

APPROVAL OF MINUTES

Hollis School Board [December 1, 2021](#)

The following amendments were offered:

- Page 2, Line 41; insert “here” following “The allegation”
- Page 8, Line 46; correct the spelling of “U-Haul”
- Page 11, Line 33; correct the spelling of “The”
- Page 12, Line 4; replace the period with a comma following “cafeteria”

**MOTION BY MEMBER ARTHUR TO ACCEPT, AS AMENDED
MOTION SECONDED BY MEMBER KELLNER
MOTION CARRIED
5-0-0**

PUBLIC INPUT

Lauren Craig, 17 Hills Farm Lane

Read into the record the following:

*“Notice of Maladministration, Malice, Malfeasance by
the Hollis School Board Officials and NH Government Servants, Person or Entity*

Notice to Agent is Notice to Principal and Notice to Principal is Notice to Agent

I, one of the people, as seen in the New Hampshire Constitution Bill of Rights Article 8, Sui Juris, in this court of record, you, being trustees of the people, must provide due care and remember your oath, which binds you, I make the following statements and claims:

In implementing mandates concerning personal health decisions for the people of New Hampshire and their children, you are exercising authority, which was never granted to you. The Constitution clearly reserves the authority to make or suspend laws to the Legislature.

New Hampshire Constitution Part 1, Article 29 - Suspension of Laws by Legislature Only: “The power of suspending the laws, or the execution of them, ought never to be exercised but by the Legislature, or by authority derived therefrom, to be exercised in such particular cases only as the Legislature shall expressly provide for.”

With full knowledge, you in your elected office took an oath to uphold the United States Constitution and the New Hampshire Constitution. The requirements of the office for which you were elected or hired are indicated in the New Hampshire Constitution and are detailed in the appropriate State Statutes, which you apply to your position.

In addition, as well as other agents who are elected with full knowledge, that you are now trust indentured servants of those who elected you, we the people.

All elected and hired agents are subject to an oath of office as a requirement for employment. You and all others who take this oath are now bound by that oath to uphold all the reserved rights of we the people as well as fully and faithfully fulfill the duties and obligations of the office.

By improperly exercising authority, not granted to your office, you have violated that oath and are subject to removal from office.

NH RSA 42:1 Oath Required "Every town officer shall make and subscribe the oath or declaration as prescribed by part 2, article 84 of the constitution of New Hampshire and any such person who violates said oath after taking the same shall be forthwith dismissed from the office involved."

Derek Craig, 17 Hills Farm Lane

Read the following into the record:

"As New Hampshire is not a home rule state, no local government nor government agents may enact legislation or mandates, which conflict with those of the state. Since neither the General Court of New Hampshire, the Superior Court, the Governor, the Attorney General, the Health Director nor any other state office has the constitutional authority to mandate health choices, school boards are clearly barred from mandating health choices. This is especially illegal, if, as stipulated in Dillon's Rule, those requirements are not in keeping with the laws of the State of New Hampshire.

I assert therefore that the Governor and appropriate state authorities must immediately restrict or prohibit the actions of any entity, elected body or official in this state participating in enforcement of any mask or vaccine order. The Constitution gives this enforcement power to the Governor's Office. New Hampshire Constitution, Part 3, Article 41: "The governor shall be responsible for the faithful execution of the laws. He may, by appropriate court action or proceeding brought in the name of the state, enforce compliance with any constitutional or legislative mandate, or restrain violation of any constitutional or legislative power, duty, or right, by any officer, department or agency of the state. This authority shall not be construed to authorize any action or proceedings against the legislative or judicial branches."

The people in all 50 states are entitled to the protections and rights listed in their individual constitutions, which all contain similar language protecting the people's rights. You will see different states' constitutions Bill of Rights mentioned and asserted throughout this legal document. Please see the evidence below in your handouts.

United States Constitution Article IV, Section 2, paragraph 1: "The Citizens of each state shall be entitled to all Privileges and Immunities of Citizens in the several states."

The Constitution of the United States Bill of Rights Amendment 10: "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people."

Please take notice that the following words "you, yourself, agents, all agents, elected servants, entity" when used are directed towards all parties listed in the to and cc sections so that all may be informed and educated of the matters at hand and provide remedy where needed."

Maria Hubert, 68 Hideaway Lane

Read the following into the record:

“1. Education Constitutional Articles Role of the Government, the People’s Power – take notice that as one of the people found and described in the Bill of Rights of all 50 states’ constitutions it is the right, duty, power, and responsibility of the people to give educations on the Bill of Rights. It is their right to demand redress, inform, and instruct their elected servants and entities who are registered and licensed to do commerce and are open to the public in our states to the possibility that they are knowingly or accidentally violating the people’s constitutionally guaranteed rights. Those entities directly violate the express rights of the people through the implementation or the following of unconstitutional laws, statues, rules, policies or mandates that force the people to give up their rights for exemptions or benefits and be forced into compliance of any programs of any sort.

Take notice of the following article from New Hampshire which shows from whom power is derived. These articles show that government should be open, accessible, accountable and responsive and that the people have the right to give instructions to their representatives. New Hampshire Constitution Part 1, Article 1 - Equality of Men; Origin and Object of Government: “All men are born equally free and independent; Therefore, all government of right originates from the people, is founded in consent, and instituted for the general good.”

New Hampshire Constitution Part 1, Article 2 - Natural Rights: “All men have certain natural, essential, and inherent rights among which are, the enjoying and defending life and liberty; acquiring, possessing, and protecting, property; and, in a word, of seeking and obtaining happiness. Equality of rights under the law shall not be denied or abridged by this state on account of race, creed, color, sex or national origin.”

New Hampshire Constitution Part 1, Article 32 - Rights of Assembly, Instruction, and Petition: “The People have a right, in an orderly and peaceable manner, to assemble and consult upon the common good, give instructions to their Representatives, and to request of the legislative body, by way of petition or remonstrance, redress of the wrongs done them, and of the grievances they suffer.”

Take notice government workers are the trustees and servants of the people as seen in the New Hampshire Constitution, which describes the role of a government worker in a republic. See evidence below.

New Hampshire Bills of Rights Article 8 - Accountability of Magistrates and Officers; Public’s Right to Know - “All power residing originally in, and being derived from, the people, all the magistrates and officers of government are their substitutes and agents, and at all times accountable to them. Government, therefore, should be open, accessible, accountable and responsive.””

Eric Morin, 18 Jambard Road

Read the following into the record:

“Take notice that all excerpts from the several state constitutions described and referred to all officers of government as those of trustees, servants, agents, and substitutes whose role is the performance of the people’s business. They are not a special class and are not higher in standing than the people. They are subject to the people’s lawful demands. Therefore, the people have the responsibility of correcting maladministration, malice and any other form of malfesance wronged during misconduct while doing that business of the people. See evidence below:

Virginia Bill of Rights Article 1, Section 3 - Government instituted for common benefit: "That government is, or ought to be, instituted for the common benefit, protection, and security of the people, nation, or community; of all the various modes and forms of government, that is best which is capable of producing the greatest degree of happiness and safety, and is most effectually secured against the danger of maladministration; and, whenever any government shall be found inadequate or contrary to these purposes, a majority of the community hath an indubitable, inalienable, and indefeasible right to reform, alter, or abolish it, in such manner as shall be judged most conducive to the public will"

2. *Prosecutions of maladministration, malfeasance, malice and trust indenture with the people. Take notice that Title 42 programs and their partnerships, which give financial incentives in order to provoke government workers county or school boards to attack the liberty interests of parents and their children's health and medical procedures and not in accordance with the peoples' rights, which you swore to protect. It is therefore my demand, as one of the people, that you make public all financial interests, COVID-19 related funds or any other funds that may be given in any federal, state or county program or partnership that may be given to any school.*

Take notice that malfeasance according to Black's Law Dictionary Fourth Edition is defined as "evil doing, ill-conduct, the commission of some act which is positively unlawful, the doing of an act which is wholly wrong and unlawful, the doing of an act which a person should not do at all or the unjust performance of some act which the party has no right of which he contracted not to do. The comprehensive term including any wrongful conduct that affects, interrupts or interferes with the performance of all official duties."

