thoughtful rollout of the new program. With this they hope to see high quality training that allows for the use of professional discretion with regard to content and pacing. With respect to that a focus on depth rather than breadth.

A look into the accelerated program/pathway

Acceleration in mathematics is a nuanced topic. With enough research it is easy to defend the practice of early acceleration as well as find a strong argument against acceleration and leveling. The key is finding a balance and implementing an acceleration strategy that meets the needs of the community in a way that ultimately best serves students. The hope with acceleration is that students are appropriately challenged, learn all the necessary material, and are able to advance further mathematically than they would have in a traditional pathway. Some of the pitfalls of acceleration include potential for skipping or skimming certain topics which can result in a less deep understanding of mathematics.

Schools in New Hampshire take a wide variety of approaches to acceleration, but nearly all high performing schools have some option for students to reach at least the Algebra 1 level in Middle School.

There are two main areas of concern that specialists and teachers expressed consistently. The first is readiness for acceleration. This readiness is both a factor of content skills, problem solving skills, and maturity when entering classes with mixed grades. The second, is that some students and families use VLACS as a way to gain access to the accelerated pathway and enter less prepared for the level of depth and rigor.

Math specialists feel that the placement test is doing a good job identifying students that will be successful in accelerated courses. When asked if it could be including or excluding kids inappropriately they said they think this is a very rare occurrence based on their observations. The use of a placement test is common among districts offering math acceleration. Like this district many use an in-house created assessment, but some employ standardized testing specific to Algebra readiness, or a state test as an additional data point.

Teachers of accelerated courses are very cognizant of the content and pacing of their curriculum but often find it challenging to cover the appropriate amount of curriculum if students enter with gaps in knowledge or weaker skills.

Alignment of common courses taught at different grades

Teachers working on common courses taught across different grade levels feel confident that overall their students are receiving a relatively common experience. They do however, find it difficult to find the time to work and really dig into student learning and the details of how certain big topics are taught. An example of this would be factoring quadratic trinomials, a topic taught towards the end of Algebra I. There are many strategies that can be employed to factor quadratic trinomials, as well as multiple ways to organize those strategies. Since this skill is used frequently throughout the highschool curriculum through Calculus (and beyond) some students may be at a disadvantage if a certain strategy that they did not learn is employed regularly at a higher level course.

As part of this process all teachers of Algebra I (7th grade Accelerated, 8th Grade, 9th Grade, and 10th grade Algebra 1B) administered a common formative assessment. The assessment was designed to show student thinking on a recently covered topic. The Challenge of this was finding a topic that was timely for all groups which function on a different time schedule, as well as coordinating the logistics of administering the assessment. The assessment results showed that students in different courses took varying approaches to solving problems as well as indicating different levels of depth of knowledge. The common assessment and reflection are located in the appendix. Recommendations for refining this process and potentially using it to create a more focused common learning experience for students are included in the next section.

Part III: Recommendations

Vertical & Horizontal Alignment

The necessity of providing similar learning experiences for students makes aligning curriculum and instruction across grades and schools important as it ensures the greatest possibility for continuity with learning. Providing opportunities for teachers at the primary and upper elementary schools to communicate and collaborate on scope and sequence, particularly with the implementation of a new program would be pivotal in beginning this process.

Vertical Alignment is necessary to create a comprehensive and balanced math experience for students. Given the sequential nature of the subject, holes in knowledge tend to deepen over time if not addressed. The opportunity for teachers up and down grade levels to communicate specifics about learning needs, content gaps, as well as strengths is key to providing this.

Time to meet, direction and buy-in from administration, and effectively using shared documents would be key to this alignment. This could also create a detailed document that could be used to guide new staff. Leveraging district half days for this work is a possible solution that is already part of the calendar.

Professional Development

High quality professional development opportunities specific to math instruction and the daily practices of teachers would be beneficial. At the elementary level this should include quality professional development specific to the new program prior to implementation. Additional high quality professional development such as what is offered from the OnGoing Assessment Project (OGAP) is currently being utilized in the district and has been positively received. The obstacle with such professional development opportunities is offering them in a way that makes them accessible to more staff. Leveraging professional development days in a way that suits this is a potential solution but has limitations.

Commonly Taught Courses

Common courses that are taught at different grade levels but have common points of convergence are in need of better alignment. Time for teachers to meet and discuss specific curricular choices and methods of delivering instruction are critical.

