

**HOLLIS SCHOOL BOARD
JUNE 1, 2022
MEETING MINUTES**

A regular meeting of the Hollis School Board was conducted on Wednesday, June 1, 2022, at 6:08 p.m. at the Hollis Upper Elementary School.

Carryl Roy, Vice Chairman, presided

Members of the Board Present: Amy Kellner, Chairman (arrived at 6:09 p.m.)
 Tammy Fareed, Secretary
 Robert Mann

Members of the Board Absent: Brooke Arthur

Also Participating: Gina Bergskaug, Assistant Superintendent of Curriculum and Instruction
 Lauren DiGennaro, Director of Student Services
 Donna Smith, Assistant Business Administrator
 Paula Izbicki, Principal, Hollis Primary School
 Candice Fowler, Principal, Hollis Upper Elementary School

AGENDA ADJUSTMENTS - None

CORRESPONDENCE/RESIGNATIONS/NOMINATIONS

Vice Chairman Roy stepped down, and Chairman Kellner presided.

Assistant Superintendent Bergskaug informed the Board of the Superintendent's nomination of Meghan Finley for the position of Technology Integration Specialist at the Hollis Primary School (HPS) for the 2022-2023 school year. She comes to the district with her Bachelors in Communications from the University of Maryland and a Masters in Education Technology and Instructional Design from Arizona State. The recommendation is to place her on a masters step 3 at a salary of \$54,379.

MOTION BY MEMBER FAREED TO ACCEPT THE SUPERINTENDENT'S NOMINATION OF MEGHAN FINLEY FOR THE POSITION OF TECHNOLOGY INTEGRATION SPECIALIST AT THE HOLLIS PRIMARY SCHOOL AT A MASTERS, STEP 3 AND A SALARY OF FIFTY FOUR THOUSAND THREE HUNDRED SEVENTY NINE DOLLARS (\$54,379)

MOTION SECONDED BY MEMBER MANN

MOTION CARRIED

4-0-0

Philippa Gray was nominated for the position of Case Manager at the Hollis Upper Elementary School (HUES) for the 2022-2023 school year. She has her bachelors in history and masters in special education from California State University. She would be at a masters plus 15 step 16 and a salary of \$80,201.

MOTION BY MEMBER FAREED TO ACCEPT THE SUPERINTENDENT'S NOMINATION OF PHILIPPA GRAY FOR THE POSITION OF CASE MANAGER AT THE HOLLIS UPPER ELEMENTARY SCHOOL AT A MASTERS PLUS 15, STEP 16 AND A SALARY OF EIGHTY THOUSAND TWO HUNDRED ONE DOLLARS (\$80,201)

MOTION SECONDED BY MEMBER MANN
MOTION CARRIED
4-0-0

APPROVAL OF MINUTES

Hollis School Board [May 4, 2022](#)

The following amendments were offered:

Page 5, Line 22; replace “assists” with “assets”
Page 7, Line 22 replace “doing” with “do”

MOTION BY MEMBER FAREED TO ACCEPT, AS AMENDED
MOTION SECONDED BY MEMBER MANN
MOTION CARRIED
4-0-0

Hollis School Board – **1st Non-Public** [May 4, 2022](#)

MOTION BY MEMBER FAREED TO ACCEPT, AS PRESENTED
MOTION SECONDED BY MEMBER MANN
MOTION CARRIED
4-0-0

Hollis School Board – **2nd Non-Public** [May 4, 2022](#)

MOTION BY MEMBER FAREED TO ACCEPT, AS PRESENTED
MOTION SECONDED BY MEMBER MANN
MOTION CARRIED
4-0-0

There being no objection, the Board went out of the regular order of business to take up the Principals’ Report prior to the start of the public hearing so that the start time of the public hearing would more closely match that suggested on the agenda (legally posted start time of 6:00 p.m.)

PRINCIPALS’ REPORT

- End of Year Discussion

Principals Izbicki and Fowler provided a presentation (can be viewed [here](#) beginning at tape counter 17:34).

This year the Summer Learning Academy will remain virtual. The virtual nature of last year’s program resulted in increased attendance.

