

**HOLLIS SCHOOL BOARD
MAY 3, 2023
MEETING MINUTES**

A meeting of the Hollis School Board was conducted on Wednesday, May 3, 2023 at 6:00 p.m. at the Hollis Primary School.

Amy Kellner, Chairman, presided:

Members of the Board Present: Carryl Roy, Vice Chairman
Tammy Fareed, Secretary
Andrea Levesque
Anne Wake-De Pasquale

Members of the Board Absent:

Also Participating: Andrew Corey, Superintendent
Gina Bergskaug, Asst. Superintendent of Curriculum and Instruction
Candice Fowler, Principal, Hollis Upper Elementary School
Abbey Diaz, Curriculum and Instruction Administrator
Carol Tyler, Director, Information Technology

COMMITTEE ASSIGNMENTS

In accordance with Hollis School Board policies BBAA – School Board Member Authority, BDE – Committees and Delegates, and BDF – Advisory Committees to the Board, Chairman Kellner submitted the following appointments for Board consideration and approval. Upon approval, the individuals in these roles will be empowered to carry out their respective functions in the best interest of our school district as assigned agents of the Hollis School Board:

Tammy Fareed - Hollis School Board Representative to:

- Hollis Capital Advancement Plan Committee

Andrea Levesque - Hollis School Board Representative to:

- SAU #41 Governing Board Budget Sub-Committee

Amy Kellner - Hollis School Board Representative to:

- SAU #41 Governing Board Policy Committee
- Superintendent Performance Evaluation Cmte. (SPEC)
- Hollis Budget Committee

Carryl Roy - Hollis School Board Representative to:

- HEA Compensation Study Committee

Anne Wake-De Pasquale - Hollis School Board Representative to:

- Hollis School District Policy Committee
- Hollis Budget Committee – Alternate

Rob Mann (previous member of Board currently serving)

- HEA Compensation Study Committee

1 **AGENDA ADJUSTMENTS**
2

3 Superintendent Corey requested the agenda be amended to include action on the memorandum from the
4 Business Office, which was provided to the Board (copy attached) as well as a presentation on the SAU website
5 update.

6
7 *There being no objection, the agenda was amended as requested.*
8

9 **CORRESPONDENCE/RESIGNATIONS/RETIREMENTS/NOMINATIONS**
10

11 A letter of resignation was received from Anne Else, Special Education Administrator, stating in part “I
12 formally resign from my position as the Special Education Administrator for the Hollis School District effective
13 June 30, 2023. It has been a pleasure working for the Hollis Brookline School District for the past 9 years.”
14

15 Superintendent Corey expressed his gratitude to Ms. Elser, noting she will be missed.
16

17 **MOTION BY MEMBER ROY TO ACCEPT, WITH REGRET, THE RESIGNATION OF ANNE**
18 **ELSER FROM THE POSITION OF SPECIAL EDUCATION ADMINISTRATOR WITH AN**
19 **EFFECTIVE DATE OF JUNE 30, 2023**

20 **MOTION SECONDED BY MEMBER FAREED**

21 **MOTION CARRIED**

22 **5-0-0**
23

24 Erin Kiely was nominated for the position of Math Specialist at the Hollis Upper Elementary School (HUES).
25 Ms. Kiely comes to the district with her bachelors in middle level education and special education from the
26 University of Vermont and will shortly complete her master’s in curriculum and administration from Southern
27 New Hampshire University. She would join the district at a bachelors plus 30, step 8 and a salary of \$62,068.
28

29 **MOTION BY MEMBER ROY TO ACCEPT THE SUPERINTENDENT’S NOMINATION OF ERIN**
30 **KIELY FOR THE POSITION OF MATH SPECIALIST AT A BACHELORS PLUS 30, STEP 8 AND A**
31 **SALARY OF SIXTY TWO THOUSAND SIXTY EIGHT DOLLARS (\$62,068)**

32 **MOTION SECONDED BY MEMBER LEVESQUE**
33

34 **ON THE QUESTION**
35

36 Asked, Superintendent Corey noted a step 8 position implies she has 7 years of experience. Noted was that Ms.
37 Kiely is a graduate of Hollis Brookline. Asked, he noted, once completing her master’s degree, lane change
38 paperwork would be filed with the Human Resources Department (expected as soon as this summer). Asked if
39 the salary amount stated would experience a shift as a result, he stated it would; however, the individual has to
40 be hired at the level they are at.

41 **MOTION CARRIED**

42 **5-0-0**
43

44 Nominated for the position of Physical Education Teacher at HUES was Meaghan Chevrefils. Ms. Chevrefils
45 has her bachelors in physical education from Keene State and will be placed at a bachelors step 8 and a salary of
46 \$58,505.

MOTION BY MEMBER ROY TO ACCEPT THE SUPERINTENDENT’S NOMINATION OF MEAGHAN CHEVREFILS FOR THE POSITION OF PHYSICAL EDUCATION TEACHER AT THE HOLLIS UPPER ELEMENTARY SCHOOL AT A BACHELORS, STEP 8 AND A SALARY OF FIFTY EIGHT THOUSAND FIVE HUNDRED FIVE DOLLARS (\$58,505)

MOTION SECONDED BY MEMBER WAKE-DE PASQUALE

MOTION CARRIED

5-0-0

Superintendent Corey nominated Serena Mahoney for the position of grade 2 teacher at the Hollis Primary School (HPS). She will be graduating this spring with her early childhood education degree and special education from Salve Regina University. She will start at a bachelors step 1 and a salary of \$48,222.