One tangible solution would be to implement a more strategic version of the common formative assessment and reflection used this spring. To do so, teachers of these courses would need time to plan a small number of assessments, create a flexible timeline for delivery, and have the opportunity to discuss results and implement follow up strategies. For example, the team may decide to create and offer an assessment on solving inequalities, decide to give the assessment within two weeks of finishing the unit, and follow up after the last group has

assessed. The reflection sheet (appendix) would create an opportunity to collaboratively address learning gaps.

Additionally, time to collaborate and discuss content delivery, timing, and pacing would be beneficial. Teams could also collaborate on a final assessment, which depending on the grade of each course may count or not, and analyze the results.

Accelerated Program

The need and desire for acceleration in mathematics is unlikely to change. In order for acceleration to be successful it should continue to be intentional and adapted in order to suit the needs of each group of students.

Placement

The current placement test has been successful at identifying the appropriate students for accelerated placement, and offers the benefit of longitudinal data. Keeping this in place provides consistency. Using additional means of assessment, perhaps across a wider range of students, may also prove beneficial. The Iowa Algebra Aptitude Test is an example of a readiness test that could be administered and used to compare large cohorts of students taking the course prior to Algebra 1 (accelerated grade 6, grade 7 pre-algebra, and eighth grade math).

The concern expressed about students using VLACS to circumvent the current pathways to acceleration is a challenge as the course is offered through an accredited school. Other options are to require prerequisite courses offered in the district or courses through the *Art of Problem Solving* online school which is designed for advanced learners.

Communicating with families early about the accelerated program, and alternate pathways into upper level mathematics courses during high school would also be recommended. This could be accomplished through an informational meeting and hardcopy materials sent home. At the high school level clarifying what different courses mean in terms of pacing rather than content would be beneficial. This may be addressed in the program of studies.

Considering additional course offerings may also be a useful strategy both to increase access to upper level math courses for students not accelerated early, as well as offering options for accelerated students looking to move off that course pathway. A Statistics course would be a logical offering as its content is not only important for becoming an informed citizen, but also useful in nearly every college major and career.

Intervention

An indicated need for more structured tier 2 intervention strategies at the middle and high school level should be addressed. It is likely this can be addressed within the existing schedules in place. This could mean utilizing study halls at the middle school and CavBlock at the high school. Staff at each level would need to indicate a method for identifying students for intervention support.

Staffing

When asked where additional resources would be most beneficial, staffing was a recurring theme. While adding multiple staff members dedicated to math instruction may be a reach there are some small steps regarding staffing that may be more possible to implement. Parity with math specialists and consistency of pulling specialists for coverage is one. Another would be guidance for new staff specifically related to the math curriculum and instruction, possibly through the creation of detailed and shared pacing and instruction documents as previously mentioned.

Part IV: Conclusion

The top line takeaway from this curriculum review should be the strength of what is being employed in the districts. The written curriculum is strong and based on appropriate standards. Staff are heavily invested in students learning mathematics, and are doing everything they can to match the taught curriculum with the written curriculum. With that in mind, education is a very human endeavor and student cohorts are unique and enter the classroom with varying strengths and areas of need.

Time to collaborate with colleagues within and outside of immediate teaching teams in a structured and thoughtful manner with a continuous focus on math curriculum and its delivery with a focus on coordination and alignment are key elements for growth.

Part V: Appendix

Questions for guiding interviews

1. Tell me about math instruction and learning in your school. What works well, what doesn't, what questions you have, what you think could be done differently, what is sacred...
2. What is primarily being used to guide what takes place in the classroom?
 - a. Program, Standards, Curriculum documents, textbook...
3. What are the key concepts (big ideas, topics) at this grade level (or multiple for specialists / Administrators) that are addressed *and* need to be mastered?
4. What are the key skills (mechanics, procedures) at this grade level (or multiple for specialists / Administrators) that are addressed *and* need to be mastered?
5. What concepts/skills need to be mastered prior to this grade level in order to be successful?
6. What are the soft skills that students need in order to be successful at this level, or at the next level? Are these skills being taught?
7. What options for personalized learning (and enrichment/remediation) exist? And how accessible are they for implementation? If there are roadblocks what are they?
8. What do you see as the difference between the intended curriculum and what students actually learn?
9. Is there a balance between foundational/content knowledge and other curricular concerns such as problem solving skills, critical thinking, communicating mathematics, perseverance?
10. Do students have the necessary content understanding in order to succeed in an upper level course? Do they have the soft skills?
11. Are the correct students being placed into accelerated programs? Do students have enough opportunities to move into this track?
 - a. How many students started in PA 7th grade and moved to grade 7 math?
12. In what ways is student understanding being measured?
13. Is there consistency across sections/schools with different teachers? How consistent are the outcomes, student learning experiences, student assessments? How much flexibility should be given so teachers can incorporate their own strengths, interests and cater to the student group they have.
14. Are there opportunities for grade levels, teams, receiving/sending teachers to meet and discuss teaching/learning?
15. How satisfied with the curriculum are you? What suggestions or needs do you have?
16. Where should we put additional resources?