Take notice that malice, according to Black's Law Dictionary, Fourth Edition, is defined as "the intentional doing of a wrongful act without just cause or excuse with intent to inflict an injury or under circumstances that the law will imply an evil intent. Malice in the law is not necessarily personal ill will or hate but is a state of mind which is reckless of law and of the legal rights of the citizens."

Susan Romito, 54 Keyes Hill Road

Read the following into the record:

"Take notice that Administrative tribunals run by administrative agencies in order to present force against the people will be considered as a trespass against the people and a willful attack on the American states with republic forms of government. The state has already sworn in every state constitution that the people shall have the right to trial by jury in a court that is impartial, court of record, moving under the course of common law with a magistrate that is completely independent of the tribunal.

Take notice that the people of each state who create frames of government have the power to bar their government personnel from taking part in any federal action, cooperative program or system that is not in favor of the people. Please see evidence below:

Arizona Constitution Article 2, section 3C: "If the people or their representatives exercise their authority pursuant to this section, this state and all political subdivisions of this state are prohibited from using any personnel or financial resources to enforce, administer or cooperate with the designated federal action or program."

Take notice that as one of the people I wish to not have you, or your agents interfere with the rights of the people especially when you have conflicts of interest in several programs that generate wealth, which is not

broadly known to the people. This can cause a tax on the rights of the people, which are unlawful. For no government has the power to make rules or legislation abrogate any rights of the people. See authority below:

Miranda vs. Arizona 384 U.S. 436 (1966), Page 491 – “Where rights secured by the Constitution are involved, there can be no rule making or legislation which would abrogate them.”

New Hampshire Constitution Article 4 – “Among the natural rights, some are, in their very nature unalienable, because no equivalent can be given or received from them. Of this kind are the Rights of Conscience.”

All instances of the above infractions against the people and the Constitution of New Hampshire, subject the responsible party to removal from office under New Hampshire RSA 42:1.”

Mary Ann Damian, 7 Farm Pond Lane

Read the following into the record:

“Parental rights – face coverings optional terminate unconstitutional mandates, Critical Race Theory – Take notice the people are serving their liberty, interest and object to any forced current or future vaccinations, vaccine clinics on school grounds, mandates that block breathing systems with face coverings, require social distancing, random body temperature checks or other testing requirements, long quarantines at home, potential abuse of children, quarantine, special rooms in buildings for segregation or discrimination from peers. New Hampshire 126-U:4 Prohibition of Dangerous Restraint Techniques: “No school or facility shall use or threaten to use any of the following restraint and behavior control techniques:

- I. Any physical restraint or containment technique that: **(a)** Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing; **(b)** Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child; **(c)** Obstructs the circulation of blood; **(d)** 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 **(e)** Endangers a child's life or significantly exacerbates a child's medical condition.*
- II. The intentional infliction of pain, including the use of pain inducement to obtain compliance.*
- III. 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.*
- IV. Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma.”*

Take notice that as one of the people, we are making these demands so that we can decide what is best for our children's own health.

Take notice that the people will not accept or be involved with curriculum that teaches children that they are oppressors or oppressed. Programs which violate the consciousness of people such as Critical Race Theory, Critical Social Injustice, and/or seminars or training now referred to as Social Emotional Learning, which includes equity and transgender identification argues to alter thinking and are unacceptable.”

Al Fulchino, 187 Pine Hill Road

Read the following into the record:

“Please take notice that it is the people’s will to resolve these issues in a peaceable and cooperative manner, and you have not been reciprocal. You have displayed utter disregard for people’s will and we are not going to accept it in any more political speeches, facts, opinions from you unless you swear to it under oath, affidavit under penalty of perjury. We are going to hold our servants and entities accountable. If hired servants or entities fail to correct the wrongdoings, provide remedy, fail to honor the Bill of Rights, fail to show where they believe they have constitutional authority to violate the people’s rights and fail to furnish evidence within 5 days, they acquiesce by default that they are working to attack the people. This goes against their trust, indenture, the Constitution.

This is willful trespassing against the rights of the people. Please meet our legal demands or you will be subject to NH RSA 42:1-a. You are now served with notice of intent to pursue whatever legal means are required to rectify the violation of the New Hampshire State Constitution, all state Constitutions, the United States Constitution and restore power back to the parents and the people. Thank you.”

Chet Wisboski, Farm Pond Lane

Thanked Board members for becoming voluntary servants representing the citizens of Hollis in school related matters. Remarked what was just heard and served was notice that members, as elected representatives, have no authority to make law. It also serves as notice to the Superintendent that he is usurping the United States and New Hampshire constitutions by instituting mandates which in effect are laws in violation of our founding documents.

School Board members and the Superintendent have no authority to mandate what any free person can and cannot do when it comes to God given rights.

He stated the Board does not have the authority to create laws in excess of what the State Legislature creates. He reminded the Board it is a violation of their Oath of Office to usurp the legislative powers by creating mandate under color of law. Members are bound by the Oath to uphold all of the reserved rights of we the people as well as faithfully fulfill the duties and obligations of the office.

By improperly exercising authority not granted to the office, they have violated that oath and are subject to removal from office. Mr. Wisboski stated they were in attendance to serve notice that in accordance with New Hampshire RSA 42:1, and 42:1A if the Board continues to violate the Oath of Office by exceeding its authority, the private citizens will follow the prescription found in NH RSA 42:1a of appealing to the Superior Court for their removal from office.

He stated his belief, the correct and constitutional course of action going forward is for the School Board, who swore to bear faith and true allegiance to the United States of America and the State of New Hampshire to support the Constitution thereof, is for them to recommend to Superintendent Corey that all illegal mandates be suspended. So to the correct and constitutional course of action for the Superintendent is to accept the recommendation of the School Board that illegal mandates be dropped and follow through on this action.

He remarked you now have a choice, your response may be to turn to attorneys, but when you do so be sure to ask the attorney where in the Constitution it says that you have the authority to make and enforce mandates or

you can bring it to a vote tonight to recommend to the Superintendent that his illegal mask mandates should be removed thusly ending your role in this illegal action.

Chairman Fareed asked if she could pose a few clarifying questions.

Mr. Wisboski stated he was not taking questions.

Jon Garruba, 30 Meadow Drive

Wished to provide an update on how the policy has impacted his family. Masks are damaging to children's social and emotional development. He is devastated by what this policy has done to his daughter. His daughter has a sensory processing disorder. The mask policy has significantly exacerbated his child's medical condition contributing to severe anxiety and refusal to attend school. Last year she was unable to comply with the mandate due to her medical condition. She was then subjected to emotional trauma when she was deliberately singled out and segregated behind a plexiglass barrier. This subjected her to ridicule, humiliation, and embarrassment.

This week, after a request for a reasonable accommodation, he was told there are no accommodations to this policy. This is staggeringly uncompassionate and hurts those of us that are most vulnerable. It is divisive and hurtful to those who are unable or afraid to voice their concerns.