This is for students identified as having a little gap, are in the Response to Intervention (RtI) program and receive support throughout the year. An entire group of educators is used to determine who is invited to participate. Through screening, students entering kindergarten who are believed to need an additional boost, will be identified for participation. This occurs the three (3) weeks prior to the start of the school year.

For students who are identified, there is the 5-7 week Extended School Year (ESY) program, which is based on student needs (preschool through 6th grade). The program will be housed at the Hollis Brookline Middle School due to construction projects occurring in the building.

At HPS, flooring is being addressed as well as interior doors changed out for safety, egress put in through preschool room into the learning commons, heating systems addressed, safety bollards located in the front of the building, etc.

Principal Fowler noted work being done at HUES. Flooring will be changed out, broken tables will be replaced, new swing sets will be put in as well as picnic tables and benches, roofing is being addressed and new blinds will be placed on the skylights.

Principal Fowler spoke of the School Resource Officers (SROs) and the wonderful work they do, e.g., visiting each classroom each month on a theme such as bike safety. An officer from the Milford K9 unit did 3 separate assemblies as he wanted a smaller group for each of the grade levels to allow for questions to be asked/answered. Officer Bergeron won the highest fundraising. All of the money went towards helping children who are in situations where they might have been taken away from their families or have different needs. The Hollis Police Department is very supportive of the DARE program. Officers Bergeron and Kushmerek teach the 10-week lessons.

Principal Izbicki noted both buildings have safety committee meetings (monthly). Officer Kushmerek, guidance counselors, school psychologists, teachers, and staff are part of that committee. SAU-wide safety committees meet quarterly. This year each school worked a different scenario alongside the Hollis Police and Fire Departments. Each scenario was brought back to the table for a brainstorming session. The step for next year is a tabletop practice with the safety committee to continue to put into practice all of the things that are discussed.

Principal Izbicki spoke of the amount of time spent meeting, discussing, and drilling to ensure everyone is ready, but that it is also done appropriately. For example, Officer Kushmerek and Mrs. Lencsak are doing drop, cover and hold for the little ones. It is not being held as an entire school drill, but individually so kids can ask questions and they can talk to them personally about what is being done. It is a different approach depending on the grade level, but they are still all getting the same skills and understanding the importance of it.

Principal Fowler commented on the age appropriateness at HUES being all over the place. A lot of conversations occur about what would we use this for, why do we need to get off campus, why would we have to have a secure campus, etc. She commented there are times when the Principals are not planning the scenario problem solving. She has to step out sometimes and say I will not be here every time there is a bad thing that happens in the school; what are you going to do, how are you empowered to take those next steps?

Principal Izbicki spoke of what has occurred with academics over the past year. Grade levels have collaborated, they have done the common curriculum documents (shared at the last meeting), welcoming parents back for celebrations of learning. HUES has joined the kindergarten classes doing book buddy reading. STEM week has occurred, and Homework Club has returned. The district is starting to go out on field trips.

Principal Fowler reiterated a lot has occurred academically this year. She does not feel there is learning loss. Displayed on the screen were the results of the AimsWeb reading low risk by percentage chart. AimsWeb reports their data in who are the students who are low risk for achieving grade level standards. Ninety to almost 100% of our students are at low risk, which means they are on grade level compared to the national measure.

Another chart was displayed that depicted the district is nearly at 100% low risk in nearly every grade level for mathematics.

The New Hampshire Statewide Assessment System (NH SAS) testing has completed. Reports will be going out. With that testing there are opt-outs. If there is a certain threshold of opt-outs, it counts against the scoring. The data that will be seen online will be different than what is actually occurring based on those opt-outs. Asked how many opt-outs each school sees, Principal Fowler stated it to be a handful and that it changes by building and throughout the testing.

Principal Fowler spoke of the efforts of the PTA. They have made this year amazing; surprise visits of coffee from Dunkin Donuts, baskets of treats, teacher appreciation week, etc. They purchase the t-shirts for the DARE promotion and 6th grade celebration, have been instrumental in finding volunteers for Field Day, are raising funds for the 6th grade barbecue, support field trips, etc.

