

**HOLLIS SCHOOL BOARD
DECEMBER 5, 2018
MEETING MINUTES**

A meeting of the Hollis School Board was conducted on Wednesday, December 5, 2018 at 6:00 p.m. at the Hollis Primary School.

Robert Mann, Chairman presided:

Members of the Board Present: Tammy Fareed, Vice Chairman
 Amy Kellner, Secretary
 Tom Enright (arrived at 6:20 p.m.)

Members of the Board Absent:

Also in Attendance: Andrew Corey, Superintendent
 Gina Bergskaug, Assistant Superintendent
 Kristen Maher, Assistant Business Administrator
 Candice Fowler, Principal, Hollis Upper Elementary School
 Paula Izbicki, Principal, Hollis Primary School

AGENDA ADJUSTMENTS

Vice Chairman Fareed requested a discussion item be added around enrollment and enrollment projections.

There being no objection, the agenda was amended, as requested.

APPROVAL OF MINUTES

Hollis School Board November 7, 2018

The following amendment was offered:

Page 5, line 14; delete “and”

**MOTION BY MEMBER FAREED TO ACCEPT, AS AMENDED
MOTION SECONDED BY MEMBER KELLNER
MOTION CARRIED
3-0-0**

NOMINATIONS/ RESIGNATIONS/CORRESPONDENCE

Chairman Mann read into the record a communication received from Board member Michelle St. John:

“Dear Robert and Andy,

It is with great regret that I submit my letter of resignation from the Hollis School Board. I have appreciated the opportunity to serve with you, Tom, and Tammy for three years I’ve served and more recently with Amy (and previously with Laurie).

I look forward to following the Board activities as a member of the community. I will remain an advocate of public education in my new role as state representative, and I wish the District and the Board the best in its quest to provide the best education to the students of Hollis.

Kind regards,

Michelle St. John”

**MOTION BY MEMBER FAREED TO ACCEPT, WITH REGRET, THE LETTER OF RESIGNATION RECEIVED FROM SCHOOL BOARD MEMBER MICHELLE ST. JOHN, EFFECTIVE IMMEDIATELY
MOTION SECONDED BY MEMBER KELLNER**

ON THE QUESTION

Vice Chairman Fareed commented Ms. St. John’s service has been tremendously appreciated; she has contributed a great deal to the District. She is a passionate advocate for public education and education in general.

Chairman Mann remarked Ms. St. John has great educational insight and has always added very thoughtful input to the discussions of the Board. The District is grateful for her service.

**MOTION CARRIED
3-0-0**

Chairman Mann spoke of a communication sent to the Board by a few families looking for the Board to address a bus routing issue. The information received was in the form of a Petition.

When receiving such a request, particularly in the area of bus routing and operational items such as this, a great deal of insight is required if being asked to make changes. He acknowledged receipt of the information noting the Board is primarily a policy making board, and that decisions are made based on recommendations from Administrators/experts. The Board does not go deep into operational items such as bus routing. The Board does not have the necessary insight on those issues. An extensive fact finding exercise would have to be undertaken for the Board to gain the necessary in-depth understanding of what changes, if any, would be appropriate.

The Administration has this insight. The transportation company would have to be looked to for input. Chairman Mann stated his desire to request the Administration report back to the Board as to any potential options at its January meeting.

Ms. Kellner stated agreement commenting she was impressed with the level of detail that was provided the Board. Although she believes she understands the issue, she agrees Board members are not experts in this area.

Vice Chairman Fareed remarked the Board has received a lot of correspondence from the public over the years on matters of concern. The tone of communication received was respectful, collaborative, and congenial. That goes a long way to creating strong communications around these concerns. She was impressed with the level of detail of study on the matter. She stated agreement the job of a school board is to establish policy and oversee the achievements of the District. Carrying out contracts is the legal purview of the Administration. That being said, she understood the situation from what was described and was extremely impressed that the Superintendent went and drove the route himself. There are many possible approaches to solutions. A great deal depends on how long it takes to do any one thing. The Board is not in any position to know about any of

the particular details or the deliverables, condition of roads, driver availability, etc. She agrees with her colleagues that this is a matter for the Administration to address.

Superintendent Corey commented the communication path with the families has been very positive. He and the transportation company have looked at the situation. They are looking at the potential of adding a stop at the corner of Louise Drive and Ranger Road. When looking at where some of the families are, the walk is almost longer. He has also spoken with the transportation company about what might be able to be done at the corner of Broad Street and Ranger Road; using the bus to literally block Ranger Road so that nobody could come out when the bus is dropping off. He is also looking at how this relates to many other stops and many difficult roads that we may not be able to accommodate.