He read into the record a note his daughter dictated about what she goes through:

"Dear Superintendent,

Wearing a mask gives me so much stress. It is very uncomfortable, and I don't get enough air. I can't function very well with a mask. The mask gives me pain around my nose and eye areas. I just have to rip it off my face so it stops hurting me and rubbing my skin. I would appreciate you finding a way that I can get around this rule and help me get back into the classroom."

Mr. Garruba remarked he would never suggest that he knows what is best for anyone else. Each individual has their own risks and benefits to weigh when being part of society. It is not the job of this Board or the district to judge what is best for him and his family. He questioned how the Board could make the judgement that it is okay to harm some for the benefit of others. It is destructive to the community to harm the most vulnerable children. A clear choice is freedom. Optional masking is the most respectful of all community members and their needs.

Chairman Fareed stated her desire to respond to what occurred during the public input portion of the agenda commenting it was a remarkable display of intelligent, organized, peaceful, serious engagement in the process of what it means to be a citizen in Hollis, New Hampshire, and the United States. She spoke of being grateful, as an individual resident and member of the Board, for the seriousness of purpose and the very civilized process that was brought forward. It is a testament to what it is to be an American and exercise everything that our Constitution created, in her opinion, that allows citizens to govern themselves.

She questioned if the individuals were specifically asking that the Board take an action tonight to recommend to the Superintendent to remove the mandatory mask requirement. She wished to be certain she understood that they were not proposing that they were going to take a physical action, that they are proposing a next step in a legal process if the Board fails to do what they asked to be done.

Chet Wisboski, Farm Pond Lane

Stated they were in attendance quoting the Constitution and that is all. They provided notice of what they are looking for and a remedy that is possible to prevent going further with any action. That is how they wished to leave it.

Chairman Fareed questioned if the next step would be going to the Department of Education or Superior Court.

Mr. Wisboski interrupted stating the next step is for the Board to respond to them and tell we the people where the Board got the authority to make and enforce mandates.

Chairman Fareed recommended the agenda be adjusted by adding the topic to the discussion portion of the agenda, and if the discussion results in a desire by the Board to advance the item to the Deliberation portion of the agenda, that the agenda be further adjusted.

Member Mann stated his support for the agenda to be adjusted by adding a discussion concerning the document received, following the discussion of the tentative agreement with HESSA.

There being no objection, the agenda was adjusted by adding the topic under the Discussion portion of the agenda.

Mr. Wisboski requested the item be added earlier in the agenda. Noted was that there could be issues of childcare. Member Roy noted her children were also at home, and the Board has 5 other discussion items that were identified on the agenda. She believes it to be fair to add the item as a 6th item of discussion.

It was noted that the meeting is streamed live online. The public input portion of the agenda would be closed and there would not be any further public input. Members of the public would have the opportunity to view the discussion online. A video of the meeting will also be available online following the meeting.

PRINCIPALS' REPORT

- Assessment Data Presentation

Assistant Superintendent Bergskaug presented the 2021 (spring) NH Statewide Assessment (SAS) results. Charts were displayed identifying the results of Hollis students compared to the statewide results for the various grades.

In the categories of English Language Arts (ELA) and Math, Hollis students (grades 3 through 6) had a very strong showing exceeding statewide results in each of the categories/grades.

In the category of science, which is assessed in grades 5, 8, and 11, the grade 5 results exceeded those of the state (35%) with 56.2% of students scoring above proficiency.

This was an in-person assessment in the spring of last year. Students who were fully remote had to make the decision to come in for the assessment. There were a larger number of opt outs than typical, which did have an impact on the results.

Understanding that we are in the middle of a pandemic, the bigger picture view is one that looks at the data over time. Looked at were the results of assessments in both ELA and Math for all grades during the period of 2018 through 2021 (no assessment in the spring of 2020 due to the pandemic).

In ELA, grade 3 has been fairly steady over time while the state had a significant drop over that same period. Grades 4, 5, and 6 show a trend in the upward direction. Our students are performing at a higher level despite the fact that students state-wide and really nation-wide are performing at a lower level.

In Math, which is an area of concern with students statewide performing at a lower level during the pandemic, the data clearly shows students statewide have experienced a drop in performance at meeting and attaining proficiency. However, the Hollis data, over time, shows the results are pretty steady. A drop is seen in grade 3. Grades 5 and 6 are improved or steady. The district is performing at a rate that is one of the highest in the state.

Considering the districts within the SAU and why we are seeing a difference statewide in math compared to ELA, it appears it was more difficult to obtain direct instruction in say fractions, if not in-person and having that lesson; hard to pick up on your own. It was easier to read at home and then continue with the learning in the ELA over time through remote instruction, etc.

The administration was able to look at what potential lessons we may have missed when we were fully shut down in the spring of 2020, target those specifically, ensure we spiraled them back into last year's curriculum and again this year to be certain to drive that instruction home and are making the connections for lessons that may have been provided in a different than typical fashion. This year we were able to utilize small group instruction and dig into what the students needed individually based on assessment results.

Another piece to consider is that not all cohorts are the same. There are some that are particularly strong and some that have specific needs. It is important to look at how cohorts perform over time. A chart was shown depicting the results of the class of 2028 (current 7th grade class). This class was selected as they took the assessment as 6th grade students last spring, as 4th grade students in 2019 and 2018 in 3rd grade. That is the only grouping that much data is available for.

That cohort data, in math, shows a steady percentage whereas the same cohort statewide is not seeing that level of steadiness in math. In ELA, we actually saw the cohort with a huge increase for grade 6. A very strong performance demonstrating that our cohorts are thriving with the instruction in Hollis.

A few charts were provided comparing the Hollis School District with comparable districts.

Assistant Superintendent Bergskaug remarked she reviews the district and cohorts through that big picture, 20,000' view, and shares that with the building principals. The building principals and administrators then go student-by-student when looking at the Aimsweb Plus data.

Dr. Abby Diaz, Curriculum and Instruction Administrator, noted both schools do the Aimsweb testing. The NH SAS testing is great as an end-of-year marker. Aimsweb testing is done three times/year. The first test is given at the start of October, is the first snapshot of where students are as they enter for the year, and directs what will be done within each building, grade level, and individual classrooms to support all learners. The NH SAS data starts in 3rd grade. Aimsweb gives us a snapshot of students beginning in kindergarten.

Provided were charts showing results in the categories of early literacy and numeracy skills for kindergarten and first grade. Skills include letter and number identification, letter sounds, counting, etc. The information is reviewed and used to target students needing extra support.

After a large targeting focus of the kindergarten and 1st grade students, the second grade students (fall benchmark in reading and math), did a great job. A lot of students had additional supports and the low risk category grew significantly for the 2nd grade with the moderate and high risk categories reducing. In this section, they move past some of the basic early reading skills and focus on actually reading, their fluency and comprehension and more math problem solving type skills.

Third grade also experienced strong results. One of the great things about this test is when students transfer from 3rd grade into the upper elementary school, the same test is given, providing a lot of consistency when looking at data across the two buildings.

Fall scores for 4th, 5th, and 6th grade show strong performance. Students are meeting the high levels and remaining very consistent.

The next round of Aimsweb testing will begin next week. All classes will be given the same test. The administration will look for places where students are growing and for areas where we can focus additional supports where needed. Testing will be done again at the end of the year, and the data will be able to be shared with the new classroom teachers and the next grade.

Jared McMullen, 5th Grade Classroom Teacher, spoke of Professional Learning Communities (PLCs), which are regular meetings among educational professionals. As an educator, he views PLCs as a lifeline; a chance to connect with colleagues in a professional setting to address these never-ending range of topics, e.g., collaborating on individual lessons, developing engaging grade-level units spanning multiple content areas, etc.