Principal Izbicki spoke of one of her favorite activities that has come about in the learning commons. Each year the learning commons team comes to her with ideas of what they would like to do. Superintendent Corey sent her information on chess, which she forwarded to the team. The team went to the workshop, received donated items, and began getting students interested. As lessons progressed, they involved critical thinking, reasoning, strategizing, and using the best option (figuring out what the best option is). All of these life skills sort of came about as they started learning how to play chess. Over 90% of kids at HPS know how to play chess and every student has the opportunity to play.

There are always unexpected things that happen when you start something new; when teachers are playing students, they are making a connection. They are connecting in a way outside of the regular classroom. Most of the students are first time players. Now they are playing at home and were asking for chess boards for Christmas. There is a cul-de-sac of parents who have a chess game every Saturday. All of the kids are playing. When we had the book fair, we had kids going to their grandparents and bringing them over to play a game of chess. Next year we are looking forward to more complicated strategies and getting tournaments going.

Another addition was the rollout of pickup patrol; a software program where parents are able to communicate absences, early dismissal, and late arrivals with an easy app. Once a parent makes a change the school is immediately notified. It has been used at HPS and HUES. It is now used for dismissal increasing student safety (providing additional checkpoints); a parent's car pulls up, it beeps into the classroom, the child knows what door to come to, they come down and we click again that we saw the child get in the car. It is used for the buses now as well. Rave reviews have been received from parents.

Mrs. Tara Happy has won the award for Environmental Science Teacher of the Year. Principal Izbicki spoke of the amount of outdoor fun at HPS. In addition to recess, P.E., teacher outdoor time, they have environmental science. She shared one of the things Mrs. Happy wished to do this year was Operation Save Turtle Island. Students have planted milkweed plugs, donated for Monarch Watch, planted pumpkins and sunflowers, had a kindergarten parent come in often to refurbish the garden beds, the Hollis Garden Club donated two rain barrels, families will adopt a garden for a week over the summer, composted over 1,200 pounds of food scraps and are working with Grow Nashua to hopefully increase and streamline the process to include the disposal of liquid waste and increase recycling efforts. Mrs. Happy has pulled in scouts for scout projects; are building a bird blind to hide the playground and sprinkler house from the outdoor classroom and install 5 bluebird boxes to be viewed from bird blind and the playground. Another Eagle project is creating an all persons trails from the SAU field. Discussed were the myriad of outdoor activities that have taken place.

Principal Fowler spoke of inside recess options, 4th grade students drawing pictures to illustrate ideas in the book Tiger Rising, free art, etc. People are willing to put themselves out there; adults and children to try different things and that becomes part of our culture. That speaks to how important the arts are.

Outdoor fun included the human rubric cube competition where they offered students the opportunity to be timed for solving a rubric cube puzzle.

She spoke of being honored to have been able to put together a Memorial Day Ceremony and of the frequent conversation around community service. Students can be promoted with a gold seal on their 6th grade promotion certificate with 30 hours of community service over their 4th 5th, and 6th grade years. If not receiving 30, but have 15 or more, they can be promoted with a silver seal. Students are asked to keep a log of hours and reflect on what that community service meant to them. She spoke of the holiday cards for warriors program the schools participate in. Students write messages in the cards and have had the opportunity to hear from soldiers who received the cards. Students planted bulbs. The GoSneakers fundraiser raised \$198 for End68 and kept 264 pairs of shoes from landfills, which saved 7,920 pounds of carbon dioxide and over 595,000 gallons of water.

Principal Izbicki commented a few years back there was a goal of every grade helping our community. The first grade did an animal shelter collection. Every year since then they have done the same thing around the holidays. This year they collected liter, food, toys, etc. and donated to the Nashua Animal Shelter. There are students taking care of our own community through environmental science and other avenues. They have also collected shoes that were being sent to underdeveloped countries so that women could start their own company.

Looking forward to Field Day, Celebration of Learning, 3rd grade/6th grade transitions, middle school visitation day, promotion, teacher appreciation luncheons, and filling open positions.

The Board returned to the regular order of business.

PUBLIC INPUT - None

PUBLIC HEARING

- Hollis School District Expendable Trust Fund / SAU Building Expendable Trust Fund

MOTION BY MEMBER ROY THAT THE BOARD RECESS UNTIL THE CONCLUSION OF THE PUBLIC HEARING

MOTION SECONDED BY MEMBER MANN

MOTION CARRIED

4-0-0

The Board recessed at 7:04 p.m.