He was back out in the area today; walked from Ranger Road down and then from Louise Drive back. He has concerns both ways, but at the same time knowing the stops throughout the Town, it is not an easy fix. One of the concerns raised was around snow. He has not seen the situation in the snow. He can contact the Public Works Department to review the situation. He can contact the Police Chief. If people are cutting through there and going too fast, the Chief would likely put an officer over there to slow down that behavior. He will continue to work with the families. He is uncertain if there will be an actual move, but will return to the Board in January with more details. He will correspond with the individual he has been working with and continue that collaboration.

Superintendent Corey informed the Board of his receipt of two letters of Intent to Retire.

In his letter, Dennis Kane states “I am writing to inform you of my decision to retire my kindergarten teaching position on June 30, 2019. My 34 years as a kindergarten teacher in Hollis have been and continue to be an amazing career. I never said I’m going to work, but rather I’m going to school.”

Superintendent Corey extended his sincerest gratitude commenting Mr. Kane is a special individual, and he can only imagine the contributions he has made over his 34 years with the District.

MOTION BY MEMBER KELLNER TO ACCEPT, WITH EXTREME REGRET, THE LETTER OF INTENT TO RETIRE RECEIVED FROM DENNIS KANE WITH AN EFFECTIVE DATE OF JUNE 30, 2019

MOTION SECONDED BY MEMBER FAREED

ON THE QUESTION

Chairman Mann commented Mr. Kane has been an icon in this District; he was made to be a teacher.

Vice Chairman Fareed remarked she never saw Dennis Kane bored with his job, the students, parents. She never saw him display a desire to be somewhere else. She spoke of his intellectual pursuit of pedagogy and subject matter. When tasked, with other staff members, to research all-day kindergarten, he came back with big words and large concepts that were so rich and meaningful. When full-day kindergarten was established he was the first to jump into it. He came back to the Board saying it was the best thing he has ever done.

MOTION CARRIED

3-0-0

In her letter, Marian Pickowicz, Reading Teacher, stated “I have genuinely enjoyed the time I have spent at the Hollis Primary School. I have always given my best to my students and will truly miss working with them and watching their progress each day. I feel blessed to have had the opportunity to work with such an amazing, caring, and talented group of teachers these past 19 years.”

Superintendent Corey thanked Ms. Pickowicz for the tremendous work she has done for the District.

MOTION BY MEMBER FAREED TO ACCEPT, WITH REGRET, THE LETTER OF INTENT TO RETIRE RECEIVED FROM MARIAN PICKOWICZ WITH AN EFFECTIVE DATE OF JUNE 30, 2019

MOTION SECONDED BY MEMBER KELLNER

ON THE QUESTION

The Board thanked Ms. Pickowicz for her service to the students and District.

MOTION CARRIED

3-0-0

Superintendent Corey noted the last time there was an opening on the Board at a similar time of year, the Board made the conscious decision not to fill that opening based on the need to bring someone up to speed regarding the budget and other issues facing the District. Also considered was the possibility filling the position could provide an unfair advantage heading into the next election.

Given the short amount of time remaining before the Annual Meeting/elections, Superintendent Corey recommended the Board not undertake the process. He noted the efforts that would be taken to advertise the opening. From the standpoint of meetings, typically the Board will have a meeting in January, a joint meeting with the Budget Committee in February, and no meeting in March.

Chairman Mann commented on the limited time available to move forward with soliciting interest, conducting interviews, and seating a new member. He questioned if there are policies that dictate the need for a motion to suspend the rules to not fill the position.

Policy [BBBE](#) - Unexpired Term Fulfillment, states in part: "Whenever a vacancy shall occur on the School Board, the Board shall fill the vacancy by appointing a successor to serve until the next annual meeting of the district, when the remaining term of the vacancy will be filled by election."