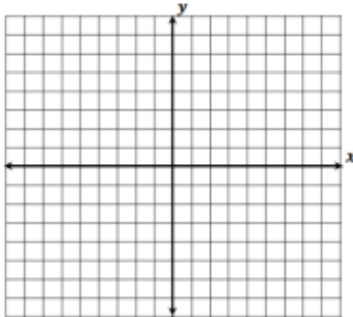
A1 Common Formative Assessment

A1: Common Formative Assessment

NAME: _____ Grade: _____

Directions: Complete each problem according to the given instructions. Show as much of your thought process and work as possible. There may be multiple ways to solve any given problem.

1. What is the solution of the system $\begin{cases} x - 2y = 4 \\ 3x + y = 5 \end{cases}$?



A: $(-4, -4)$

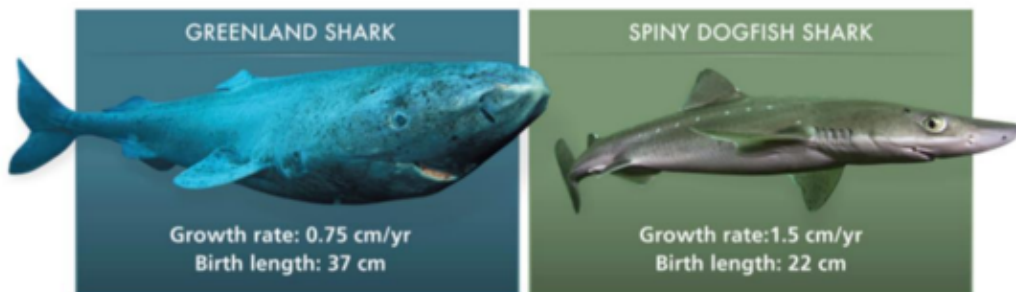
B: $(3, -4)$

C: $(2, -1)$

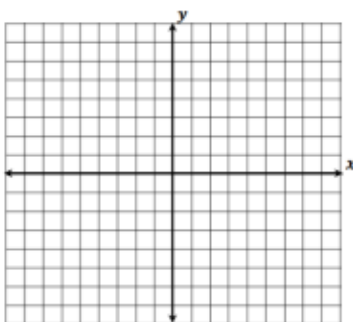
D: $(-2, 1)$

2.

Biology The diagrams show the birth lengths and growth rates of two species of shark. If the growth rates stay the same, at what age would a Spiny Dogfish and a Greenland shark be the same length?



not to scale



3. Choose your preferred method for solving each system and explain why you made that choice.
You do not need to solve!

A: $\begin{cases} y = 2x + 3 \\ y = -\frac{1}{2}x - 1 \end{cases}$

Substitution

Elimination

Graphing

Why?

B: $\begin{cases} y = 2 \\ x = 2y - 1 \end{cases}$

Substitution

Elimination

Graphing

Why?

C: $\begin{cases} 3x - 2y = 5 \\ 4x + 2y = 2 \end{cases}$

Substitution

Elimination

Graphing

Why?

D: $\begin{cases} 3x - 4y = 7 \\ y = 2x + 3 \end{cases}$

Substitution

Elimination

Graphing

Why?

Common Formative Assessment Reflection Sheet

Common Formative Assessment Reflection

Course(s): _____

Topic: _____

Positive Outcomes & Evidence of Understanding

What went well...

Areas of Concern

What didn't go well...

Instructional Response

How can we address areas of concern for these students...

Curricular Response

How can we proactively address areas of concern for future students...

Teacher Survey

K-12 Math Curriculum Review: Teacher Feedback

Thank you for taking a moment to complete this anonymous survey. Your input is a valuable part of the K-12 math curriculum review process that is taking place over the 2022-2023 school year.

If you would like the opportunity to discuss math curriculum, instruction, and learning in more depth please indicate that at the end of this survey, or, if you would prefer, email me at lance.flamino@sau41.org to schedule a meeting.

Thank you!