The Board reconvened at 7:11 p.m.

DISCUSSION

- Suicide Prevention and Response Plan

Lauren DiGennaro, Director of Student Services, provided a presentation (can be viewed [here](#) beginning at tape counter 1:16:51).

The intent of the presentation was to provide an overview of the Suicide Prevention and Response Plan (copy included as part of [agenda](#) packet).

The framework of the Suicide Prevention and Response Plan comes from [RSA 193-J](#), which went into effect July 1, 2020. Even without the RSA, our students' social emotional needs and wellbeing are always at the forefront of our work. In order to create the plan, used were the four elements that our practices need to address per the RSA; annual training, education for students, crisis prevention resources, and partnerships with community organizations.

A key component to student wellbeing is positive relationships and student engagement. Adults in the building working with students to foster positive relationships and build on student strengths both in and out of the classroom are vital to our students' comfort and engagement. The schools utilize the Multi-Tiered System of Support (MTSS) process, which allows time for staff to discuss student concerns and to consider input from a variety of stakeholders; classroom teachers, school counselors, special educators, service providers, nurses, administration. This practice supports a more whole view of our students and what their needs are.

Educating staff begins at the start of each new academic year when the school counselor will review the building safety protocol with staff. Staff learns when and how to follow the protocol and under what conditions the protocol needs to be followed. In alignment with RSA 193-J, staff are also trained annually in suicide prevention. The district utilizes the NAMI Connect Program. Two district staff members are currently trainers. A copy of the safety protocol chart will be included in each classroom for easy reference.

Student education is as important as staff education. Our school counselors work with students through curriculum and lesson plans and the work that is done by our staff in the building, and all of those real day-to-day moments also speak to this work that the counselors do in a more structured way. Many of their lesson plans include friendship, mindfulness, anger management, problem solving, etc. We are seeing these lessons in action as they are practicing these skills and lessons from the school counselors.

Fostering student engagement and community within the school helps the students feel connected. These serve as preventative measures as well and can include building-wide themed days, climate and culture school-wide assemblies, morning announcements, etc. Those tangible day-to-day pieces really provide students a home here in the school environment.

In addition, we are working on putting together resources to be available to families when needed. A brochure is in development to be distributed as needed to families. It will include building contact information, outside resources for safety assessments, guiding information regarding potential warning signs for self-harm, etc. They are looking to also have a variety of these resources available on the school web pages.

As a district, being used is a multi-tiered system of support framework; we can identify where our prevention measures align within each level of the support structure. Tier I is prevention supports that really touch on every student in the building. These are the positive relationships, orientation programs, etc. Tier II is where

we use the MTSS process to identify students who may be struggling or may need further support with making connections, fostering connections with peers and adults. Typical Tier II prevention strategies would be school counseling check-ins or really check-ins with any adult that is connected to a child. Tier III would be an increased level of support whether we begin to involve the school psychologist, the section 504 process or the special education process for programming for students.

Should a student express an intent to harm themselves or others, the safety protocol is followed. Once an intent is expressed, the school counselor and administrator will meet with the student to hear what the student is feeling or what happened when the event occurred. Parents are called to meet with the school counselor and administrator who explain that the student needs to be seen by a licensed mental health practitioner before returning to school. Resources and phone numbers are provided to the family if the family does not currently work with an outside therapist or if their therapist is not available. Upon the practitioner's clearance to return, a reentry meeting is scheduled.

The reentry meeting begins the postvention process. The school counselors, administrator, parent and student meet to discuss the practitioner's recommendations and any needs the student may have to return to school. If possible and appropriate, school counselor may ask for a parent to sign a consent for release so they can speak with any outside therapist or providers in order to bridge that support from the home to the school setting. Regular check-ins with the school counselor are often part of the reentry plan. Depending on the severity of need, a referral may be made to the Section 504 or special education process or if the student already has a plan in place, that team may meet to discuss any potential or necessary changes to their plan.

This process overall is an important one to support our students and families. As we move forward, we continue to evolve and strengthen our prevention opportunities for our students and their families and really focus on the Tier I and Tier II supports to catch it to help students as they need is throughout the course of their day.