Policy BBBE references State RSA, which is as follows:

197:26 Vacancies. - *The school board shall fill vacancies occurring on the board, and in other district offices, except that of moderator, until the next annual meeting of the district. In case of vacancy of the entire membership of the board, or the remaining members are unable to agree upon an appointment, the selectmen, upon application of one or more voters in the district, shall fill the vacancies so existing until the next annual meeting of the district.*

671:33 Vacancies. - *II. (a) The school board shall fill vacancies occurring on the school board, except as provided in subparagraph (b), and in all other district offices for which no other method of filling a vacancy is provided. Appointees of the school board shall serve until the next district election when the voters of the district shall elect a replacement for the unexpired term. In the case of a vacancy of the entire membership of the school board, or if the remaining members are unable, by majority vote, to agree upon an appointment, the selectmen of the town or towns involved shall appoint members by majority vote in convention.*

MOTION BY MEMBER FAREED TO SUSPEND THE RULES AND ALLOW THE OPEN BOARD POSITION, CREATED BY THE RESIGNATION OF MEMBER ST. JOHN, TO REMAIN OPEN UNTIL FILLED AT THE MARCH ELECTION

MOTION SECONDED BY MEMBER KELLNER

ON THE QUESTION

Vice Chairman Fareed remarked she is uncomfortable with it, but completely agrees with the analysis provided.

MOTION CARRIED

4-0-0

PUBLIC INPUT

Shawn Sharp, 4 Ranger Road

Spoke of the letter submitted noting the desire to ensure it was complete and comprehensive. He thanked the Board for hearing the concerns. Although fairly new to the community, he has had the opportunity to meet many of his neighbors, and has learned that this issue has been ongoing for many years. One of the actions requested was establishing experts and talking with them. They have done that research and would like to be a part of that effort. The biggest concern is that it is a safety issue.

Mr. Sharp noted there are people in the community who are driving their children to school. Statistically, you are 78% more likely to get into an accident by driving your kids to school. He noted Ranger Road was paved about 3 years ago, which resulted in the increased traffic.

Mr. Sharp stated understanding for the Board's need for due diligence. He reiterated the desire of the residents to resolve this issue so that they can make their decisions on how to proceed.

Superintendent Corey stated he will reach out again, and will visit the area when Mr. Sharp is available to review the situation with him.

Sonali Varma, 4 Ranger Road

She drops off and picks up her children every day. She can be seen standing at the intersection. She reviewed the Town's Transportation Master Plan. Statistics included fatal and non-fatal bike and pedestrian crashes in Hollis. Of the two crashes in the entire town, one was at that intersection. Of the non-fatal crashes, there were two at that intersection. It is established to be somewhat of a dangerous intersection.

Ms. Varma spoke of statistics from the National Statistics on School Transportation. The statistics on the increased likelihood of getting into an accident by driving kids to school was noted as 78%. Pedestrians are more than twice as likely to be struck by a vehicle in locations without sidewalks. That is a huge concern walking on that road. Also cited was the amount of fuel and environmental impact added when parents drive; contribute 30% of morning traffic congestion and spend about 180 additional gallons of fuel.

Ms. Varma stated she stands at that intersection every day, and is scared to walk 300' from her home to that intersection. On a recent day when it was snowing and icy, she witnessed large trucks coming around the intersection and trying to break really hard when seeing pedestrians. They were skidding. She tried having her children walk in single file on the gravel. Because of the unevenness of the gravel, her youngest child fell onto the road. Although the bus stop is not a far distance from her home, it only takes a few feet for an accident to happen.

Ms. Varma stated her appreciation for the Superintendent driving that road. She also noted most accidents that occur take place at 8:00 a.m. and 4:00 p.m., and spoke of the large increase in contractor traffic around that time.

PRESENTATION

- Student Assessment Data – SAU 41

Assistant Superintendent Bergskaug provided a presentation (can be viewed [here](#); tape counter 31:00) on student assessment data; how it is looked at, used to inform decisions and make budgetary recommendations, and used for day-to-day classroom decisions.

Graphs were displayed showing the results of the SAU districts on both the Smarter Balanced Assessment (2016 and 2017) and those of the 2018 New Hampshire Statewide Assessment System (NHSAS). The charts depict how our students perform compared to the State.

2016 was the last year the District took the paper/pencil version of the Smarter Balanced Assessment. SAU 41 was the only SAU in the State to take the paper and pencil version that year. With that version, students were given set questions to respond to (handwritten answers).

In 2017, the District moved to the computer adaptive assessment. It was the first time our students were logging onto a computer and taking their entire assessment online. With the adaptive assessment, if a student answers a question correctly, they are provided a more difficult question. If providing an incorrect answer they are then provided another question of a similar level and then, if continuing to provide incorrect answers, the questions get a little easier.

With the first version of the computer adaptive assessment, the expectation was an overall decrease in some of the scores. There were some changes in how students respond. For example, with writing, all students did their writing directly on the computer as opposed to rough drafts on paper and making edits throughout. The process looked very different. The results were a little lower that year.