MOTION BY MEMBER ROY TO ACCEPT THE SUPERINTENDENT’S NOMINATION OF SERENA MAHONEY FOR THE POSITION OF GRADE 2 TEACHER AT A BACHELORS, STEP 1 AND A SALARY OF FORTY EIGHT THOUSAND TWO HUNDRED TWENTY TWO DOLLARS (\$48,222)

MOTION SECONDED BY MEMBER LEVESQUE

ON THE QUESTION

Asked if this position is that of a 6th 2nd grade teacher or replacement for someone, Superintendent Corey stated it to be the 6th second grade teaching position.

MOTION CARRIED

5-0-0

APPROVAL OF MINUTES

Hollis School Board – **Organizational Meeting** [April 5, 2023](#)

The following amendment was offered:

Page 5, Line 44; replace “negative” with “transfer”

MOTION BY MEMBER FAREED TO ACCEPT, AS AMENDED

MOTION SECONDED BY MEMBER ROY

MOTION CARRIED

5-0-0

Hollis School Board – **Non-Public** [April 5, 2023](#)

MOTION BY MEMBER FAREED TO ACCEPT, AS PRESENTED

MOTION SECONDED BY MEMBER ROY

MOTION CARRIED

5-0-0

1 **PUBLIC INPUT**
2

3 Residents providing input were asked to state their name and address for the record and that input be focused on
4 items included on the agenda. The public input period is not intended to be a back and forth discussion, but
5 rather an opportunity for the Board to hear from residents before acting on items appearing on the agenda.
6

7 **Chairman Kellner opened the floor for public comment at 6:11 p.m.**
8

9 Karen Belmonte 46 Truell Road
10

11 She is supportive of replacing Spanish with Environmental Science and believes it great that interested students
12 would have the option of taking Spanish as a Choice.
13

14 She would like to revisit the decision to have students choose between band and music. Currently the music
15 choice options involve voice and dance, not learning guitar or other instruments or getting creative with music
16 in other ways like the music class does. Those who choose band are not able to access that same experience.
17 Some students have trouble with creative thinking which can impact them in other ways such as producing their
18 own ideas for writing. Getting creative in music class can help in building those skills. Her eldest children
19 were able to experience both band and music. It is important to her family that her youngest does as well.
20

21 Jake Belmonte
22

23 Music is important to him. If having to choose between band and music, he is uncertain what he would choose.
24

25 **Chairman Kellner noted, public input was posted for 6:20 p.m. and would remain open until 6:50 p.m.**
26

27 **PRINCIPALS' REPORT**
28

29 Candice Fowler, Principal, HUES, highlighted items from the report, which was included as part of the [agenda](#)
30 packet.
31

32 The annual talent show at HUES raised over \$4,000 for Operation Delta Dog.
33

34 Makayla Medina, Scout in BSA Troop 465, will be constructing 3 wooden picnic tables outside the gym behind
35 HUES ad refurbishing 2 existing tables as her Eagle project. A presentation will be made to the Board at the
36 next meeting.
37

38 High school students hosted a safety fair for 4th grade students. Students prepared 5 different stations with
39 safety games for each class and classes rotated through the stations.
40

41 At HPS, they have composted over 300 pounds of food. The STEM Committee put together a week of STEM
42 activities for all students to participate in.
43

44 Noted was that the Pennichuck Watershed Company came out and talked to the students about water protection.
45 They sponsor a poster contest, and this year students from HUES took 1st, 2nd, and 3rd place in the for the
46 Southern New Hampshire region.

1 **DISCUSSION**
2

- 3 • Presentation Environmental Science and Spanish at HUES
4

5 A PowerPoint presentation was provided and can be viewed [here](#) (beginning at tape counter 20:11).
6

7 Abbey Diaz, Curriculum and Instruction Administrator, stated the current grade level curriculum was compared
8 to the Next Generation Science Standards. They met with teachers at every grade level to gain their input on
9 places where they felt environmental science would enrich the curriculum and produced topics that would be
10 taught over each trimester, with the exception of 6th grade students who can go a little deeper on topics. These
11 are also topics that would work well in a science lab versus a classroom setting: Grade 4 – energy, waves and
12 earth/human activity, Grade 5 – matter, molecules, and earthy/human activity, and Grade 6 – ecosystems and
13 earth/human activity.
14

15 Examples were provided of ways of connecting different energy with environmental science such as wind and
16 solar powered ovens. In all of the grade levels students will be thinking about how earth connects with human
17 activity. In 5th grade they will look at matter, e.g., heating, cooling, mixing substances. Also connected with 5th
18 grade is study around plants; how plants convert sunlight to food, being able to grow plants, etc.
19

20 In grade 6 the science standards are for 6th, 7th, and 8th grade. The 6th grade teachers have worked with the
21 middle school teachers to identify which standards will be taught at each grade level. Sixth grade has a large
22 focus on ecosystems and how energy moves within eco systems.
23

24 Asked where those topics are currently being taught, Ms. Diaz responded it is already being taught at Grade 6,
25 and this would be pulled out from what classroom teachers are doing and be focused during this time. That
26 would leave 6th grade teachers time to go more in depth into some of the other science standards they work on.
27