Vice Chairman Roy questioned if there is a similar plan that follows the students throughout the SAU and was told there is.

Member Mann asked about the safety risk summary, specifically who is completing it. Director DiGennaro responded the school counselor typically completes it. The packet includes three forms that will be used consistently. One is the safety risk summary which just explains what occurred. A copy is given to the parent to share with the mental health practitioner that sees the student.

Member Mann asked for clarification conducting a safety assessment differs from a safety risk summary. Director DiGennaro stated the assessment is completed by the licensed mental health provider.

Member Fareed asked if the presentation and all of the details, e.g., forms, policy, are shared with the Hollis Police Department. Director DiGennaro stated it has not been shared with the Police Department. Member Fareed spoke of crises that are, at times of necessity, responded to by Police Officers. The Hollis Police Department has commented publicly on their efforts to train on the NAMI programs for crisis response. We have seen, unfortunately in tragedies in the news, disconnects between families, districts, and law enforcement. She spoke of being massively impressed by the Hollis Police Department over the past few years. She believes this information is critically important to share.

Director DiGennaro stated the School Resource Officer and the Police Department are aware of the process. They do not necessarily have the forms, but they know the process and the work that we have done. Having

that span down to the elementary level she thinks is a good conversation. Member Fareed commented on the need for EMTs to have the information as well as there are times when there is a medical component.

Chairman Kellner commented on the discussion that has occurred over the past several years on just how difficult COVID has been. She questioned if an increase has been seen in this type of expression of self-harm at the elementary level. Principal Fowler stated she has not seen an increase. There are a few incidents each year. What she has seen is more maybe negative self-talk where kids don't mean that and doing that safety piece over just kind of blurting out whatever they want because they were used to doing that, weren't around a lot of other students and parents might have been helping them and now they come to school, something gets frustrating, and they react with a statement such as I can't stand this I just want to go kill myself or I'm so bad at this. They are taught to express what they really mean when they are frustrated. She does not see more incidents of putting that protocol into play, but there are a few every year.

Member Mann questioned to what extent the behavior extends into being outwardly aggressive to others, e.g., is that a completely different process or does this process cover that? Director DiGennaro stated this process does cover that. It is very dependent on the circumstances in many ways. This protocol would be followed in regard to being seen, assessed, and having the student go and see an outside licensed practitioner. Depending on the circumstances, intent, etc., other factors, disciplinary and such may or may not come into effect.

Member Mann asked for additional clarification; this protocol is very self-harm heavy as opposed to outwardly aggressiveness, but is it understood that this can be used for either. Director DiGennaro stated it is discussed when the school counselors would speak to the staff or when the administration speaks to the staff about this. The message in the buildings would be for teachers to go to school counseling when an incident happens and then the counselors and administration would work together to figure out this protocol versus other factors.

Asked if she feels she has all of the tools needed, from a policy standpoint, to address both situations, Director DiGennaro stated she does. When you look at aggression you can look at a student having a fist fight in the hallway versus this kind of I want to hurt someone. There are many layers to what that looks like. It all goes back to the student's mental health. She does believe there is enough support policy wise to make those decisions as far as bringing in outside providers, looping in with the parents and making those decisions on a situational basis.

Assistant Superintendent Bergskaug commented she would argue that the passage of the law requires that we specifically identify a plan for suicide prevention and have a policy. We did not need the law to have this in place. This is what we are. We have always cared about the whole child whether coming to us as a struggling reader or with behaviors that might be A typical for them at a particular time. We want to understand the root cause of whatever it is that we are observing, and we want to provide the services. This plan is very much focused on suicide prevention, but it is a framework for how we look at something that is concerning that is brought forward and then how do we wrap around and look from all angles, get different viewpoints and figure out how to find success.

Member Fareed spoke of increasingly detailed policies on how staff conduct themselves as mandatory reporters. It is high time that the question of self-harm, which can express itself in expressing a desire to harm others, is addressed in that same mental health first aid scaffolded manner that this is suggesting. She is pleased to see the topic in public, openly discussed, articulated as a health matter that we all have a role in addressing and responding to.