Moving into 2018, the State decided to no longer participate in the Smarter Balanced Assessment, but instead in the NHSAS. This is a whole new question bank that had not been vetted across different states in the same fashion, a new question bank that was developed in a very short period of time. The assessment did not have the same level of nationally normed questions; looking at NH based questions as opposed to the entire country. It was a very different assessment, but the scale of the results was the same as the prior year Smarter Balanced, so the assumption is the data is comparable.

Comparing the results of the 2018 assessment to those of the 2017 assessment, growth was seen in the math results and in the grade 3 ELA results (from year prior).

Another way data is looked at is in tracking a particular cohort over time. The SAU is able to look at how a cohort from the Hollis Upper Elementary School and one from the Captain Samuel Douglass Academy compare and then what happens when they come together. The results indicate a high degree of consistency between the overall performance when students are in 5th, 6th, and 7th grades. That is what we want to see. We want to see improvement, but also that the cohort continues to achieve at a high level. The data is also reviewed to see if there are any outliers, e.g., was there one particular year that just doesn't follow the trend. If any significant changes are seen they look to drill down and identify the cause of that change.

Some of the cohorts are lower performing cohorts over time. A particular cohort was identified for the presentation as it was one that was brought up at multiple district meetings last year in the COOP School District. It is an outlier in terms of the overall grades 3-11. It is important to look at the cohort and watch it over time to see how we can best assist those students.

With regard to why participation in the State assessment is important for the District, Assistant Superintendent Bergskaug noted the District is reviewed as a district with various indicators. Indicator 1 is an achievement indicator. Based on Federal guidelines, the 95% rule requires the District to ensure at least 95% of students participate. For a cohort of 100 students, the calculation is 1 x the # of students at achievement level 1, plus 2 x the # of students at achievement level 2, plus 3 x the # of students at achievement level 3, plus 4 x the # of students at achievement level 4 divided by 95. If 100 students tested our devisor is 95. We are artificially inflated. If there is a particular cohort where families choose to not have their students take the assessment, and only 85% of our students test, the devisor is still 95 so then our scores are artificially deflated. That deflated value is how we are viewed as a district. Lower participation causes a proportionally lower school average.

Beginning in 2018, the Every Student Succeeds Act (ESSA) requires the identification of schools in need of additional support. The schools identified fall into three categories: Comprehensive Support and Improvement (SI) schools, Targeted Support and Improvement (TSI) schools, and Additional Target Support (ATS) schools. ATS schools are identified every three years and are schools with at least one student subgroup performing at or below the level of a Comprehensive Support and Improvement (CSI) school. Subgroups include economically disadvantaged, racial/ethnic, students with disabilities, and English learners. If one of those particular groups performs at a level that is drastically below the rest of the students, the school becomes identified as an ATS school.

Because of this new classification, Hollis Primary School (HPS) and Hollis Upper Elementary School (HUES) have been identified as ATS schools.

Program effectiveness is reviewed. The charts displayed were specific to the Brookline School District, but believed relevant to the budgetary discussion. In Brookline, enVisions 2.0 was fully implemented in 2017. The question is, is that a successful program and do we continue to utilize that. A look at the data for grades 3 and 4 shows an overall uptick; less so in grades 5 and 6, but by 2018 you see that as an uptick. Overall, it is believed to have been a successful implementation with a high quality program. There are some thoughts that the implementation is most effective when it is implemented in kindergarten because there is an assumption that students have certain understandings (foundational basis) from prior years. Assistant Superintendent Bergskaug stated her thought is that is one of the reasons why grades 5 and 6 saw a down tick in 2017 but then continued upward as students had two years under the program.

Another way performance is reviewed is a comparison of how the District performs in relation to comparable districts. Depending on what is being looked at different districts are chosen for comparison, e.g., comparable size.

Last year the Science Assessment was new; switched from NECAP in grade 4 to NHSAS in grade 5. Not only was it a new assessment, it was a whole new grade level. The assessment focus switched from content driven questions to phenomena based instruction. There also was a strong focus on simulations.

In the elementary districts, a review of NWEA data is done. NWEA is not in the COOP District. They have integrated PSAT in grade 8. It was administered November 5th for the first time. It was the very first assessment and had zero opt-outs. That day was the highest attendance rate ever for 8th grade. At the high school level, AP scores are reviewed as are ACT scores.

The Class of 2019 (a year ago, as Juniors) took the PSAT. The results are an important indicator because they allow students to be considered for National Merit finalists or commended students. The District had 4 semi-finalists and 5 commended students. If you look to data just released Monday, the cohort that is currently in 11th grade has even more impressive results.