*** Indicates required question**

What school do you work at?*

Hollis Primary School

Richard Maghakian Memorial School

Captain Samuel Douglas Academy

Hollis Upper Elementary School

Hollis Brookline Middle School

Hollis Brookline High School

Other:

What grade do primarily you teach?*

Choose

How satisfied with the math curriculum are you?*

Unsatisfied

1

2

3

4

5

Very Satisfied

What is primarily being used to guide math instruction in your classroom?*

A Math Program

Standards

Curriculum Documents

Textbook

Teacher Created Resources

Other:

How well prepared for success in math are your students when they enter your class? *

Very Unprepared

1

2

3

4

5

Very Prepared

If students are entering your class not fully prepared, what gaps in content knowledge or skills exist?

Your answer

How well prepared for success in math are your students when they exit your class? *

Very Unprepared

1

2

3

4

5

Very Prepared

If students are leaving your class not fully prepared, what gaps in content knowledge or skills exist?

Your answer

Would you be interested in more math specific professional development opportunities?*

Yes

No

What would you want from math specific professional development?*

Your answer

What are the strengths of math instruction in your classroom or school? *

Your answer

What concerns do you have about math instruction in your classroom or school?*

Your answer

If there are adjustments you would like to see in the math curriculum (grade level, school, or district), what would they be?*

Your answer

Would you like the opportunity to follow up and discuss math curriculum and instruction in more detail?

If so, please leave your name below OR email lance.flamino@sau41.org to schedule a meeting.

Your answer

Submit

Clear form

Hollis Brookline Cooperative School District

FY23

as of 6/12/23

Expenses				
Description	Budget	YTD Expense	Encumbered	Balance
Regular Education	\$ 6,541,056	\$ 5,194,971	\$ 1,071,649	\$ 274,436
Special Education	\$ 3,987,864	\$ 2,748,666	\$ 433,582	\$ 805,616
Vocational Program	\$ 53,000	\$ 35,810	\$ 35,810	\$ (18,620)
Co-curricular Program	\$ 884,727	\$ 741,527	\$ 100,858	\$ 42,341
Student Support Services	\$ 1,742,511	\$ 1,406,919	\$ 271,723	\$ 63,869
Instructional Staff Support	\$ 632,804	\$ 542,357	\$ 101,886	\$ (11,439)
School Board/SAU assessment	\$ 1,159,747	\$ 1,057,815	\$ 114,925	\$ (12,993)
School Administration	\$ 1,111,910	\$ 976,859	\$ 102,504	\$ 32,546
Facilities	\$ 1,711,455	\$ 1,589,910	\$ 197,702	\$ (76,156)
Transportation	\$ 1,227,320	\$ 1,109,389	\$ 208,963	\$ (91,033)
Benefits	\$ 5,929,401	\$ 4,774,458	\$ 887,180	\$ 267,763
Site Improvements	\$ 1	\$ 44,179	\$ 24,371	\$ (68,549)
Debt Service	\$ 1,031,647	\$ 1,031,647	\$ -	\$ -
Transfers	\$ 885,000	\$ -	\$ 885,000	\$ -
TOTAL FY23 EXPENSES	\$ 26,898,443	\$ 21,254,507	\$ 4,436,154	\$ 1,207,782
Plus FY22 Expense Carryover	\$ 700,300	\$ 498,082	\$ 129,824	\$ 72,394
TOTAL EXPENSES	\$ 27,598,743	\$ 21,752,589	\$ 4,565,978	\$ 1,280,176

Revenue

Revenue				
Description	Budget	YTD Revenue	Expected	In Excess of Budget
Local Property Tax	\$ 18,482,832	\$ 18,482,832		\$ -
Adequacy Aid Grant/Tax	\$ 5,196,121	\$ 5,196,121		\$ 0
Impact Fees	\$ 25,000	\$ -	\$ 25,000	\$ -
State:				
Special Education Aid	\$ 314,185	\$ 301,595		\$ (12,590)
Building Aid	\$ 219,362	\$ 219,362		\$ -
Food Service	\$ 3,000	\$ 5,720		\$ 2,720
Vocational Aid	\$ 5,000	\$ 8,818		\$ 3,818
Other	\$ 3,786		\$ 3,786.00	\$ -
NHRS Reimbursement	\$ 135,221	\$ 135,221		\$ -
Federal:				
Grants	\$ 260,000	\$ 118,373	\$ 141,627	\$ -
Food Service	\$ 38,000	\$ 84,935	\$ 7,000	\$ 53,935
Medicaid	\$ 70,000	\$ 24,563	\$ 15,000	\$ (30,437)
Local:				
Tuition	\$ 35,000	\$ 41,257	\$ -	\$ 6,257
Food Service Sales	\$ 359,000	\$ 409,233	\$ 45,000	\$ 95,233
Other	\$ 17,500	\$ 21,324	\$ -	\$ 3,824
Plus FY22 Expense Carryover	700,300	\$ 498,082	\$ 129,824	\$ (72,394)
Contingency & Trusts	\$ 225,000	\$ -	\$ 225,000	\$ -
Fund Balance/Audit Adjustments	\$ 1,697,995	\$ -	\$ 1,697,995	\$ -
Less Retained Fund Balance	\$ (188,559)	\$ -	\$ (188,559)	\$ -
TOTAL REVENUE	\$ 27,598,743	\$ 25,547,436	\$ 2,101,673	\$ 50,366