Time spent within the PLCs is used for planning. Last year was different as Friday afternoons were used for that collaboration. It provided opportunities to develop common instructional practices, consistently analyze data, etc. Data can be used from the small scale of the classroom assessments to the large assessments like Aimsweb or SAS to focus on what is needed. In turn, the data can be used to push and drive our decisions and ensure we are generating things that address the specific needs of every student and can come together to navigate the constantly changing world of education.

Nicolasa Moreau, 4th Grade Classroom Teacher, spoke of the importance of the time spent in PLCs and the ability to analyze the data gained through assessments. With each student, they are able to identify what areas need additional time. In math, it breaks down to the geometry, number sense, fractions. They are able to look at the individual classrooms and when in PLCs can identify trends that are noticed in a particular grade, if there is a specific area that needs additional time/practice. That PLC time is used to focus the skills, decide what resources will be used, etc.

Ms. Moreau spoke of being excited to see the results of the next testing and the growth made since October. We will be able to identify where the students stand at this time, if any potential gaps have been filled in or require additional time.

Susan Carlon-Giles, Math Interventionist, HPS, is looking forward to the upcoming assessments as she gets to work with the kindergarten and 1st grade students one at a time. It is a friendly test for those students who want to tell you so much about what they know. In September we are getting the students used to being in school

again, setting up our processes, etc., and then the data comes in. We then get to meet as a team to go over it and identify where students may have regressed over the summer months, where we need to beef up lessons, what they already know, etc. When they meet as a Response to Intervention (RtI) team, they not only have the math and reading specialists present they have the Guidance Counselor, Speech Specialist, Tech Integration, and at times the ESOL teacher. They go over everything, not just the academics. They talk about whether they are having a hard time because of their R tick (not pronouncing Rs correctly), pencil grip, if they are making friends, is there someone who is still having a hard time leaving their family at the start of the day. They try to get together every 6 weeks but use the PLC meetings in the meantime to get together and check in on students.

Member Roy spoke of appreciation for the local data provided. There has been a good deal of conversation online concerning the statewide data and dips. To be able to focus on what has been going on in our district is incredibly important and valuable. It speaks volumes about our administrators, teachers, and the efforts put forth, especially these past few years.

Member Mann questioned the results of the NH SAS for the 4th grade. Candice Fowler, Principal, Hollis Upper Elementary School (HUES), remarked one of the things the 4th grade team has worked on for a while is what happens between 3rd grade and 4th grade. It seems we do see a dip in proficiency in math and reading regardless of the cohort, regardless of the year; definitely occurred prior to the pandemic. Some of the things brainstormed were around transitioning. Students have been at the primary school sometimes for 5 or 6 years before coming up to a brand new building and have to now navigate. They go from primary elementary when we are walking students everywhere to the upper elementary where they have freedom and are taking on a lot more responsibility. As they worked through this over time, they saw there are brand new concepts, things like we just expect you to know how to read now and make meaning from that reading as opposed to saying how are you reading things. It is the same with math, it is not just learning those separate but important skills, we are now asking you to put those skills together in a whole new way. As students start to figure that out, over time what we are seeing is that it starts to click in 4th grade, 5th grade, and gets really strong in 6th grade.

That has been seen and was something that work started on strongly before the pandemic hit. We have talked a lot about how to get the 3rd grade up to the building more often, etc.

Assistant Superintendent Bergskaug remarked the challenge going into 4th grade is you are not learning to read, you are reading to learn. Reading becomes integrated into all of your problem-solving, which is seen a lot in mathematics. That is a challenge because it is harder to parse out what is a reading concern versus a mathematics concern. There are slightly different strands within math and ELA that we are looking at in 4th grade that we are not looking at in 3rd grade. That contributes to being able to measure them slightly differently and we see the dip. We make huge gains in 5th and 6th grade.

Asked if there are any specific challenges around science, Principal Fowler commented on the science test noting that it changes its focus every year, e.g., earth science, physical science, life science. When you see the science data over time it is hard to say are we improving or not. Students change as we are only testing 5th grade. Things targeted at HUES are more hands on and experimental science, using the knowledge that students have to figure things out, get messy, and sometimes fail at those experiments but figure out what happened to result in it failing and how to improve upon it.

Assistant Superintendent Bergskaug spoke of the shift in science; went from more fact based, e.g., what is the definition of this, to more phenomena based. It is restricting the thinking of asking questions and trying to ask the right types of questions and hands on simulations and experiments. There were some challenges last year

specifically with science; once again we had to shift what we were doing for that year. This year we are a bit more flexible, e.g., can use the science lab.

Asked if it is believed the district is making progress on catching up due to the COVID disruption, Assistant Superintendent Bergskaug responded the data does not demonstrate a disruption in learning. The disruption we see is different. A lot of it is more social emotional and more of a universal response to the whole child. Our students did well academically on a test. That is not their whole person. There is so much more that we have to look at. We are looking at okay we need to focus a bit more on numeracy, but also, they are having difficulty making friendships on the playground, how do we work on both of those at the same time. Across the SAU, it seemed as though there was a greater impact K, 1, 2 than 3-12. The younger students seemed to have a hard time with the COVID disruption.

Paula Izbicki, Principal, Hollis Primary School (HPS), remarked she would say the same thing. She also wished for people to understand this is not a new thing just because of the pandemic. We have always been concerned about social emotional growth, academic growth, and physical growth. Social emotional for students in kindergarten can be as simple as when playing a game and lose they do not throw a fit. We teach them how to lose gracefully. It's those simple little things we have always attended to to ensure that students are doing well. Sometimes that can affect your academic or physical growth.

In all three areas, we seem pretty on path. She is not overly concerned in her building looking at our students, with anything going significantly low. She sees a lot of well-adjusted happy kids learning and being effective although it may look a little different. That is not to say that there are not things that can be pinpointed and worked on in any year, and that is what all of this time really helps us to do is focus in on that and ensure we are keeping up with the pace we have always kept at.

Member Arthur thanked the teachers for their passion and enthusiasm.

Vice Chairman Kellner echoed the gratitude and compliments expressed by her fellow Board members. She questioned the early literacy results for kindergarten and 1st grade; is it typical of what is seen in the fall and is there any comparison to how other districts in the state are doing.

Principal Izbicki responded when looking at kindergarten it is really the baseline data. We do not really have anything to compare it to as this is really their first time in school taking any kind of assessment. The results are pretty typical of what is seen year to year. What is typically seen is there will always be some percentage in each category. With 1st grade as well, we still have a lot of move-ins as well as students who may have gone to a private kindergarten.

Chairman Fareed spoke of appreciation for the data provided. We talk about these assessments assessing our students, but they also assess our programming and employee performance year over year. It is not everything, but it is something. She questioned the number of years the district has been doing the Aimsweb testing. Principal Fowler stated the district started doing it fully in K-6 last year and then a little in the summer of 2020. This year will be the full second year at HUES for K-6. The HPS has been doing it a bit longer.

Chairman Fareed remarked there is not a database of cohort over cohort through Aimsweb. Principal Izbicki stated Aimsweb has been used since before her time in the district at HPS. Chairman Fareed commented there is a body of data that can be reviewed to see trends. In the midst of that time, full-day kindergarten was added. She spoke of being interested in understanding what percentage of the 1st grade students are coming in from outside of our kindergarten. Prior to offering full-day kindergarten there was 20-30% of the 1st grade cohort

that was from a kindergarten outside of the district. She does think that influences the first grade numbers and is not automatically fully indicative of the progress our kindergarteners made into 1st grade through our own processes.

Principal Izbicki responded they are able to dig into the data and see how the student performed the prior year. Chairman Fareed recalled in the past when using NWEA testing, there would be discussion of how you could look at cohorts as well as individual students' performances to micro-manage what you could about shortfalls and strengths. She questioned if that is the same with this testing and was told it is.