Assistant Superintendent Bergskaug commented a few years back she provided a presentation on what it means to be an effective district, what does it mean when we are doing a good job; does it mean we have high test scores, that our students are performing well beyond high school, etc. She remarked an important factor to look at is how many of our students are completing high school. There is a zero percent drop-out rate.

Vice Chairman Fareed stated an interest in understanding Assistant Superintendent Bergskaug's personal opinion about the distinction between the NHSAS, Smarter Balanced, NECAP, and PSAT; specifically how effective they are in terms of whether questions being posed can be commonly understood, and how our students can answer based on the education we have provided. She spoke of previous discussions around test results that were lowered because, although the numbers were correct, the student didn't draw the graph correctly. Assistant Superintendent Bergskaug remarked they ask high level questions. There are a lot of components to each question. One piece that is different about the math assessment is that it is language heavy. That impacts a student's ability to access their math knowledge if there is a language barrier or something that makes reading and comprehending the questions difficult. The PSAT and ACT continue to be paper and pencil assessments. The SAU does very well with the traditional assessments. This is a shift in the way we are asking students to perform.

Asked if that is experienced every time the District tests, she remarked we are learning strategies to help students be best prepared for the assessment, but she does not believe it to be in anyone's best interest to focus 100% on tests and test performance. We teach the whole child. There are sample assessments that can be used for students to log online and practice utilizing the tools. She encourages teachers to do that for exposure only. If the focus were 100% on NHSAS performance she believes the results could improve, but she does not believe that to be a high-quality education.

Vice Chairman Fareed spoke of the NHSAS science performance commenting on the disparity between the District's performance and some of the others. She stated the need to look at that. The Hollis and Brookline districts did okay, but the COOP numbers are not thrilling. She is uncertain to what degree that is relevant. When seeing the PSAT results you realize that a national based test is showing that we are doing very well. That is why she questioned how the Administration distinguishes between this test and others.

Superintendent Corey stated by the time students get to 11th grade, they realize what does and does not matter. They may have to take an assessment, but the emphasis is more on the PSATs and the SATs because that impacts their future. He spoke of looking at the SAT and PSAT scores and seeing some of the most prestigious schools in the country being able to interpret how a student would do in the field of medicine based on those scores. If this was a remarkable test the medical schools would be pulling out the 11th grade science test in New Hampshire. They are not. They are still basing their decisions on the SAT and PSAT. Sometimes we have to recognize what our peers are looking at to judge student performance.

Superintendent Corey remarked it is important to realize the State test is one piece of data on one given day. As a parent, he believes it more important to understand how his children performed across the board. An area where the District does a great job, that is not seen on the tests, is what he calls soft skills; being able to introduce themselves, collaborative learning, etc. Those are critical skills and what the workforce is seeking.

Vice Chairman Fareed commented the ESSA designation Additional Target Support (ATS) schools, reminds her of the designation of Schools in Need of Improvement that existed with No Child Left Behind. That was a nice idea on paper, but the program itself failed schools' ability to actually accomplish what the name of the program identified as the goal. She spoke of having heard numerous times that a school could not get credit for a student who made say a year and a half of improvement in a year if that child didn't make that improvement to grade level. We could have brought a 4th grade student from kindergarten reading level to 2nd grade reading,

but because they never made it to that 4th grade level where they were currently established, you get this designation. She questioned if the ATS designation is similar.

Assistant Superintendent Bergskaug stated that to be accurate noting the Administration is also looking at sub-groups that possibly include 10 students in a grade level. Of those 10 students if 5 of them perform at a performance level 1, which might be, if you actually drill down to the raw score, a huge jump from last year, they will automatically designate a school as ATS.

Asked if the designation provides with it funding support. Assistant Superintendent Bergskaug stated the funding goes with the Comprehensive Support and Improvement (SI) designation.

In years prior to 2018, students who potentially met more than 1 of these cohorts were counted only in one group. In 2018, if a student meets more than one of those groups, they are counted more than one time.

What schools have the designation of SI are encouraged to do is look at the whole child and come up with a comprehensive plan on how they will work fast to meet the needs of the students. Assistant Superintendent Bergskaug stated that is what the SAU is already doing. Their interest in creating personalized learning is something the SAU has been doing. The SAU is well on its way towards what they are encouraging districts to do.

Assistant Superintendent Bergskaug commented we will continue to do what we do and what we know is best for the students. We will reflect on our practices and see if we need to make any adjustments. Already identified is the need for a full-time special education dedicated reading teacher at HPS. Also looking at converting the half-time math specialist and half-time environmental to full-time math. We have identified that we are looking for more support to personalize the learning for our students. The District will move forward with what is already being done and create a comprehensive plan for submission.