Somehow introverts have to be seen. When one of the main symptoms of a mental health shift is withdrawal and you have already got a student who tends to be withdrawn, that is invisible and can result in an invisible spiral. She does not know how education professionals can articulate a way to address that.

- Revenue and Expense Report

Donna Smith, Assistant Business Administrator, noted changes since the last report. Since it is the end of the year, the Business Administrator has determined we will no longer encumber the funds for the positions we have been trying to fill. The other significant change was an unexpected grant that helped out the transportation expenses.

As of 5/25/22, the projected fund balance is \$201,640.

Member Fareed commented when we save money on educators someone is filling that gap at their own time expense. She wished to go on the record stating all of that money saved means our staff has been working that much harder to ensure that students get what they need without a gap, and we have to work as hard as we can to fill these positions for the coming school year because we cannot burn out the staff. It has already been so difficult these last three years. We simply cannot expect the SAU, HPS, and HUES staff to continue providing this coverage.

Member Mann noted funds remaining at year end are returned to the tax base to offset the amount that has to be raised through taxes to support next year's approved budget.

Member Fareed questioned if the federal grant dollars identified under revenue are COVID related and not expected to be recurring. Assistant Superintendent Bergskaug noted the federal grants could be ESSER funds IDEA, Title funds, etc. The district is always in receipt of federal funds. The transportation grant was included in that number. She commented she does not believe there are a lot of COVID related funds this year. Clarification can be sought.

Member Mann commented on the likelihood the fund balance will increase before the end of the fiscal year. Assistant Superintendent Bergskaug responded if it were to change, she would expect it only to go up. While we have released some of the funds that were encumbered for the many open positions, there remain funds encumbered for professional development that we are, by contract, required to have. However, at this point teachers are looking forward to summer or next fall professional development, which would be next year's dollars. We are required to pay for it if a request comes in. If anything, the figure would increase barring any type of catastrophic failure of something that needed to be managed immediately.

Member Mann remarked historically we have had a conversation about the fund balance and any items that may have fallen off our budget building process last fall that we might be able to mitigate with those dollars; some educational related need. This would be the meeting to talk about that because the funds could be encumbered. Assistant Superintendent Bergskaug commented last year at this time we looked at air handler 3. The budget process, although there were cuts, was solid. The other piece that is key to requesting to use funds out of FY22 is they need to be utilized in FY22.

- Compensation Committee Appointment

Chairman Kellner informed the Board of her appointment of Rob Mann as the Board's Liaison.

- SAU Compliance and Communications Position Update

The final stages of the interview process are underway, and the intent is to appoint mid-late June for a July 1 start date.

DELIBERATIONS

- To see what action the Board will take regarding the Hollis School District Expendable Trust Fund

FY23 Requested Items and Estimated Cost

HUES	Sprinkler Tank Repair	\$ 20,000
	Flooring-Classroom Cafeteria, Hallways	<u>49,700</u>
	HUES Sub-Total	\$ 69,700
HPS	Classroom Flooring Phase III	\$ 33,455 (Finish Phase II)
	Windows-Asbestos Removal/Repair	38,275
	Ceiling Tiles	<u>5,000</u>
	HPS Sub-Total	\$ 76,730
	TOTAL:	\$146,430

Current Available Balance:	\$144,632
To be added in FY23:	150,000
FY23 Expenditures	<u>146,430</u>
FY23 Ending Balance:	\$148,202 (Anticipated)

**MOTION BY MEMBER ROY TO AUTHORIZE THE EXPENDITURE OF AN AMOUNT NOT TO EXCEED ONE HUNDRED FORTY SIX THOUSAND FOUR HUNDRED THIRTY DOLLARS (\$146,430) FROM THE HOLLIS SCHOOL BUILDINGS EXPENDABLE TRUST FUND FOR THE PURCHASE OF THE MAINTENANCE ITEMS IDENTIFIED DURING THE PUBLIC HEARING MOTION SECONDED BY MEMBER MANN
MOTION CARRIED
4-0-0**

- To see what action the Board will take regarding the SAU Building Expendable Trust Fund

Last year’s proposed use of this trust was to remove the bathtub in the SAU building and replace it with a hallway so that one office is not the egress for 5 other employees. The original estimate was \$15,000. Once the costing was finished, it was clear that we required more funding to complete the project. There were a couple of unanticipated challenges with plumbing and then the ever present post-Covid increase in labor and materials caused a need to request additional funding.