28 HUES already has a beautiful space for indoor and outdoor environmental lessons. There is an environmental
29 science contracted staff member who comes in a few days/year. There will be different lessons on how to use
30 the microscope, going outdoors looking for clues, etc. Not to the depth and level that is occurring at HPS right
31 now. Principal Fowler commented on being blessed with a beautiful environment and students who want to
32 learn about and change the world. We have a good opportunity to change things up and really get into
33 something that is of high interest to students.
34

35 When last before the Board she was asked what a typical day or week would look like for an environmental
36 science individual. The following schedule would be the same for all specialists. Fifteen individual
37 classes/week (see 4th, 5th, and 6th grade home room classrooms), ten recess options (2 each day and 1 as a lunch
38 period), 3 choice classes (driven by the interest of the specialist), and 20 duty assignments each week (could be
39 carpool for entry or dismissal, recess study, etc.). The choice period is a time where the specialists are with the
40 students and the Principal is meeting, as an administrator, with the teachers. Teachers are working on
41 professional development.
42

43 Member Wake-De Pasquale commented on being pleased that so much input was gained from teachers. She
44 hears the specialist teachers have their own PLCs, but she would image there needs to be time for this particular
45 teacher to meet with the general education teachers to discuss that cross curricular activity. It is one thing to
46 have standards and another to discuss what is occurring and how it connects. She questioned if thought is given
47 to time being built in for those discussions to take place. Principal Fowler responded they have a schedule that
48 would allow time before school begins (3 days before the school year starts) and early release times throughout

1 the year. There is great communication/collaboration already in place. If a specialist needed to communicate
2 with the team, it might be through the Curriculum Administrator. She might bring it back to the team because
3 inevitably what will happen is the environmental science teacher is teaching when the teachers are free. There
4 could be times where they say we are not doing choice this week for environmental science, this is a time where
5 you are meeting with teachers. That has also been done depending on the needs of the person.

6
7 There is also a time that the teachers have (team meeting). Sometimes during the school day (once a week) they
8 have a team meeting (run by them), and they invite different parts of the building in, e.g., a math specialist.
9 Since that is usually around recess time, environmental science might cancel a recess option and go to the team
10 meeting to allow time to collaborate there.

11
12 Choice and recess option ideas include insect catching, letterboxing, recycling/composting, rocks and fossils,
13 etc.

14
15 Next steps include seeking Board approval for moving from a full-time Spanish program to full-time
16 environmental science, conducting interviews and connecting with the current environmental science teacher,
17 and continuing to offer and looking for a person who can teach a foreign language (would be one of the weekly
18 choice programs).

19
20 Asked if Ms. Happy would be writing the curriculum or if that is something the new individual would be asked
21 to create, Ms. Diaz stated the list would be used as an outline/jumping off point. From there they would take
22 input on what works, what is the best focus, etc.

23
24 Asked if there is an off-the-shelf curriculum to start with, Ms. Diaz remarked they have not explored that too
25 much. At this point, they would want something a bit more flexible, particularly with seeing students 1
26 time/week and incorporating the option to use the outdoor environment as well. Principal Fowler added, we are
27 not stopping science in the classroom. Most of the off-the-shelf curriculum is all of the standards and not just
28 the ones we pulled out for environmental science. It would be more of looking at what fits with environmental
29 science and that venue and what the classroom teachers are doing.

- 30
31 • U.S. Department of Education – School Infrastructure and Sustainability Commitments – Green Ribbon

32
33 Superintendent Corey noted Paula Izbicki, Principal, HPS and Tara Happy, Environmental Science Teacher,
34 approached him with the opportunity for them to be recognized for the work they are doing around the food
35 program. They are seeking permission to submit to the U.S. Department of Education to become a Green
36 Ribbon School, which recognizes work in environmental programs around lunches.

37
38 The commitment submission guidelines encourage addressing at least one of the following parameters:
39 environmental justice, health, climate action, capacity building, data collection and standardization, and
40 transparency and goal setting.

41
42 When speaking with Principal Izbicki she indicated her belief this would further solidify their objectives and
43 goals for what they are looking to achieve at HPS. Eventually, as we expand environmental science, these
44 procedures could be expanded forward.

45
46 The Board will be asked to take a vote to support the application.

1 Member Fareed commented that this kind of step seems to be a good foundation for a grant application.
2 Superintendent Corey responded we are getting the word out of some of the things we are doing. This would
3 allow us to have the distinction of being a green ribbon school.
4

5 • SAU Website – Update

6
7 Carol Tyler, Director, Information Technology, provided a PowerPoint presentation (can be viewed [here](#)
8 (beginning at tape counter 43:28).
9

10 The website hosting company, SchoolPointe, was purchased in 2022 by Finalsite. All sites were migrated to a
11 new content management system. Our current site will be sun-setted in June. The required content migration
12 not only provides the opportunity to freshen up the site, but it also enables us to add new features, content, and
13 an update to our menu structure.
14

15 About 6 months ago a website committee was formed and reviewed various website designs, templates, etc.
16

17 The new site will include a homepage having three layers of menus. The top level menu shows the district and
18 the link to all schools (drop down menu). The next level is for families and staff and an inquire button.
19 Following that are the major menus (district, boards, department, resources).
20