She commented on the number of schools identified as ATS schools noting when the District was informed that schools would be notified, it was indicated there were so many schools that the State was uncertain how it would be able to notify them all.

Chairman Mann commented the data seems to show that the transition into the COOP District is pretty smooth. He questioned if teachers receiving students at the COOP feel as though they are at the right place when arriving.

Assistant Superintendent Bergskaug responded the easiest area to use when having that discussion is math. Something you might hear from the 7th grade is they don't know their fast facts, but then 9th grade talks about the middle school does nothing in math. It is always that the issue is with the sending school. Those are conversations that are had in the K-12 math curriculum sub-committee. Work has been done to identify the must have vocabulary terms; let's streamline this so that we are not using multiple terms to talk about the same concept so that we're really helping the students access the information that they have. A number of efforts have been made to streamline the approach. The writing group in K-6 had some time K-12 at the November Professional Development day to really talk about this is what they are doing in 6th grade so in 7th grade my expectations should be here. It is very rare that they have the opportunity, in a content area, to have those K-12 discussions.

Vice Chairman Fareed remarked she recalls when moving from Everyday Math to enVision Math; the District was and has been much happier with enVision. The Brookline district moved to enVision sometime later. At the time they considered the move, enVision 2.0 was out, and they chose that. She stated her recollection the

explanation was that enVision 2.0 has some tools that are very productive, and the Hollis District is planning to move to that.

Assistant Superintendent Bergskaug stated that to be correct. Asked how long it is expected to be before the students in the Hollis District are performing as well as those in Brookline, she stated her opinion the transition will be smoother as students are accustomed to enVision 1.0. The shift is just in some of the rigor, performance tasks, etc. For the past few years teachers in grade level teams have been sharing resources from enVision 2.0. Teachers in Hollis have had opportunities to look at it and identify some of the differences. Although not wanting to make any assurances, she is of the opinion the implementation would be a relatively smooth one, and as a result she would expect to see a higher level of performance.

Vice Chairman Fareed suggested the need for people to look at the SAT, AP, and graduation rates, which are all posted on the high school's website (school profile link). When we have these disparity results and look for different curricular, professional development, staffing, etc., it is always to move the performance up, but when you look at the graduation rates you can't tell who came from what town (elementary school), and when you look at SAT results, ACT results, AP results, they are remarkable compared to State and national levels.

Assistant Superintendent Bergskaug commented on how far the HB1 community has come in terms of the ability to work together. It takes time, but she believes the working relationship to be strong, and the degree to which they share resources back and forth is great. She spoke of discussions that occurred earlier in the day at the Leadership meeting regarding conducting walk throughs where they would just walk through their colleagues' classrooms in different buildings. There are experts in the District, so they don't have to go far for learning opportunities.

DISCUSSION

- Enrollment / Enrollment Projections

Superintendent Corey noted enrollment information included in the agenda packet. Presently, they see next year's enrollment as status quo. From a staffing point the District is status quo. There are two different things happening; the numbers are actuals and if not changed as progressing from HPS to HUES, it would likely result in a reduction in staff. That may take place through a retirement or budget discussions.

The Administration is looking 2-3 years out. The opposite is what is being heard from NESDEC; that the District should expect an uptick in enrollment as it is a community that typically sees a lot of move-ins during times when the economy is doing well. When you look at some of the businesses in the area and what they are seeking in terms of hiring, there is a significant number of people coming to this area. Typically, they are choosing a similar profile district, e.g., Hollis, Bedford.

Vice Chairman Fareed spoke of educational specifications (Ed. Specs.) and the need to be prudent about projecting enrollment into the coming years. She noted the Ed. Spec. for grades K and 1 is 18 students/class. Five classes would represent 90 students and four would be 72. Current grade 1 enrollment is 73 spread across 5 classes. If placed into four classes the numbers would exceed Ed. Spec.

Grade 2 Ed. Spec. is 20 students/class. Current enrollment is 73 students and there are five grade 2 sections. That is 100 seats for 73 students. When they go to HUES, the class size is 23 students/class. There are currently 115 students spread out across five sections. If the District sees enrollment increase as NESDEC projects, this will not be an issue.

The pattern can be seen through FYs 21, 22, and 23 as the current grades K, 1, and 2 begin to enter fourth grade and roll into HUES. There is a big disparity between the number of students we currently have and the number of sections we have and are budgeting for, for the long term.