Chairman Fareed commented when seeing students coming into the district needing additional time, is there specific programming, etc., that is automatically used or is it truly tailored to each student. Principal Izbicki responded it is tailored to each student. Sometimes they will look at a child who scored in the moderate risk category, when talking to the teachers and looking at how the student is performing in the class, the test score might not be indicative of how they are actually performing. Although we have baseline information, it is helpful to dig down and try to understand why they fell there in that moment in time. There could be a variety of reasons. That is where RtI meetings are used to figure out what we can do. Sometimes it is a simple review of material a teacher can do in the classroom. Sometimes it is making a group of a few students, even across classes, who have similar needs. Once that is taken care of, we can move on to something else, which is why we review and look so often.

Chairman Fareed asked if the Aimsweb testing for kindergarten, 1st and 2nd grade is mandatory or something the district chooses to do and was told it is something the district chooses to do. The Board voted to support that a few years back. Asked if it meshes well with the SAS, Principal Izbicki responded it is absolutely valuable. She noted the district is assessing less than ever before.

Chairman Fareed spoke of PLCs, her understanding of the value gained through that process and questioned if it is seen that the process/system improves pedagogy, e.g. are teachers able to learn from each other how to present materials, address individual topic matters, etc., is there an exchange of skill on how to teach.

Ms. Moreau responded that is absolutely what occurs. Teachers speak with each other about different resources used, etc. All teachers have their own craft. Although having the same resources, approaches differ. When reviewing data and identifying where time needs to be spent, focusing on different skills, they then discuss the resources that will be used. Teachers share what they have learned and how their approaches have been effective. It is also an opportunity, when having new curriculum, to go through it together.

Chairman Fareed commented on PLCs being time out of the instructional day, and how impressed she has been with the outcomes. She questioned how PLCs compare to the professional development (PD) days where they come together and do intensive learning. Ms. Moreau remarked they go hand in hand. If having a PD and learning a new curriculum tool or having a guest speaker come in to talk about something that will be utilized, they then process that information within the PLCs.

Chairman Fareed commented on this being the first time in quite some time where the Board has had the opportunity to discuss the educational product because of the pandemic. She spoke of having heard that Principal Fowler has been collaborating with staff on learning more about the students they have not yet met and asked how that has been going.

Jamie Gough, Teacher, HUES, stated that meeting really opened her eyes to going back and saying oh I remember when that student was in 4th grade, look at how they have grown or realizing there is a student who

moved in that she does not recognize, and then turning around and seeing them in the hallway and introducing herself. It really makes her walks down the hall a little more observant. It provides the opportunity to talk to former students and just having the opportunity to say hello to students.

Chairman Fareed noted enrollment has increased by 10 since the start of the school year. That is another indicator of the confidence the public has in what we offer.

DISCUSSION

- Fiscal Year 2023 (FY23) Draft Hollis Budget – Board Review

Assistant Superintendent Bergskaug stated there has not been much in the way of changes to the proposed budget since the time of the last review. The variation in the difference between the proposed operating budget and preliminary guidance number is due to an error in the calculation of guidance provided by the Budget Committee. There was the need to identify items too small in cost to be identified on a particular line item, that could be adjusted. The result is an operating budget that is \$365.78 below guidance. The budget is ready to be brought forward for public hearing in February.

Chairman Fareed noted the reductions identified in line items 10.1100.112.01/.02 – salaries / classroom teachers and asked for clarification the reduction is the result of retirements and teachers being brought in at a lower salary than the veteran teachers retiring (budget at a master's Step 5 for example). Assistant Superintendent Bergskaug stated that to be correct. Asked about Line Item 10.2318.301.00 – Legal Service, Assistant Superintendent Bergskaug noted the line item is used for legal services such as contract negotiations and matters brought before the Board.

Member Mann questioned if the total proposed budget (all warrant articles combined) is \$15,537,409.22. Assistant Superintendent Bergskaug noted the need to discuss capital improvements and the potential for a bond. The total warrant number includes an estimated cost for the HEA contract, actual cost of the HESSA contract, the potential yearly cost of a \$2.5 million bond, and allocations to the Contingency Fund, SAU Maintenance Trust, Maintenance Trust, Special Education Trust, and the SAU assessment.

- Revenue and Expense Report FY22

Donna Smith, Assistant Business Administrator, noted an error made on the report provided in October where the \$95,000 contingency amount was encumbered. Shown on the current report is \$83,421 (positive amount) for the SAU Assessment line. The reason the entire \$95,000 is not shown as a positive number is due to unanticipated legal expenses that have caused that line item to exceed expectations.

In terms of revenue, the Federal food service revenue line continues to increase as we continue with the free breakfast and lunch. Offsetting that is the line for food service sales, which is decreased.

As of December 20, 2021, the projected fund balance is \$48,322. The district typically has a balance large enough to accommodate the retained fund balance. The \$48,322 is not enough to cover that. As a result, the district is currently under a budget freeze. Expenses will be reevaluated at the end of January and most likely on a month-to-month basis after that.

Member Mann commented the budget is not yet fully encumbered therefore there is a reason to believe once that were to occur the amount would surpass the anticipated balance of \$48,322. Ms. Smith responded although

not fully encumbered, the administration is not permitting any additional encumbrances. Asked what would need to occur should the fund balance be exceeded, e.g., recommendations to look to other funding sources, Assistant Superintendent Bergskaug replied, it would depend on which line item went in the negative. There are funding sources such as the contingency fund, special education trust, etc. but the desire is to take steps to address the issue without looking to those funding sources, e.g., freeze the budget. Member Mann stated the need for monthly updates.

Chairman Fareed spoke of the extraordinary special education expenses experienced this year. Assistant Superintendent Bergskaug commented on the difficulties associated with budgeting 18 months in advance.

- Potential Bond Warrant Article to Reduce Capital Improvement Items

The Capital Improvement Plan (CIP) was presented to the Budget Committee. Although recent projects have addressed energy needs, there remain areas of the buildings requiring attention. The Budget Committee requested the administration consider bonding for the needed repairs to address them during this time of low-cost borrowing. The Budget Committee provided a rough dollar amount of \$2.5 million.

The agenda packet included a list identifying the recommended items to be addressed through a bond. It includes flooring, roofing projects, air source heat pumps, security aspects, renovations to various areas of each of the buildings, and studies around enrollment/expansion and the Rocky Pond water system. Also identified were wall mounted heating controls at HPS. The estimate provided for completion of all identified projects is \$2,835,170. Adding a contingency of \$283,517, the total bond would be \$3,118,687. The numbers continue to be finalized.

The question was whether the district should move in the direction of the suggested \$2.5 million bond or address most of the pieces in the CIP. The numbers included in the proposed warrant article reflect costs provided by the bond bank based on a \$2.5 million bond. A 10-year bond at a 1.5% interest rate looks a little higher than \$62,000 for the first year payment, but years 2-10 start at \$285,000 and then drop down to about \$252,000. If looking at a 15-year bond at about a 2% interest rate, the yearly payments would be in the area of \$218,000 in year 2 dropping to about \$167,000 in year 15. Year 1 is still roughly the same at \$62,500.

A facility Improvement Plan was provided as part of the agenda packet. If bonding the identified projects (listed in the CIP for FY23) as well as the outyears through a bond, the district would be able to either decrease the amount added to the Maintenance Trust year after year or (planned through 2027) build up the trust over time as the annual expenditures would be decreased. If not opting for a bond, the CIP identifies the cost of proposed projects in the same timeframe (five year plan). Projects currently identified for FY24 total \$666,500. To cover that in one year becomes quite costly requiring a significant increase in the allocation to the maintenance trust. In FY25, the anticipated cost is \$695,500. The costs will be there. The question is how to manage them, e.g., in a lump sum annually or over 10-15 years.