21 The school homepage has the same menu configuration at the top. With the current website if on the page of
22 one school and wanting to get to another school or back to the district, it requires 2-3 clicks. With the new
23 format, regardless of the page you are on, you can get to any school or district by the top level menu.
24

25 On the school page, the first two menus match the district pages. The next menu has titles more in line with the
26 mission of the district, e.g., our school (description of school), learning, enrichment, resources.
27

28 A lot of new pages have been added to provide content community members have asked for. There will now be
29 a family portal page for the district page as well as each school page. There are interactive tiles users can click
30 on to obtain information. Another new page is a Frequently Asked Question page where users can obtain
31 additional information and, if not obtaining an answer to a question, can submit a form requesting it.
32 There is a new student registration page. Interactive registration documents show basic information needed,
33 e.g., residency requirements. School specific information is included in another tab.
34

35 A brief demonstration was provided of the site and the various links. The family portal provides easy access to
36 documents and resources such as student handbooks, school supply lists, free and reduced lunch application,
37 and information on after school programs, and the PTA.
38

39 Member Wake-De Pasquale questioned if feedback was requested of parents in regard to the Frequently Asked
40 Questions area of the site.
41

42 Ms. Tyler stated the committee discussed that and produced their own set of questions. The site remains a work
43 in progress. Items can be added. Assistant Superintendent Bergskaug commented on one thing discussed was
44 the June 1st deadline. The timeline was not there for sending out a questionnaire. The last time we did this we
45 had a beta site and board members were asked to search the site looking for certain items to identify better ways
46 of placement. The committee discussed how responses to the question on the right “How can we assist you”,
47 will inform us of the questions people are having, which can be added to the FAQs. In designing this we
48 viewed the number of times users went to a specific site, page, etc., and tried to make the more popular pages

1 more readily accessible. Probably the best resources are the secretaries and their sharing the types of questions
2 they receive every day.

3
4 Asked, Ms. Tyler stated the questions posed through the form are received by whomever is identified within the
5 permissions of the site.

6
7 Asked, she stated the go live date is June. It is not yet known the exact date of when the current site will be
8 turned off (sometime in June).

9
10 Assistant Superintendent Bergskaug noted the Board sites are also structured a little differently. You can access
11 the Board directly from the school site and also from the Board landing page to provide additional information
12 on where to go. Meetings and documents look similar to the current site.

13
14 Asked if there is an “as of” date associated with the “by the numbers” information, Ms. Tyler stated it to be
15 based on the school year. The numbers are based on what is reported to the State (October beginning of year
16 report). There is the ability to include the date.

17
18 Asked who is responsible for maintaining the site, Ms. Tyler stated uncertainty if it will be her or the new
19 Communications and Compliance specialist, a combination of the two roles, and a web person at the building
20 level.

21
22 Asked how the new site will be introduced to families, Assistant Superintendent Bergskaug stated the
23 presentation will be made at each of the school board meetings during the month of May. When the go live date
24 is known it will be shared with the district as well as a similar version of the presentation. Asked if
25 consideration has been given to including a communication on the current site noting a different appearance on
26 X date, she stated that would occur as soon as the actual date is known.

27
28 Asked about informing students of the new site, Assistant Superintendent Bergskaug responded that students
29 can be included in the communication and certainly with the go live date depending on how our site is used at
30 the various grade levels. That could be part of the conversation assuming it is when school is still in session.

31
32 Vice Chairman Roy commented on the possibility of having a pop-up on the new site “get started here” as a link
33 that would take users to the presentation or something similar.

34
35 Member Fareed spoke of her sadness with the situation of the policy database continuing to be down on the
36 website of the New Hampshire School Board Association (NHSBA). She questioned if there is an idea of when
37 that will be addressed.

38
39 Assistant Superintendent Bergskaug stated the policy work has been put on hold. We do have access to all of
40 our policies. There are paper copies in the office for community members. The policies will be moved to a
41 different site. That is being finalized at this time. It is hoped that with this go live date, the new database will
42 be available. Ms. Tyler added policies will no longer be hosted/stored with the NHSBA.

- 43
44 • Communication from Business Office

45
46 Superintendent Corey commented almost on a yearly basis, the Business Office and I.T. work together to look
47 at copiers. It is probably one of the most critical elements of a school, especially with the younger grades.

1 The committee was put together consisting of the Business Administrator, I.T. Director, Network
2 Administrator, and Senior Assistant Business Administrator. They outlined their specific goals. They wished
3 to limit the number of service trips and the associated billing as well as the potential for the companies we deal
4 with coming in and not billing the right entities, which requires regular corrections by the business office. The
5 committee completed a full inventory of both copiers and printers in all 7 buildings and discussed the needs of
6 each building with the Principals. Using all data gathered, an ideal plan was formulated for each location.
7

8 The committee interviewed several new vendors. One vendor that quickly stood above the rest was Specialized
9 Purchasing Consultants (SPC) which has serviced clients in Maine, New Hampshire and Vermont since 1988.
10 A number of the districts across the State are using and speak highly of them. They bring districts together to
11 enhance buying power. Also achieved are better response times. For many years, the district has been utilizing
12 municipal leases for copier needs.
13