Superintendent Corey remarked one of the retirements discussed earlier will not be filled because the 6th grade sections are going from six down to five. It was noted although we have five sections listed in December of this year, we're only 8 spots away from needing another 6th grade teacher for next year. We need the staffing level we have.

Vice Chairman Fareed clarified it is not the current HUES cohorts, it is the younger grades as they begin to move into HUES, if that enrollment doesn't expand as forecasted. It is not this year's budget or entirely next year's budget, it is beyond that as the K, 1, and 2 grades roll up into HUES. There appears to be a gap that has to be considered. If there are retirements, shifts in enrollment in one grade versus another, that may address it, but it is something that needs to be followed.

Superintendent Corey stated agreement. He commented on working closely with the Budget Committee on staffing and Ed. Specs. When the budget process is started the Administration works with the two Principals to conduct a review of historical data, etc.

- FY20 Budget - Update

Superintendent Corey spoke of information included with the agenda packet; Excel spreadsheet and document depicting the results of the four rounds of budget discussions.

The Administration has worked closely with the Budget Committee, which has provided a guidance number of \$12,158,821. After the last round of discussions, guidance has been achieved. The proposed budget now totals \$12,152,787. The information will be discussed with the Budget Committee at its next meeting.

New details include the retirement of a reading teacher, which will be the Reduction in Force (RIF). A Special Education Reading Teacher will be added; a decision reached prior to receiving the NHSAS. It was recognized as an area where the desire is to provide additional services. This will be part of the plan to address the scores. Discussions continue around the role of the science piece. There is \$16,978 to increase the 0.5 position to an 0.8 position. That is working more along the lines of the social/emotional, health, and environmental pieces. Further into the year that can be further defined. Principal Izbicki has been seeking additional math support. A 0.5 math teacher position will be increased to a 1.0 position, which provides the position with a benefit package (total cost \$37,655). The belief is that will allow for providing more direct interventions and accelerations across the scope of HPS.

The kindergarten teacher (already on board) and paraprofessional are included.

Because of increasing the Environmental Science, the Spanish piece is being moved to the upper school. That is intended to be able to offer more accelerated instruction for those students who seek that.

Discussions continue around the shared Directed Nurse position. Not all budgets may be able to support that. Ms. Kellner commented it was indicated the individual in the position would be a substitute where needed in any of the schools. She asked what other responsibilities the position would have. Superintendent Corey responded if not needed as a substitute, an area where assistance could be provided is that of the mandatory paperwork. There is a constant flow of vision and hearing testing. The individual would be able to address those needs. It is believed there would be very few times, if at all, when the individual would not be actively working in that position.

Included in the proposed budget is funding for enVision 2.0. Over the past several years, the District has been able to gain a wealth of technology. No new items are being requested in that area. There are items listed under Computer Replacement, which include staff laptops (6 @ \$700), HDMI cables (\$700), iPads for kindergarten (10 @ \$400), projectors (3 @ \$420), copier (\$4,500), switches (3 @ \$2,300), server; split between two schools (\$7,500), and laminator (\$1,995).

Vice Chairman Fareed noted in Round 3 monies were identified for Lego League, and in Round 4 those lines were zeroed out. She questioned what the costs were. Superintendent Corey spoke to the Lego League program and the desire to start to bring that program into the budget. Grant and other funding have been utilized to date. It is believed those other funding sources can be used for another year. The costs are associated with equipment and participation in competitions.

Superintendent Corey spoke of efforts made to reach guidance. The Budget Committee provides the guidance number and looks for the bottom line to achieve that. It is left up to the Administration to determine how to achieve that number. Changes were made to achieve guidance. It may be that some of the items are reviewed again.

Under the heading of safety, additional cameras are being sought for HPS (\$6,718), walkie talkies at HUES (\$3,816), fire-proof file cabinets (\$1,750). In discussions with the Budget Committee, the drinking water State testing, HPS Fire alarm upgrade, and day tank replacement items have been moved into the Maintenance Trust Fund.

Superintendent Corey stated the Administration is pleased with the current status of the draft budget. It is believed the budget provides the District with a wealth of personnel and equipment to continue to move the District forward.

Vice Chairman Fareed noted the \$25,000 identified in Round 3 as a Warrant Article for the establishment of a Special Education Trust is zeroed out in Round 4. She questioned the rationale. Superintendent Corey explained the piece between Round 3 and Round 4 is the final discussions with the Budget Committee. The Administration would like to establish a Special Education Trust. That has been done at the COOP and Brookline districts because it is the most volatile piece of the budget. A single student could need out-of-district placement, which could be at a cost of around \$150,000. Those funds would have to come from somewhere within the approved operating budget. The Districts having special education trust funds operate in such a way that they look to fund costs first from the operating budget, and in the spring, if necessary, look to the fund to cover unanticipated expenses. The fund is only utilized if necessary.