Member Roy stated the Budget Committee has not yet seen the items identified to be addressed through a bond. The CIP has been discussed. It was their recommendation to look to borrow when the interest rates are favorable.

Member Mann remarked the approach is sensible. Member Mann suggested a bond no longer than 10 years as many of the items may have a life expectancy shorter than 15 years. He spoke of the 10% contingency figure and the increase in labor and material costs. He suggested that percentage be reconsidered.

Member Mann commented on existing debt service and questioned if it would be favorable to roll the existing debt service into a new bond. Member Roy commented on her belief the Business Administrator is looking into all available options, and her input should be sought.

Chairman Fareed spoke of her time serving on the Budget Committee. Made clear to her were things to consider with respect to bonding; if you fund the projects identified in the CIP year over year, what the taxpayers see are large fluctuations from one year to the next. When the projects are combined and bonded, the yearly cost is understood and spread out evenly over time. Also to be considered are users of the services paying into the cost. If the cost is incurred in a single year someone moving in the following year is able to avail themselves of the services without incurring that cost whereas if bonding over ten years, those who move in help pay for the use they get themselves when their children are in the district.

Chairman Fareed spoke of projects that cannot be phased in, e.g., the grease functions in the kitchen are grandfathered to the septic function, which is now 40 years old. When that system goes, it will trigger a legal obligation to renovate the kitchen's grease handling and certain other functions.

- Review of Budget Calendar Dates – Informational

The last day to accept Petition Warrant Articles for the Hollis School District is February 7th. February 8th is the date of the Public Hearing (snow date February 10th). The School District Meeting date is Wednesday, March 9th (snow date of March 10th).

- Hollis Educational Support Staff Association (HESSA) Contract Negotiations Update

Vice Chairman Kellner stated the support staff association has ratified a tentative agreement. She spoke of the difficult environment to be negotiating in. There is a difficult labor market with local businesses offering \$15/hour, signing bonuses, etc. There are several unfilled paraprofessional positions as well as long-term openings with custodial and maintenance staff. At times we see attrition of our paraprofessional staff to the COOP because of the longer hours they work in the COOP resulting in their eligibility for benefits.

Regarding insurance costs, the employee contribution has increased significantly over the past 4 years and the district has not adjusted the insurance caps over that time.

The contract is a three-year term, and is not sanbornized, which means taxpayers will vote one year of the contract over the next three years. For FY23, the district is offering a shift in categories; custodial staff will go from category 1 to category 2 (on the salary table), maintenance staff from category 2 to category 3, and a 4% increase will be offered to employees on and off the step table.

The monthly insurance caps are being increased by \$50 for a two-person plan and \$100 for family plan and offering 1 additional paid holiday for all support staff. Total cost for FY23 is \$87,661.

In FY24, it is a 3.5% increase. Monthly insurance caps are being increased by \$50 for a two-person plan and \$100 for family plan, and \$500 towards the annual insurance premium for part-time employees. The total cost for FY24 is \$69,256.

In FY25, it is a 4.5% increase. Monthly insurance caps are being increased by \$50 for a two-person plan and \$100 for family plan. The total cost for FY25 is \$74,497.

The total contract cost (all three years) is \$231,414.

Asked if there are significant changes in management rights or other language, Vice Chairman Kellner stated a lot of language was clarified to remove loopholes around vacation eligibility, pay differential based on various certifications as well as holiday pay.

Asked if management rights are preserved from previous cycles, she stated they are. Chairman Fareed commented on the desire to compensate fairly and competitively particularly in a market where we find chronic shortages, but at the same time cannot lose control over the institutional product. Asked how she feels about the competitive advantages this gives the administration; Assistant Superintendent Bergskaug stated her belief this contract will help the district move forward. She noted the contract negotiated in FY18 saw a ton of language shifts with increased management rights, which is why a one-year contract was done to see how it worked out. We have established those more fully in the last three years. When coming to the table this year there were not a lot of management rights we felt needed to be addressed. What we felt we really needed to address is staffing shortages and the labor market to ensure competitiveness with other employers. Asked how this compares with compensation packages of the other districts within the SAU, she noted the custodial maintenance shifts that would occur in year one of this contract were made at the COOP district last year. Hourly wages, with these increases, will be slightly higher than the COOP, however, they have the advantage of having a longer day for the paraprofessionals providing the eligibility for benefits.

Member Mann questioned if attrition issues are being seen from support staff or are anticipated will be seen. Assistant Superintendent Bergskaug stated the district has had openings with paraprofessionals, custodians, and maintenance this year. When those openings were created many were due to retirements, but the difficulty has been with finding and retaining staff at that level.

- Notice of Maladministration, Malice, Malfeasance by the Hollis School Board Officials and NH

Chairman Fareed remarked members of the public submitted a Notice of Maladministration, Malice, Malfeasance. It is a document that clearly has been thought through very seriously and represents a point of view that the Board has not been doing its job, and her reading of it to be that this School Board does not have the legal right, at a Constitutional or legislative level, if her understanding is correct, to write policy or support executive decisions by the Superintendent and staff concerning masks. There was mention of the vaccines, which the Board has no authority over, and a commentary about CRT, which seems a little bit distinct from the bulk of the body of the document, and the Board has not done anything about anything revolving or touching on CRT.

She requested the conversation be kept around masks as it seems to be the number one item, and the public input that has been provided the Board for many months has been mostly focused on the decision to require masks in the Hollis elementary schools.

The Chair stated a willingness to receive additional public input only if a quick comment that is corrective in nature. She commented what has remained consistent even prior to her tenure is that the Board can address this kind of issue by taking action or choosing not to. The Board agreed to discuss this because it was presented to the Board seriously.

The document posits that the Board does not have the authority to impose a mask requirement or to support an executive decision by the Superintendent to impose a mask requirement. It formulates this assertion in constitutional matters and legislation and how we are legislated into being as a school board and seems to state that if we do not comply with the wishes expressed through the document and its presentation that the public members who support this would take legal steps to address the concerns it cites.

The Board has been asked to vote to withdraw its support of the Superintendent's recommendations for masking.

Member Arthur stated her opinion because she only received the document in real time she does not feel as though she has had time to digest it. While she respects receiving it and the opportunity to discuss it, she did not feel prepared to consider taking a position at this time.

Member Mann stated his agreement commenting it would be improper to take a position and say no more masks. We have been consistent for these many months. At this point, we are in a different place than we were in September. We now have vaccines that are available to the grade levels of most of our students. We have been discussing and continue to be on the path of moving to mask optional when returning from the Martin Luther King, Jr., weekend. He has asked the Superintendent repeatedly if he needs anything from the Board to be able to enact that by himself and noted the Board's prior action that provided the Superintendent the authority to make that decision.

Member Mann restated his expectation that the Board continues to be on the path of being optional the day after returning from the Martin Luther King, Jr., holiday.

Member Arthur cited the language "That the Board provide him the authority to adjust as we go throughout the school year. Parents would be notified of any changes in as timely a manner as possible.". Asked, she stated she was quoting the meeting minutes from the meeting where that authority was given.

Member Mann spoke of his appreciation for how the document was presented and the thoughtfulness that went into it. He noted some of the elements have already been challenged and addressed legally. He also noted any one member of the Board is subject to a code of conduct, adherence to State Statute, rules surrounding confidentiality, etc., and could be brought before a Superior Court Judge to be removed. That possibility exists every time the Board calls to order.