14 Proposed is extending the municipal lease to a five-year lease. When meeting with SPC they were able to take
15 the ideal plan and make it even better. The big piece was the cost savings. Information was provided to the
16 Board on the FY24 budget, costs of services and supplies, and the savings that could be achieved if moving in
17 this direction.
18

19 Budgeted for the three districts and the SAU was \$112,900. Fully loaded with service and supplies would be
20 \$85,526. When looking at the savings, the Hollis School District would achieve a savings of \$10,199. Across
21 the SAU, copier costs would be reduced by \$27,374.
22

23 Proposed is a five-year lease at 5.2% interest. The cost would be \$63,344. The assigned cost to each of the
24 districts was identified in the communication. SPC requires one lease. The business office would ensure each
25 district is charged the appropriate cost. The Hollis School District would pay \$20,950.
26

27 Superintendent Corey commented by being in a lease, should there be a problem with a machine it is replaced.
28 Years ago we purchased machines and looked to get all of the useful life possible out of them, which is not
29 necessarily a good thing. Member Fared commented, in this environment, downtime actually affects
30 education.
31

32 Chairman Kellner questioned if, the way the lease is structured, the Hollis School Board is the only one required
33 to approve the lease. Superintendent Corey stated that to be correct. The information will be brought before all
34 of the school boards (have already funded their budgets) to ensure awareness. Asked if there is concern other
35 boards may have pushback, he indicated he does not believe that would occur particularly given the savings
36 expected. From the discussions with other districts there have been very little concerns, SPC has delivered on
37 their promises.
38

39 Asked if there is a performance clause of some kind in the lease, Ms. Tyler stated there to be a yearly review.
40

41 Asked about the two potential motions provided for Board consideration, Superintendent Corey stated the first
42 speaks of all of the groups getting together to make this happen. The second motion states the Board is
43 authorizing the Superintendent (who will in turn authorize the Business Administrator) to work with SPC to
44 deliver these. There is a yearly review cycle that provides great flexibility. Should other districts decide to join,
45 the figure would change, and he would hate to put concrete numbers to something that could change, e.g., if
46 after year one we are pleased with the performance, but another district is not and pulls out.
47

1 Vice Chairman Roy questioned if the Board's motion needs to authorize the "Superintendent or designee".
2 Superintendent Corey responded if it states authorize the Superintendent and the Business Administrator comes
3 down and tells him we need to sign this, he reads it over, they go through the paperwork, and he signs it.
4

5 Member Levesque noted the first motion includes the language "MST Government Leasing LLC" and the
6 second "MST Consulting". She questioned if they are one in the same. She questioned what MST is as an
7 entity and how it relates to SPC. Member Fareed stated SPC is the vendor and MST is the bank. Ms. Tyler
8 added SPC is the corporation that is the consortium and MST is the leasing company that SPC uses.
9

10 • Enrollment Report

11
12 Chairman Kellner commented on the enrollment report that was provided the Board and asked if members
13 wished to engage in discussion. She questioned where we are with our current Kindergarten registration.
14

15 Superintendent Corey stated he communicated with Principal Izbicki earlier in the day. At this time, they
16 looked at it more from staffing and building levels so that there is sufficient classroom space and staff with the
17 2nd grade teacher we hired today. Were there an explosion in enrollment in the next month, the district would
18 look at taking an end of the library as a temporary solution and would move some others around as is done
19 every year in terms of perhaps a program such as environmental science being moved from a classroom setting
20 back to a cart. As of this morning we would not have to do anything at this time. School would open using the
21 current existing classrooms and current staffing with the plus 1 for the 2nd grade.
22

23 Member Fareed commented on there having been an increase of 19 students over the course of this year,
24 including the past couple of weeks, as predicted. That is a very significant increase for one year. That is
25 something the public should be aware of. Were the increase all in one grade it would represent an entire
26 classroom. Superintendent Corey commented that if we were slightly over specs in a classroom or two, the
27 Administration would come back and talk about perhaps using a teacher in multiple rooms. At the same time
28 also understanding that sometimes what appears to be something slightly high in a ratio may have 2-3 students
29 pulled out for advance math at the same time 2-3 others are receiving services so all of a sudden that classroom
30 of 20 becomes 14 in the overall instruction. That is why we always look to have that discussion.
31

32 Asked if the district has or uses a teacher assistant model, Superintendent Corey responded when we have
33 encountered this a lot of times what we will do is hire a certified teacher who will be with us for the entire day
34 and dedicate hours in each of the rooms so that the teacher can plan on having an extra set of hands and eyes
35 during reading, math, or whatever it might be.
36

37 Member Fareed commented it would be spectacular if the district could hire such a person who could also pitch
38 in with world language.
39

40 Chairman Kellner stated the desire for the Board to consider whether it makes sense to form a committee to
41 discuss increased enrollment and how we will address it over the next few years. That discussion can be taken
42 up at the next meeting.
43

44 Superintendent Corey noted NESDEC is projecting a steady five years and then stabilizing before going down.
45 However, he never looks beyond 5 years as too many factors can enter into the equation. The projected
46 enrollment increase will create a bubble that will go all the way through for a number of years.