FY23 Request: Bathtub to Hallway – Estimated Additional Cost up to \$22,000

Current Balance:	\$88,982
To be added in FY23:	23,970
FY23 Expenditures	<u>37,000</u>

FY23 Ending Balance: \$75,952 (Anticipated)

MOTION BY MEMBER ROY TO AUTHORIZE THE ADDITIONAL EXPENDITURE OF AN AMOUNT NOT TO EXCEED TWENTY TWO THOUSAND DOLLARS (\$22,000) FROM THE SAU BUILDING EXPENDABLE TRUST FUND FOR THE RENOVATION DETAILED DURING THE PUBLIC HEARING

MOTION SECONDED BY MEMBER MANN

MOTION CARRIED

4-0-0

- To see what action the Board will take regarding the approval of the general assurances for grant submission to the DOE

MOTION BY MEMBER ROY TO AUTHORIZE THE BOARD CHAIRMAN TO REPRESENT THE SCHOOL BOARD, AND ACKNOWLEDGE THAT THE SUPERINTENDENT HAS CONSULTED WITH ALL MEMBERS OF THE SCHOOL BOARD, IN FURTHERANCE OF THE SCHOOL BOARD'S OBLIGATIONS, INCLUDING THOSE ENUMERATED IN [RSA 189:1-A](#), AND PURSUANT TO THE SCHOOL BOARD'S OVERSIGHT OF FEDERAL FUNDS THE DISTRICT WILL BE RECEIVING AND OF THE GENERAL ASSURANCES, REQUIREMENTS AND DEFINITIONS FOR PARTICIPATION IN SAID FEDERAL PROGRAMS

MOTION SECONDED BY MEMBER MANN

ON THE QUESTION

Member Mann stated his recollection this is addressed yearly and was told that is the case. It authorizes the Chair to sign.

MOTION CARRIED

4-0-0

- To see what action the Board will take regarding the School Board Chair's Compensation Committee Appointment

MOTION BY MEMBER ROY TO APPROVE THE CHAIR'S APPOINTMENT OF ROBERT MANN AS THE BOARD'S REPRESENTATIVE TO THE SAU COMPENSATION COMMITTEE

MOTION SECONDED BY MEMBER FAREED

MOTION CARRIED

3-0-1

Member Mann Abstained

- To see what action the Board will take regarding authorizing the Superintendent to hire, accept resignations or terminate staff during the summer months

MOTION BY MEMBER ROY TO AUTHORIZE THE SUPERINTENDENT TO HIRE, ACCEPT RESIGNATIONS, AND TERMINATE STAFF UNTIL THE SEPTEMBER BOARD MEETING, AND REQUIRE NOTIFICATION TO THE BOARD OF SUCH ACTIONS

MOTION SECONDED BY MEMBER MANN

ON THE QUESTION

Member Mann commented, over the past several years, the Board has elected not to meet during the month of July to try to take a little meeting pressure off the administrators. State RSA permits a Board to not go more than 2 months. This motion provides the additional power to the Superintendent to address these issues as the agent of the Board.

MOTION CARRIED

4-0-0

- To see what action the Board will take regarding policy **JLDBB** – Suicide Prevention and Response
Given its 1st Reading;

MOTION BY MEMBER ROY TO ACCEPT THE FIRST READING OF POLICY JLDBB – SUICIDE PREVENTION AND RESPONSE

MOTION SECONDED BY MEMBER MANN

ON THE QUESTION

Assistant Superintendent Bergskaug stated the policy mirrors that which has been adopted in the Brookline and COOP School districts. The intent is to ensure all districts are in alignment with the policy and plan. It is very similar to the policy that is recommended by the New Hampshire School Board Association (NHSBA).

Member Fareed noted on page 1, section II - Suicide Prevention Coordinator and Liaisons, there is a typo in the first line of #3. In section III – Annual Staff Training, the language “beginning with the 2020-2021 school year” is distracting. She suggested it be removed.

Assistant Superintendent Bergskaug stated the recommended changes can be brought back to the Policy Committee for consideration in advance of a second reading.