He would not support taking any formal action at this time as there has not been time for the rest of the community to provide input on the issue. There is the need to ensure that residents are aware the Board may take formal action on a matter. Because the item was not part of the published agenda, those who may wish to provide input whether in support or opposition, were not provided that opportunity.

He supported amending the agenda to include a discussion item believing it important to assure residents that we are on the path to mask optional by the Martin Luther King, Jr. holiday.

Chairman Fareed noted whether there is a change in required masking is dependent on the numbers. Member Mann stated it is dependent on the numbers, and the Superintendent will have that decision to make. The Board will certainly discuss it during the February meeting regardless of the decision reached.

He believes based on the other operational aspects put in place and the data points gained through the COOP, that our policies to react to cases have shown to be effective, he believes more effective than masks. Once we get through this post-holiday timeframe, he expects the district will be mask optional, and would question why if not the case.

Chairman Fareed commented what she finds interesting about the document is the lack of mention of the pandemic itself. It does not seem to be focused on whether or not masks are effective, whether universal masking is effective at suppressing COVID transmission, it does not talk about links in the chain of

transmission out to the broader community, Omicron, Delta and the other granular detail. It talks about our constitutional authority to make decisions either on behalf of the entire district or in support of the Superintendent's executive decisions. It focuses most of the attention on the constitutionality of this agency, the Hollis School Board, to decide that masks can be mandated.

Members Mann, Roy, and Arthur stated that to be a legal challenge. Member Arthur commented to task the Board with that is unreasonable. Chairman Fareed stated the Board does not have the expertise. It is literally an existential question in the sense of in what state does a public school board in New Hampshire exist; where the lines of its authority are.

The Board was asked to rescind mandatory masks tonight. The presentation covered two issues, the removal of a mask requirement and that the Board does not have the right to impose masks on anyone. She is curious of how the courts would interpret that. The Board is legislatively founded to carry out certain obligations, e.g., students cannot come to school barefoot, and we have the authority, responsibility and right to require shoes. In fact we impose close-toed shoes for example for the protection of children's feet, particularly for the playgrounds.

Chet Wisboski, Farm Pond Lane

Wished to clarify the people's position is that nobody, other than the Legislature, has the authority to make law and even the Legislature cannot make law that changes the Constitution. In order to do that a Constitutional Amendment has to pass.

Member Mann stated the School Board is a policy making board. That is its only task. Our policies cannot usurp state and federal law. Any of our policies need to be in alignment with that. He finds it an interesting challenge and would like to understand where some of these arguments fall.

Chairman Fareed stated, to her knowledge, the Board does have the authority and the Superintendent does have the authority to decide to call for a mask requirement. However, she does not know if that has been tested in the courts. The School Board must abide by State law, Executive Orders, and rules from the Department of Education. She is unaware of any challenge regarding the authority of a public school board to require masks in this state.

There was a lawsuit against mask mandates and the court that went through found that the lawsuit did not have validity. There was no commentary in the court's ruling that said the school board does not have the authority. She believes having only had this one reading and no legal input, the Board cannot take an action based on a very serious but admittedly small group of people who have a very focused point of view on the basis that we do not have the authority to impose a mask mandate. If each of us would like to change the mask requirement she believes it is within the authority they have to impose the mask requirement.

The question of authority versus a positive view on the requirement of masks are separate issues in her mind. She believes if in fact public school boards in this state do not have the authority to impose masks that is something that will have to go through state legislation and the courts to iron out.

Chet Wisboski, Farm Pond Lane

Stated they are not looking to go through normal courts. They are looking to go through common law courts. The other courts have failed them. They will establish common law courts and have a jury of their peers. He

also pointed out that now that the Board has been noticed, a delay constitutes a violation of civil rights. You have been notified. They are asking for a vote on this tonight as it is a matter of civil rights and they have been notified.

Assistant Superintendent Bergskaug began to respond and was talked over.

Mr. Wisboski continued stating this is not a group of people demanding that you drop mask mandates, it is the constitution that restrains your power.

Chairman Fareed stated that to be his view and that she respects his view but does not agree with it given what she feels she knows from her years of service on the Board.

Mr. Wisboski stated, "Well we're here to educate."

Chairman Fareed continued, you have an opinion, and we are no longer having public input. She stated her appreciation for the fact that she invited members of the public to clarify her misunderstandings and she appreciates the clarification.

Chairman Fareed noted she does not know what the court of common law is, and if the intent is to continue to pursue this, they may want to provide additional written documentation of what next steps are perceived so that the Superintendent and Board have an idea of the kind of engagement planned.

Asked if she wished to provide input, Assistant Superintendent Bergskaug remarked she had wished to express her belief the discussion had reached a point where it was prudent to seek legal counsel both for the Board and the Superintendent who is identified and not present tonight.

Chairman Fareed questioned the will of the Board relative to taking any kind of deliberative action. Member Mann restated his objections to taking such action. The Superintendent is not present to engage in a discussion with the Board. The Board has not publicly noticed an action that would overrule the operational authority of a Superintendent. If we overrule his operational authority, each one of you own the operations aspect of not only wearing masks, but pretty much everything else that goes on in the school. He would submit that none of the Board members are qualified to usurp the operational authority of the Superintendent. He needs to be able to discuss this with the Superintendent and ask direct questions before he would support any kind of an action like this.

Member Arthur agreed she would not want to deliberate on the topic for some of the reasons Member Mann has mentioned and given she has not had the opportunity to digest the information presented. She remarked in July the Board voted on a motion to accept the reopening plan as presented noting the recommendation of the Superintendent that masks be required, and that the Superintendent has the authority to make changes to this plan based on local conditions. As was stated, we would be overriding the Superintendent's recommendations. It was never the Board that instituted a mask mandate in that language.

Member Roy stated agreement with the statements made by her colleagues; the person in question is the Superintendent who was not present. Discussion could not occur with him at this time. She reiterated the item was not included as part of the agenda, and the public was not made aware of the potential for Board action.

Vice Chairman Kellner stated agreement with the comments made by her colleagues.

Chairman Fareed spoke of the constitutionality of a New Hampshire School Board's authority to support a recommendation from the Superintendent; we have an example of a school board nearby that decided to vote against the Superintendent's recommendation. She understands it is thought the Board has that authority and she is pretty certain that there is that dynamic at play, but she simply does not agree with the view. She does not disrespect the view or the individuals as thinking people who are her peers as citizens and residents. She just does not agree with it. She is 100% in agreement that the Superintendent, Assistant Superintendent, and Board members should be given the opportunity to digest the document. From what has been presented so far, she does not see anything she recognizes as authorizing school boards in New Hampshire.

If what is in the document is correct, it has to apply not to Hollis only, and if there is a step that you can take to bring that debate into the public circle so that it is discussed and debated with people who are as serious and responsible as you are then that will have the greatest impact with the least harm to the great majority of our citizens who deserve a peaceful shift in their understanding if their understanding is wrong.

The sense of the Board was not to pursue a decision at this time.

DELIBERATIONS

- To see what action the Board will take regarding ratification of the tentative agreement between the Hollis Educational Support Staff Association (HESSA) and the Hollis School Board

MOTION BY MEMBER KELLNER THAT THE BOARD RATIFY THE TENTATIVE AGREEMENT BETWEEN THE HOLLIS EDUCATIONAL SUPPORT STAFF ASSOCIATION (HESSA) AND THE HOLLIS SCHOOL BOARD MOTION SECONDED BY MEMBER ROY

ON THE QUESTION

Chairman Fareed commented on the significant chronic shortfalls. We are struggling to ensure enough staff to fulfill our obligations to students, we are struggling to keep the building clean during a pandemic because we do not have enough custodians. The Facilities Director has to participate in the cleaning of the buildings, which means he is not doing what we hired him to do. This is a very expensive custodian. This is an overall increase over previous years, but for the past 4 years we have been in the mid \$50,000/year increase range. Like in a lot of industries that puts job compensation actually behind.