1 Member Fareed commented prior to the pandemic and especially during, NESDEC's numbers appeared to be
2 low. We were talking before the pandemic, based on NESDEC's 10-year projections, that we were going to see
3 a steady increase and our numbers never really caught up to theirs. Usually it is all over the place, but we have
4 suddenly met the numbers. Where there has been a big slowdown for the past 3 years, we have sort of slingshot
5 ahead.

6
7 Superintendent Corey added the other thing that has been seen during his tenure is enrollment is very much
8 dependent on the economy.

9
10 Vice Chairman Roy remarked, with the agenda, the public has access to the enrollment breakout. Four of our 7
11 grades exceed the NESDEC numbers. Grade 1 by a ton. Since the time of the last meeting, 3 kindergarten
12 students have been added. Member Fareed added a total of 5 students have been added at HPS alone. She
13 commented NESDEC's formula includes birth rates and Hollis and Brookline grow by move-ins, not birth rates.
14 It is very difficult for them to tweak for us as specifically as they can for towns that do not function the way
15 Hollis-Brookline always has.

16
17 **DELIBERATIONS**

- 18
19 • To see what action the Board will take regarding the Administration's recommendation regarding
20 Environmental Science and Spanish at HUES

21
22 **MOTION BY MEMBER ROY TO APPROVE THE RECOMMENDATION OF THE**
23 **ADMINISTRATION REGARDING ENVIRONMENTAL SCIENCE AND SPANISH AT THE HOLLIS**
24 **UPPER ELEMENTARY SCHOOL**
25 **MOTION SECONDED BY MEMBER WAKE-DE PASQUALE**

26
27 **ON THE QUESTION**

28
29 Vice Chairman Roy noted when this proposal was brought to the Board, one of the things discussed was
30 looking at when the students get to middle school if their exposure to one day/week of Spanish throughout their
31 upper elementary time had an impact on their success in middle school. We did not really have that data last
32 month. She questioned if information could be provided in that regard. She added what it was compared to in
33 April was that Brookline does not have this and you could look at the two pools of students coming together and
34 being exposed to the same language offerings at the middle school. She wished for viewers who may not have
35 watched the April meeting to understand why this is coming up as being able to address the need for
36 environmental science and seeing that it wouldn't necessarily lack Spanish, and the students can also still have
37 it as their choice and be exposed for essentially the same amount of time that they are exposed to it as a special.

38
39 Assistant Superintendent Bergskaug stated some of that data was pulled; looked at 7th grade Spanish
40 performance by zip code. That does not consider students who moved in for 7th grade into either town, and it
41 does not take into consideration how they are performing across the board in all of the subject areas. We are
42 looking at any range of A 52% in one zip code and 59% in 03049. In the B range 28.2% versus 30%. There is
43 a little bit of difference. That is quarter 1 performance by zip code. It evens itself out by the end of 8th grade
44 and there is really no notable difference. That does not take into consideration overall student performance.

45
46 There is a misunderstanding that some students enter grade 7 Spanish in advanced Spanish. There is just 7th
47 grade Spanish, and everyone is in the same class and then there is 8th grade Spanish regardless of how you did
48 in 7th grade Spanish. It is when you leave 8th grade that you are invited to Spanish 1 or Spanish II at the high

1 school. That is when it becomes a little bit more differentiated. There is no noticeable difference if you have
2 had 3 years of Spanish in the model that we have because the model of 1 day/week at 45 minutes just has not
3 proven to be effective for long-term acquisition of the language.

4
5 Member Fareed commented 9 years ago it was proposed that we cut the Spanish program at the Hollis
6 Elementary Schools by a Superintendent who had the best interest of the students at heart. She flipped out. We
7 used to have Spanish twice a week. We had two teachers (one at HPS and one at HUES). They were both
8 native speakers. Her children, who are now in their 20s, both remember all of the songs they were taught. Her
9 4th grade child carried on a conversation with a native Spanish speaking waiter at Margaritas that was
10 legitimate. This program was put into place by Mike Harris who has been on the Budget Committee for years,
11 was the Chair of this board and believed in a rich and well-rounded culturally rich education. It is very sad to
12 see it disappear. She trusts the district about its assessment of the testing outcomes at the middle school and
13 believes it can be confirmed since both her children went through the Spanish program throughout, that at the
14 middle school it is essentially a Spanish 1 school year broken into 2 years. Seventh grade Spanish is half of a
15 Spanish 1 school year and 8th grade is the second half essentially. Students who can and want to move on to
16 Spanish II can be qualified through those two years at the middle school.

17
18 The fact that they are coming out of 8th grade essentially equivalent between the two zip codes is very
19 encouraging. She believes the value of the Spanish program that this district has had for so many decades has
20 been not necessarily linguistic perse but has been more rightly legitimizing of cultural distinctions and the
21 diversity of the globe. It does not have to be anything other than that, and the validity of other ways of speaking
22 and singing in other parts of the world in a tiny little town that is able to bubble itself the way we love to here
23 for all the right reasons. She has always felt very strongly that this is an invaluable unmeasurable resource that
24 we have provided our students. She is supporting this move with the greatest of sorrow, but looking for
25 hopefully some kind of save in the spirit of the cultural richness that offering even once a week the legitimizing
26 of other people just because we have a program that is dedicated to it even if it is 45 minutes/week.