Total Expense Balance	\$	1,280,176
To Food Service Unreserved Fund Balance	\$	(151,888)
Total Revenue Balance	\$	50,366
Unreserved Fund Balance Before Funding Items Below	\$	1,178,654

Estimated Needs for FY24		
Maintenance Trust	\$	300,000
Special Ed Trust	\$	25,000
Retained Fund Balance (2.0%)	\$	398,433
Contingency Fund	\$	125,000
Total Reductions	\$	848,433

Projected Fund Balance	\$	330,221
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Explanation of budget balances on current expense report

	Description	Current Balance	Notes
	Regular Education	\$ 274,436	Teacher vacancies, hiring savings, unpaid leaves, and fewer lane changes
	Special Education	\$ 805,616	Para vacancies, ESY savings, savings in out-of-district services
	Vocational Program	\$ (18,620)	Higher enrollments
	Co-curricular Program	\$ 42,341	Unfilled coaching/ extra curricular positions; savings in transportation
	Student Support Services	\$ 63,869	Vacancies
	Instructional Staff Support	\$ (11,439)	Additional technology purchases
	School Board/SAU assessment	\$ (12,993)	Legal expenses and advertising costs higher than expected
	School Administration	\$ 32,546	Savings primarily in online subscriptions
	Facilities	\$ (76,156)	Electric and Oil costs, and snow removal- higher than expected
	Transportation	\$ (91,033)	Voc Ed Transportation - using outside services due to staff shortages
	Benefits	\$ 267,763	Savings in taxes, insurance and retirement due to vacancies & lower salaries
	Site Improvements	\$ (68,549)	Press box stairs and platform
	Debt Service	\$ -	
	Transfers	\$ -	
		\$ 1,207,782	

General explanation of what is included in each account category

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	Vocational ed. Tuition
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
2500	Food Service Bad Debt	Uncollectable student breakfast and lunch money
2600	Facilities	Custodial/maintenance salaries, snow plowing, mowing, building repairs, heating oil, electric, janitorial supplies, property/liability insurance
2700	Transportation	Bus and transportation, fuel
2900	Benefits	Health and dental insurance, taxes, NHRS, Life/LTD, workers comp & unemployment
4000	Site Improvement	Site improvements including architectural fees
5100	Bonds	Principal and interest payments on bonds
5200	Transfers	Accounting line to make total expenses match total revenue, and match the budget.



Business Office Memo

To: Superintendent Corey
From: Kelly Seeley
Date: 6/15/2023
Re: Year-End Unreserved Fund Balance

June 12th Status of Year-End Fund Balance

As you can see by reviewing the Revenue/Expense Report dated 6/12/23, the year-end fund balance stands at \$330,221. This balance could go up or down based on the final results of the year but it is likely to go up.

As reported last month, during budget season, our revenue numbers included \$200,000 that we anticipated would be returned to the taxpayers in the form of a tax rate reduction.

So, if we remove that amount from the \$330,221, we are left with \$130,221 which is actually less than we had last month.

This “extra” money, if you will, is 100% a result of changes in student services programming and/or special ed students moving out of district.

Scenarios to Consider

As reported last month, the \$330K balance includes retaining 2.0% (\$398K) that we can retain for FY24. The Board votes on this in August. The Board can decide to retain less than this as 2% is now the maximum. Last year we retained around \$184K. In FY24 we also have a contingency fund of \$125K so the board will have \$523K that will be held in reserve for Board approved uses.