Member Mann stated appreciation for the negotiating team and support of the tentative agreement.

Chairman Fareed asked for clarification of next steps should the Board ratify the tentative agreement. Assistant Superintendent Bergskaug stated the Budget Committee would be provided with a redlined Collective Bargaining Agreement (CBA) as well as the PowerPoint summary. At next Tuesday's Budget Committee meeting, the tentative agreement will be presented and discussed after which the Committee will take a position. From there a public hearing would be conducted on all warrant articles. At the District Meeting the voters will vote on the CBA as its own individual warrant article.

Chairman Fareed pointed out the qualifications of the negotiating team. Member Roy has extensive experience with corporate America, with educational training, management, international communications, etc. Vice Chairman Kellner is a reformed CPA. Arthur Anderson was an Auditor for years in Manhattan. We have

extensive experience on this team with corporate standards, communications, and accounting on the higher level.

MOTION CARRIED

5-0-0

- To see what action the Board will take regarding Policy **DAF** – Administration of Federal Grant Funds
Given its Third Reading;

MOTION BY MEMBER ARTHUR TO ACCEPT THE THIRD READING AND ADOPT POLICY DAF – ADMINISTRATION OF FEDERAL GRANT FUNDS

MOTION SECONDED BY MEMBER ROY

ON THE QUESTION

Member Arthur noted at the last meeting there was the suggestion of the removal of the link to the definition of contactor. That has been removed.

Chairman Fareed questioned the sentence that reads: “The Board accepts federal funds, which are available; provided that there is a specific need for them and that the required matching funds are available.” Assistant Superintendent Bergskaug explained the language is looking to encompass all types of federal funds. There are those that require a match, e.g., the 80/20 split for grant funds for security purposes.

Suggestions were made for possible rewording of the sentence. Assistant Superintendent Bergskaug noted the language has not changed in this review of the policy and is required by law.

MOTION CARRIED

5-0-0

- To see what action the Board will take regarding Policy **EEAEA** - Mandatory Drug and Alcohol Testing
Given its Second Reading;

MOTION BY MEMBER ARTHUR TO ACCEPT THE SECOND READING OF POLICY EEAEA – MANDATORY DRUG AND ALCOHOL TESTING

MOTION SECONDED BY MEMBER ROY

ON THE QUESTIONS

Chairman Fareed noted this policy pertains to school bus drivers and other contracted carriers. It is not referencing other employees.

MOTION CARRIED

5-0-0

- To see what action the Board will take regarding policy **IMBA** - Distance Education
Given its First Reading;

MOTION BY MEMBER ARTHUR TO ACCEPT THE FIRST READING OF POLICY IMBA - DISTANCE EDUCATION

MOTION SECONDED BY MEMBER ROY

ON THE QUESTION

Assistant Superintendent Bergskaug stated the policy is recommended, not required. It is believed important to put in place, given the district transitioned to remote learning at a time and remote learning is not authorized at this time, to define distance education and remote learning and to distinguish distance education from education that is being provided in the classroom with technology tools. This simply serves to better define that for us as a district. It also identifies that should there be a new state regulation and/or emergency authorization that we will create procedures that would be in accordance with the legal requirements.

Member Roy questioned if the language came down from the state and was told the policy is a combination of a sample policy and consultation with legal counsel.

Asked if this is meant to be more emergency based or to cover what other districts do, Assistant Superintendent Bergskaug stated it to be intended to be broader. She provided the example of schools being shut down and remote learning being necessary; this is authorizing what that is and that we would establish procedures that would be in accordance with that. She recognized it is definitely a first reading and there is more discussion for the Policy Committee to have.

Chairman Fareed stated the distinction is between distance education and remote learning. She asked if VLACS would be considered distance education (full delivery of an educational product for a student). Assistant Superintendent Bergskaug stated that to be a good example. Remote learning is with instruction provided by a district employee. This policy allows us to draw that distinction. She suggested that be even further clarified.

MOTION CARRIED

5-0-0

- To see what action the Board will take regarding policy AC – Non-Discrimination
Given its First Reading;

MOTION BY MEMBER ARTHUR TO AMEND BY CORRECTING THE SPELLING OF “DISTRICT” IN THE PROPOSED TITLE AND ACCEPT THE FIRST READING OF POLICY AC – NON-DISCRIMINATION, AS AMENDED
MOTION SECONDED BY MEMBER ROY

ON THE QUESTION

Chairman Fareed noted that Section D states “No later than October 15, 2020”. Assistant Superintendent Bergskaug stated it to be a legal reference.

MOTION CARRIED

5-0-0

- To see what action the Board will take regarding policy ACE - Procedural Safeguards, Non-Discrimination on the Basis of Handicap/Disability
Given its First Reading;

MOTION BY MEMBER ARTHUR TO ACCEPT THE FIRST READING OF POLICY ACE - PROCEDURAL SAFEGUARDS, NON-DISCRIMINATION ON THE BASIS OF HANDICAP / DISABILITY, AS PRESENTED

MOTION SECONDED BY MEMBER ROY

ON THE QUESTION

Member Arthur noted this policy is updated per the recommended policy by the New Hampshire School Board Association. Assistant Superintendent Bergskaug commented on the numerous pieces to the procedural safeguards, which are provided to families during meetings, making it more sensible to simply refer to the handout.

MOTION CARRIED

5-0-0

- To see what action the Board will take regarding policy **EF** - Food Service Management
Given its First Reading;

**MOTION BY MEMBER ARTHUR TO ACCEPT THE FIRST READING OF POLICY EF - FOOD SERVICE MANAGEMENT, AS PRESENTED
MOTION SECONDED BY MEMBER ROY**

ON THE QUESTION

Changes reflect a title that has been in place for several years as well as updated language from the Administrative Rules.

Chairman Fareed noted the language “No student will be subject to different treatment from the standard school lunch meal or school cafeteria procedures, regardless of ability to pay for such meal.”. Assistant Superintendent Bergskaug stated the district has been following that practice for years. The addition of the language is a means for the policy to reflect practice.

MOTION CARRIED

5-0-0

NON-PUBLIC

**MOTION BY MEMBER KELLNER THAT THE BOARD, BY ROLL CALL, GO INTO NON-PUBLIC SESSION PURSUANT TO RSA 91-A:3 II (a) THE DISMISSAL, PROMOTION OR COMPENSATION OF ANY PUBLIC EMPLOYEE AND (c) TO DISCUSS A MATTER, WHICH IF DISCUSSED IN PUBLIC, WOULD LIKELY AFFECT ADVERSELY THE REPUTATION OF A PERSON, OTHER THAN A MEMBER OF THE BODY OR AGENCY ITSELF
MOTION SECONDED BY MEMBER ROY**

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

Yea: Robert Mann, Brooke Arthur, Carryl Roy, Amy Kellner, Tammy Fareed

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Nay:

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MOTION CARRIED

The Board went into non-public session at 9:51 p.m.

The Board came out of non-public session at 10:11 p.m.

ADJOURNMENT

**MOTION BY MEMBER KELLNER TO ADJOURN
MOTION SECONDED BY MEMBER ROY
MOTION CARRIED
5-0-0**

The January 5, 2022, meeting of the Hollis School Board adjourned at 10:12 p.m.

Date _____ Signed _____