27
28 She requested the district take seriously the possibility of addressing cultural richness and linguistic richness
29 through the overall curriculum. For example, in the environmental science program, could we label the trees
30 and other hardy plants with their Latin names? Students do not have to be tested on the Latin name for a Sugar
31 Maple, but it just speaks to the wider world. Could they be taught about the distribution of these plants across
32 the globe?

33
34 It is not anything other than broadening and deepening our children's awareness of the globe and their place in
35 it. She believes this has been the most valuable part of the Spanish program over all of these decades and is
36 hopeful we can formalize a cultural geophysical priority, not above other priorities, but on the list of priorities in
37 our general curriculum.

38
39 Member Wake-De Pasquale commented very often what is a roadblock to learning language is not necessarily
40 talent or even what one has learned in the past, but rather attitude and whether or not a student sees value in
41 learning another language. It comes from not just learning verbs and adjectives, but learning about another
42 culture and that culture has value. She is supportive and loves that the environmental science program will
43 continue, and it is clearly a well thought out plan that means there will be sustainability and vertical alignment.
44 She is fully supportive of that. However, she echoed the concern and her chagrin at that because she thinks all
45 of our students can benefit from seeing value in other cultures.

1 Vice Chairman Roy questioned what sort of things the Brookline school system might be doing that echoes
2 what her colleagues on the Board have been asking for that is instilling that in the Brookline students that we
3 could learn from or model for them if they are not doing it.
4

5 Superintendent Corey provided an example of having attended a grade 3 cultural fair. Each of the students was
6 able to pick either their culture/heritage or one they wanted to investigate, and it became more of a family
7 project. It included a wealth of posters, essays, etc. Each of the students, working with mom and dad, brought
8 in food from their culture and it became this half day where the gymnasium became this cultural center. He
9 walked around and the students were able to tell him why they picked what they did and what it was all about.
10 There is a passion there. There is excitement there. It is not traditional, and you also understand how we maybe
11 unintentionally or intentionally expand the family because these children were talking to grandparents.
12

13 There are a number of things we can look at and a number of things that already occur outside of the world
14 language programming. We do not have to say we are giving up on those critical pieces. He has spoken with
15 Mike Harris. When they originally did this the vision was to be able to have language teachers at each grade
16 level. The reality was there were not enough teachers. We are struggling to fill world language positions at the
17 middle and high schools. It takes a special person to work with the elementary students and really create that
18 passion for them.
19

20 Member Fareed commented we used to have exactly that cultural program in the 3rd grade here. Her youngest
21 child's 3rd grade was the last year of it. The food component was extremely dangerous for a number of students
22 in that grade. However, the loss of the program was awful. Her other student decided to do Iceland; bought a
23 greeting card that had a record your own message card in it, recorded a Puffin call off the Cornell Bird's
24 website and attached it to her poster so you could push it and it would make the Puffin call. It is a very rich
25 opportunity, but it is once a year. What she was suggesting is that we take seriously the opportunity to
26 distribute the educational values that were in our Spanish offerings into the curriculum including any possible
27 language component.
28

29 Assistant Superintendent Bergskaug commented our more popular Choice options within language are the
30 cultural pieces more so than learning the language in the special. The hope is to continue and foster that, not
31 limit it to Spanish, and expand it based on interest. She also thinks if we open our minds to what that might
32 look like in terms of who could be fostering that, that opens the door to other teachers who might have that
33 skillset as opposed to the skillset of teaching Spanish and being very narrow focused.
34

35 Member Fareed remarked a long time ago she and the Assistant Superintendent talked about a pedagogic issue,
36 casually chatting, and the question of has it been studied (was told it had), when students are grouped based on
37 their current knowledge stratum and then taught that way and stepped up versus one room schoolhouse kind of
38 setting where students who are here and cannot do this yet, but still are exposed to seeing their peers who are
39 struggling, etc. She believed it was called workshop model. What was said that stayed in her memory is that
40 students who are just even casually exposed do better faster at escalating to that place and exceeding than
41 students who are isolated from exposure to what is too advanced for them. That inspired her request that we not
42 throw out the baby with the bath water.
43

44 Chairman Kellner stated her support of the proposal and welcomes any opportunity to provide that cultural
45 awareness to our students.

46 **MOTION CARRIED**

47 **5-0-0**

- 1 • To see what action the Board will take regarding the U.S. Department of Education School Infrastructure
2 and Sustainability Commitments – Green Ribbon
3

4 **MOTION BY MEMBER ROY TO SUPPORT PARTICIPATION IN THE U.S. DEPARTMENT OF**
5 **EDUCATION SCHOOL INFRASTRUCTURE AND SUSTAINABILITY COMMITMENT**
6 **MOTION SECONDED BY MEMBER LEVESQUE**

7
8 ON THE QUESTION
9

10 Asked if there are any negative aspects to doing this, Superintendent Corey responded, at this time, no. If they
11 started to add dollars to it, we would need to look at who is funding it, etc. It is similar to the Blue Ribbon
12 designation.