1. There are several identified needs that the Board could decide to use the year-end unreserved fund balance to fund. These are listed in order of importance:
 - **HBHS Dugouts** – At least one bid was received so the maximum cost for this project would be **\$30K**.....this can be funded by the Athletic Capital Reserve Fund which currently has a balance of \$84K.
 - **HBMS Main Entrance-Security Retrofit** (similar to HBHS) Quote: **\$120K**
 - **HBMS Exterior Cameras** – A recent audit of exterior cameras shows that HBMS needs several additional cameras to be up to par with our safety standards. Quote: **\$26K**
 - **Additional Interactive Flat Panels** – We have six scheduled to be purchased in the FY24 budget but we need 44 (for both buildings) to be fully supplied. Recommendation: Six additional panels at **\$30K**

I would recommend the Board approve all four purchases with the caveat that we return \$200K to the taxpayers.

The total estimated cost for all four projects is \$206,000. If we fund the dugouts with the Athletic Capital Reserve Fund, the total cost needed would be \$176,000. This would be funded by the final unreserved fund balance (at this time it is \$130,221) and a reduction in the retained fund balance (currently stands at \$398,433) of \$45,799 resulting in a new retained fund balance of \$352,634.

This leaves the Board with a total of \$477,634 that will be held in reserve for Board approved uses.

Total Estimated Cost of Projects:	\$206,000
Funded by Athletic Capital Reserve:	<u>-\$30,000</u>
Sub-Total	\$176,000

Year-End Unreserved Fund Balance:	-\$130,221	Estimate as of 6/12/23
Reduce Retained FB Set-Aside:	<u>-\$45,799</u>	\$352k = new retained FB
	\$0	

Lastly, because the unreserved balance is only an estimate, we will make sure that the taxpayers receive the anticipated \$200K and will not purchase anything that will cause the retained fund balance for FY24 to drop below \$300K.

Charter

Hollis-Brookline

Cooperative Facility Committee (CFC)

1. Purpose:

This document defines the charter, structure, scope & responsibilities, work product, and longevity of the Hollis-Brookline Cooperative Facility Committee.

2. Background:

The Hollis-Brookline Cooperative School Board (HBCSB) is solely accountable to oversee all aspects associated with the maintenance, management, operation, and general condition of the physical plants of the district.

There is the consensus of the School Board and Administration that many aspects of the environmental and electric delivery systems have either reached or exceeded their useful service life requiring either an upgrade or complete replacement. In addition, the school buildings lack major efficiencies which could significantly reduce operating costs while improving performance and comfort.

As part of its planning efforts, HBCSB is seeking either facility upgrade/replacement to its High School and Middle School buildings to ensure/enhance smooth and efficient operations.

3. Charter:

The HBCSB shall impanel, as its agent, a facility committee to do all appropriate studies, investigations, and recommendations on the current and future state of the environmental and electric delivery systems of the High School and Middle School buildings.

4. Structure/Members:

The Cooperative Facility Committee (CFC) shall self-organize selecting its officer positions of Chair, Vice Chair, and Secretary. The CFC will be comprised as follows:

- a. Robert Mann - Appointed COOP School Board Member – Hollis (1)
- b. TBD – Appointed COOP School Board – Brookline (1)
- c. SAU #41 Administration (3)
 - I. Andrew Cory - Superintendent

- II. Gina Bergskaug (optional/Supt. proxy) - Assist. Superintendent
- III. Lance Finamore - Facilities Director
- IV. Kelly Seeley - Business Administrator
- d. TBD – Appointed COOP Budget Committee Member (1)
- e. TBD - Select SME Contractor/Vendor (1)

5. Scope & Responsibilities:

The CFC is expressly impaneled to advise the School Board on capital improvements, upgrades, and enhancements to the school building's environmental and electric delivery systems.

CFC's responsibilities include but are not limited to:

- a. Conducting on-site studies, investigations, and evaluations of the building's environmental and electric delivery systems
- b. Conducting regular monthly meetings at a minimum to assess findings, next steps, and develop recommendations
- c. Engaging with approved third-party subject matter experts (SMEs)
- d. Engaging with community energy groups
- e. Engaging in Request for Comment/Request for Pricing (RFC/RFP) activities
- f. Presenting periodic updates of progress to the School Board

6. Work Product/Deliverables

The work product of the CFC shall be to develop and deliver recommendations and costed plans for:

- a. Environmental and electric delivery system upgrades and/or replacements
- b. Energy efficiency options
- c. Practical clean energy options

The CFC shall deliver the final draft work product to the COOP School Board no later than its December 2023 meeting.