Member Fareed commented it is never too soon to pay attention to what children are thinking or saying about themselves and others. Somewhere in all of this, we have to find some way to get inside the heads of kids who are not acting out and cannot be reported because they are not doing anything in particular and yet they are suffering. She is uncertain how to do that through policy or procedure. Assistant Superintendent Bergskaug responded she believes it begins with finding that one trusted adult and forming those relationships.

MOTION CARRIED

4-0-0

- To see what action the Board will take regarding policy **GBCD** - Background Investigation and Criminal History Records Check
Given its 1st Reading;

MOTION BY MEMBER ROY TO ACCEPT THE FIRST READING OF POLICY GBCD – BACKGROUND INVESTIGATION AND CRIMINAL HISTORY RECORDS CHECK, AS PRESENTED

MOTION SECONDED BY MEMBER MANN

ON THE QUESTION

Vice Chairman Roy spoke of the information provided with the agenda packet, which included a version of the policy with all of the text stricken and another with proposed changes tracked. Assistant Superintendent Bergskaug stated it appears as though the existing policy has been replaced with the proposed new policy. Asked if the policy is based off a template from the NHSBA, she stated the NHSBA provided a template. The work was reviewed in depth with the COOP Policy Committee looking to really compare the State policy with the suggested language. Because there were legal requirements that we update the Hollis policy, she shared the COOP policy and the committee worked to integrate them.

Member Fareed spoke of Section N noting the sentence that reads “Employees shall be placed on paid administrative leave, if not subject to and immediately discharged.” commenting there must be a noun missing in that sentence as it does not read well. Assistant Superintendent Bergskaug will look into that.

MOTION CARRIED

4-0-0

- To see what action the Board will take regarding policy **JLD** - School Guidance and Counseling Program
Given its 1st Reading;

MOTION BY MEMBER ROY TO ACCEPT THE FIRST READING OF POLICY JLD – SCHOOL GUIDANCE AND COUNSELING PROGRAM

MOTION SECONDED BY MEMBER MANN

ON THE QUESTION

There are no changes being proposed. The policy has been in place for 12 years, and it was felt an appropriate time to review and ensure it continues to meet the needs of the district.

Member Fareed spoke of having many issues with the last paragraph. She questioned how school counselors would be responsible to the community to remove barriers to learning, etc. It further states “The guidance counselor is responsible for developing a program or plan that identifies student success in academic performance, social awareness, and career awareness.” She questioned how the school counselor would be responsible for that for every student in the building.

Assistant Superintendent Bergskaug commented it is very generically talking about roles in the community and very age appropriate, e.g., we look at social studies lessons in the primary and many of them are around the community and different roles in the community. That is career awareness, awareness of different roles.

Member Fareed remarked that is not what that sentence says. Member Mann stated agreement that paragraph is odd and needs work.

MOTION CARRIED

4-0-0

Chairman Kellner questioned if there is a timeline on the review of the district’s policies by the NHSBA. Assistant Superintendent Bergskaug responded the updated policy index is ready to be sent over to the NHSBA to get that process rolling. She will provide an update on the timeframe for the review to be completed. Asked if that is the case for all three of the districts as well as the Governing Board, she stated it is for all three of the school districts.

Asked, Chairman Kellner stated the intent for the next meeting of the Board to be conducted on August 3, 2022.

NON-PUBLIC

**MOTION BY MEMBER ROY 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 MANN**

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

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

4

Nay:

0

MOTION CARRIED

The Board went into non-public session at 8:12 p.m.

The Board came out of non-public session at 8:23 p.m.

MOTION BY MEMBER MANN TO ACCEPT THE SUPERINTENDENT'S RECOMMENDATION FOR LABOR/EMPLOYMENT LEGAL SERVICES BY THOMAS M. CLOSSON ATTORNEY AT LAW

MOTION SECONDED BY MEMBER ROY

MOTION CARRIED

4-0-0

ADJOURNMENT

MOTION BY MEMBER MANN TO ADJOURN

MOTION SECONDED BY MEMBER ROY

MOTION CARRIED

4-0-0

The June 1, 2022, meeting of the Hollis School Board adjourned at 8:25 p.m.

Date _____ Signed _____