13 **MOTION CARRIED**

14 **5-0-0**
15

- 16 • To see what action the Board will take regarding the General Assurances for Fiscal Year 2023-2024
17

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

25 **MOTION SECONDED BY MEMBER WAKE-DE PASQUALE**

26 **MOTION CARRIED**

27 **5-0-0**
28

- 29 • To see what action the Board will take regarding the committee appointments proposed by the Board Chair
30

31 **MOTION BY MEMBER ROY TO APPROVE THE APPOINTMENTS BY THE CHAIR AS STATED**
32 **MOTION SECONDED BY MEMBER WAKE-DE PASQUALE**

33
34 ON THE QUESTION
35

36 Member Fareed stated her recollection there have been 2-3 instances where the Board has learned, after the fact,
37 of a member participating on a committee, discussion group, etc. She requested, if a Board member is going to
38 participate in a formal process in an official capacity, that the Board be notified in a timely manner.

39 **MOTION CARRIED**

40 **5-0-0**

- To see what action the Board will take regarding entering into a municipal lease with M.S.T. Government Leasing LLC and executing a contract with Specialized Purchasing Consultants, Inc.

MOTION BY MEMBER ROY THAT THE BOARD AUTHORIZE THE SUPERINTENDENT TO EXECUTE AND DELIVER THE TAX EXEMPT LEASE WITH M.S.T. GOVERNMENT LEASING, LLC ON SUCH TERMS AND CONDITIONS DISCUSSED AND PROVIDED TO THE BOARD AND TO EXECUTE AND DELIVER ANY SUCH DOCUMENTS REQUIRED TO EXECUTE THE CONTRACT WITH SPECIALIZED PURCHASING CONSULTANTS, INC.

MOTION SECONDED BY MEMBER WAKE-DE PASQUALE

MOTION CARRIED

5-0-0

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 WAKE-DE PASQUALE

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

Yea: Tammy Fareed, Ann Wake-De Pasquale, Andrea Levesque, Carryl Roy, Amy Kellner

5

Nay:

0

MOTION CARRIED

The Board went into non-public session at 7:56 p.m.

The Board came out of non-public session at 8:29 p.m.

ADJOURNMENT

MOTION BY MEMBER ROY TO ADJOURN

MOTION SECONDED BY MEMBER WAKE-DE PASQUALE

MOTION CARRIED

5-0-0

The May 3, 2023 meeting of the Hollis School Board was adjourned at 8:30 p.m.

Date _____

Signed _____



Business Office Memo

To: Superintendent Corey
From: Kelly Seeley
Date: 5/10/2023
Re: Cost Saving Opportunity for FY24 and Beyond

Objective

In an effort to address the repeated sub-standard service and supply delivery and constant billing errors provided by our current printer and copier vendor, a new SAU 41 committee was formed.

The Committee:

Carol Tyler – IT Director
Logan Seeley – Network Manager
Linda Sherwood – Senior Assistant Business Administrator
Kelly Seeley – Business Administrator

Our specific goals were:

1. Understand our current inventory across all four entities
2. Understand the copying and printing needs of each of our seven buildings
3. Reduce and/or change the copiers and printers to maximize costs and efficiencies while still meeting the needs of each building
4. Move toward having just one brand of copiers and printers and the fewest amount of models as possible
5. Reduce costs
6. Simplify the billing process

The Process

The Committee completed a full inventory of both copiers and printers in all seven buildings and discussed the needs of each building with the principals. Using all the data gathered, an “ideal” plan was formulated for each location. The Committee also interviewed several potential new vendors.

One vendor quickly rose to the top because their unique approach would allow us to meet all of our goals. This would not be the case with the other three vendors.

The Unique Approach

The company, Specialized Purchasing Consultants, Corp. (SPC) has served clients in Maine, New Hampshire and Vermont since 1988. Many of the school districts in NH are currently using SPC and speak highly of their services.

They are able to save districts money by employing these methods:

1. SPC sends out cooperative bids that include many school districts giving them buying power to bring down the costs.

2. Bid specs include bringing in all new machines for each school supplied by the bid winner for a five year period.
3. The bid plan is funded by a five year municipal lease.
4. SPC brings new eyes and expertise to each school/district to make sure they have the right machines in the right places.....exactly what we were attempting to do.
5. After installation, they ensure that the service continues to be what was promised by the winning bidder.

Results

The Committee worked with SPC to refine our "ideal" plan to make it even better. We then participated in the SPC bid.

With Toshiba as the winning bidder we will not only get quality machines, but the service and supply delivery will meet our expectations and SPC will ensure the simplification in the billing process that we were also looking for. In addition each entity will enjoy the following cost savings based on the FY24 budget for each entity:

FY24 Cost Savings			
	FY24 Budget*	FY24 Cost w/SPC*	FY24 Savings
BSD	\$33,500	\$27,609	\$5,891
HSD	\$36,500	\$26,301	\$10,199
Coop	\$36,000	\$28,507	\$7,493
SAU	\$6,900	\$3,109	\$3,791
	\$112,900	\$85,526	\$27,374
* Includes all municipal leases, service and supplies			

SPC requires that the municipal lease is created with just one of our districts. We are choosing HSD primarily because of timing. In order to get these machines ordered and delivered this summer we need to order now.

There are two motions that the Board needs to consider and approve if they would like to move forward with this cost savings opportunity. Below you will find details on the municipal lease and how it would affect each entity.

Hollis School District		
5YR Muniapl Lease		
Interest Rate: 5.2%		
	Annual Payments*	
BSD**	\$21,449	
HSD	\$20,950	
Coop**	\$18,869	*Includes interest
SAU**	\$2,076	**Pay Hollis School District
	\$63,344	***HSD pays MST Consulting