7. Longevity:

The CFC will be impaneled and commence its work in June 2023 pending board approval of this charter. The CFC will disband no later than April 1, 2024, unless this charter is renewed by a specific School Board action.

Data/ Records Retention

The Superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-a and Department of Education regulations, and also addresses retention/destruction of all other records which are not subject to specific statutes or regulations. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by law. The Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

This policy shall apply to all District records, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc.

A. Special Education Records

1. Upon a student's graduation from high school, his or her parent(s)/guardian(s) may request in writing that the District destroy the student's special education records, including any final individualized education program.
2. The parent(s)/guardian(s) or adult student may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.
3. Absent any request by a student's parents to destroy the records prior to the twenty-sixth birthday, or to retain such records until the student's thirtieth birthday, the District shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday.
4. A permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR 300.624.
5. The District shall provide parents/guardians, or where applicable, the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.
6. The District shall provide public notice of its document destruction policy at least annually.

B. Litigation Hold

On receipt of notice from legal counsel representing the District in that a litigation hold is required, the routine destruction of governmental records, including paper and electronic or digital records, which are or may be subject to the litigation hold shall cease. The destruction of records subject to a litigation hold shall not resume until the District has received a written directive from legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.

C. Right-to-Know Request Hold

On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt under this chapter, the requested material shall be preserved for no less than ninety (90) days and until any lawsuit pursuant to RSA 91-A:7-8 has been finally resolved, all appeal periods have expired, and a written directive from legal counsel representing the District authorizing

destruction of the records has been received.

D. Electronic Records.

For legal purposes, electronic records and communications are no different than paper documents. The state law on preservation of electronic records, RSA 33-A:5-a Electronic Records, does not explicitly apply to school districts, but does provide guidance: "Electronic records as defined in RSA 5:29, VI and designated on the disposition schedule under RSA 33-A:3-a to be retained for more than 10 years shall be transferred to paper or microfilm, or stored in portable document format/archival (PDF/A) on a medium from which it is readily retrievable. Electronic records designated on the disposition schedule to be retained for less than 10 years may be retained solely electronically if so approved by the Superintendent or their designee responsible for the records. The Superintendent is responsible for assuring the accessibility of the records for the mandated period.

E. Retention Period Schedule.

The schedule (EHB-R) shall apply to all records obtained, created or maintained by the District, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc. Note regarding records relating to federal funds (items marked below with "*"): Before any records related to federal funds are destroyed, however, the requirements of the General Education Provisions Act (GEPA) 20 U.S.C. 1232f shall be observed. Namely, that statute requires that district "shall keep records which fully disclose the amount and disposition by the recipient of [federal] funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit for three years after the completion of the activity for which the funds are used." Therefore, to the extent that the below schedule, or other authorities, suggest that a purchase order, with accompanying documentation, may need to be retained only until the records are audited, plus 1 year, if the purchase is in part or in whole with federal funds the record must be retained for three years after the completion of the activity for which the funds are used, a much longer period of time.

Legal References:

RSA 91-A, Right to Know Law

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, Section Ed 306.04(h), 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

20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)

1st Reading: July 20, 2005

Adoption: May 21, 2008

First Reading: May 17, 2017 (Amendment)

Second Reading: May 17, 2017 (Waived)

Third Reading: May 17, 2017 (Waived)

Adopted: May 17, 2017

1st Reading: May 17, 2023

2nd Reading & Adopt: June 21, 2023

Category: Priority/Required by Law

Related Policies: [GBCD](#), [GBJ](#), GCF, GDB

EMPLOYMENT REFERENCES AND VERIFICATION

(PROHIBITING AIDING AND ABETTING OF SEXUAL ABUSE)

The District shall act in good faith when providing employment references and verification of employment for current and former employees.

The School District, and its employees, contractors, and agents, are prohibited from providing a recommendation of employment, and/or from otherwise assisting any school employee, contractor, or agent in obtaining a new position or other employment if they or the District has knowledge of, or probable cause to believe that the other employee, contractor, or agent ("alleged perpetrator") engaged in illegal sexual misconduct with a minor or student. This prohibition does not include the routine transmission of administrative and personnel files.

In addition, this prohibition does not apply if:

1. The information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction.
2. The information giving rise to probable cause has been reported to any other authorities as required by local, state or federal law (for instance New Hampshire Division of Children, Youth, and Families "DCYF") and
3. At least one of the following conditions applies:
 - a. The matter has been officially closed; or
 - b. The District officials have been notified by the prosecutor or police after an investigation that there is insufficient information for them to proceed; or
 - c. The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated; or
 - d. The case or investigation remains open and there have been no charges filed against or indictment of the school employee, contractor, or agent within four years of the date on which the information was reported to a law enforcement agency.

Legal References:

20 U.S.C. 7926(a) (§8546(a) of the Elementary and Secondary Education Act/Every Student Succeeds Act

Current policy/version adoption:

First reading: 12 Feb 2020

Second reading: 21 Oct 2020

Third reading: 18 Nov 2020

Adopted: 18 Nov 2020

1st Reading: May 17, 2023

2nd and Adopt: June 21, 2023

JLCB

IMMUNIZATIONS OF STUDENTS

Any child being admitted to the Hollis Brookline Cooperative School District must present proof of meeting the physical examination and immunization requirements on their first day of school. Failure to comply with this provision may result in exclusion from school for the child.

Principals will notify parents or guardians of this requirement at the earliest possible date, so that the necessary plans can be made with the family physician or other medical resources to accomplish this standard prior to a child being admitted to school.

A child shall be exempted from the above immunization requirements if they present evidence from their physician that immunization will be detrimental to their health. A child shall be excused from immunization for religious reason, upon the signing of a form by the parent or guardian stating that the child has not been immunized because of religious beliefs.

In the event of an outbreak, students who have been exempted from immunization requirements may be excluded from school for a period of time, to be established after consultation with the NH Dept. of Health & Human Services (NHDHHS), if such students are considered to be at risk for the disease or virus that they have not been immunized against.

Legal Reference:

RSA 141-C:20-c, Exemptions

RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse

NH Code of Administrative Rules, Section Ed. 311.0, Immunization Program

1st Reading: September 21, 2006

Adopted: May 21, 2008

1st Reading: December 14, 2022

2nd Reading: January 18, 2023

See also: [IMBC](#)

ENROLLMENT POLICY

Just as it is the District's responsibility to provide an education to all resident pupils between the ages of six years and eighteen years, it is the responsibility of resident parents to enroll their children in school, consistent with this policy and with all applicable state laws.

It is the policy of the Hollis Brookline Cooperative School Board that all students enrolling in school must do so on a full-time basis. For the purposes of ensuring appropriate pace and progress toward earning the Hollis Brookline High School Diploma, "Full-time" shall be defined as actively enrolled in a minimum of 6 approved (in accordance with Policy IMBC: Alternative Credit Options) courses and/or credits for students in grades 9-11 and a minimum of 5 approved (in accordance with Policy IMBC: Alternative Credit Options) courses and/or credits for students in grade 12.

The only exception to this policy shall be for fifth-year seniors and students whose specialized plan requires variations of student schedules. In the event the State Department of Education advises that part-time students can be counted for state aid purposes, the Board will reconsider this policy.

Legal References:

RSA [189](#):1-a, Duty to Provide Education

RSA [193](#):1, Duty of Parent; Compulsory Attendance of Pupil RSA 193:1-a, Dual Enrollment

1st Reading: November 3, 2005

Adopted: May 21, 2008

1st Reading: June 15, 2022

2nd Reading: July 20, 2022 (as amended) 3rd Reading: August 31, 2022

Adopted: August 31, 2022

1st Reading: April 12, 2023

2nd Reading: June 21, 2023

IMBD - HIGH SCHOOL CREDIT FOR 7TH/8TH GRADE COURSEWORK

(Download policy)

Category: Priority/Required by Law

Hollis Brookline Cooperative School District will grant acknowledgement of achievement to students taking advanced coursework ~~at Hollis Brookline Middle School~~ prior to high school enrollment by qualifying such coursework as (potentially) meeting prerequisite requirements for Hollis Brookline High School courses, provided the course demonstrates content requirements consistent with related high school courses and the student achieves satisfactory standards of performance. School Board policies relative to assessment, mastery and competency shall apply.

The high school principal or their designee shall ~~approve~~ review such coursework prior to the student enrolling in HBHS courses. Appeals may be brought before an Academic Review Committee.

High School Credit will not be awarded for coursework completed before the student is enrolled in high school.

Legal References:

Ed 306.26(f), Granting High School Credit for 7th/8th Grade Coursework (until July 1, 2017)

Ed 306.261(e), Granting High School Credit for 7th/8th Grade Coursework (after July 1, 2017)

First Reading: April 12, 2023

Second Reading: June 21, 2023

NHSBA Note, May 2014: This policy is now categorized as Priority/Required by Law.

Content of the policy has not changed. Changes to Legal References.

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