Vice Chairman Fareed commented it is a very important step to take because when there are those unanticipated circumstances it can completely upturn the expected expenditures and the operating budget. She questioned if a trust could be established and funded through costs/monies that were anticipated and budgeted for, but not needed during the year. Superintendent Core remarked if the family of a current student makes the decision to move out of district, the monies allocated towards the services required by that student are encumbered/held and become part of the unreserved fund balance returned to the Town's general fund/tax base at year-end.

At the end of the year, the Board discusses any unreserved fund balance; whether to allocate the funds to another use or return the entirety of the balance to the general fund of the Town.

Mr. Enright agrees it is important, although difficult at the front end of the budget process. He suggested establishing the fund at a small amount (Warrant Article for \$500 -\$1,000) and look at year-end fund balance as an opportunity to increase the allocation. Superintendent Corey noted, in the other districts, the trust is typically funded through surplus. The voters are asked for permission to not return a certain amount to the tax base to

utilize the monies to fund the trust fund. The Warrant Articles are structured in an order of priority determined by the Board, and are funded based on available funds. He questioned the will of the Board relative to whether a trust fund should be established and, if so, at what amount. In both of the other districts, the first year Warrant Article was in the amount of \$25,000. Both districts had motions on the floor pass to increase the amount to \$100,000.

Vice Chairman Fareed questioned catastrophic aid that may be received by the District noting when funds are approved, they are distributed in the following year. She questioned if the aid amount would be impacted based upon the district's use of monies from a special education trust, and if monies continue to be received, if they could be used to replenish the trust. Superintendent Corey explained funds received from Catastrophic Aid could not be placed back into the trust. Allocations to the trust must be clearly defined/transparent to the voters. What would occur is the catastrophic aid comes as a surplus to the following year's budget.

- SAU Barn Renovation

Superintendent Corey noted extensive research that has been done around the barn. He questioned the will of the Board relative to putting a warrant article before the voters to fund an in-depth study (\$15,000 - \$30,000). That process would be the same that was utilized when the warrant article was done for HSTEP, e.g., went through the entire process, had design elements, understood exactly what would occur, and then went back to the voters with a dollar amount needed for the project.

At this time, there is a study in place, which is not the same as a design construction review of a structure like that. He stated the desire to look to the Architect, Dave Ely, for a more well-designed cost structure. With that information in hand, he would look to the Board to determine whether to put forward a warrant article. He spoke of respecting the fact there is a teachers' contract, a HESSA contract, the potential for a special education trust warrant article, and the potential for a STEM project coming before the Hollis voters.

Providing the Board with the information will allow a decision to be made on what is in the best interest of the District at this time. The SAU office is space strapped, but on behalf of the employees that work there, he remarked they all work on behalf of the students. He would like to come back before the Board in the January timeframe with additional information.

Vice Chairman Fareed noted the importance of stressing the structure of the barn could be jeopardized if not taking some action. The foundation is in jeopardy. In addition, there remains a paper load on the second floor of the SAU office building that requires addressing. The intent would be to move that load to the basement of the barn once the foundation is addressed. One possibility mentioned has been creating a study around the full renovation of the structure, and implementing the repairs on the foundation to literally save the barn from failing and being able to create that storage space. She is hopeful a plan brought forward in January would clearly articulate different phases of such a project.

Superintendent Corey stated it may be Phase 1 is the study, Phase 2 is the foundation work (FY21), and the remainder beyond that.

Vice Chairman Fareed stated her support of the request in principle from the perspective of the follow through and assessment of the HSTEP project, in hindsight. As the consultants and contractors literally sat around a table looking back over their shoulders on what was done, what was done well, and what we wish we could have done differently, the single element that arose was we would have benefitted enormously if we had had an architect in on the preliminary project development level. The architect is not just the designer of what it looks like, the architect is the structural engineering and all of that that goes with it, which results in a much more accurate projection of costs and outcomes.

She recalls the architect having mentioned his expectation his involvement in the preliminary planning of a project, even of that size, would have been at a cost of \$15,000 - \$30,000.

Chairman Mann commented some of the other elements are the 4 Lund Lane structure itself; specifically in the areas of the bathrooms (house bathrooms not commercial), the break room, etc. He would like it to be on the radar that as we move through this, there may be some added elements we wish to address as a District owning the building. Sometimes there are economies of scale to be achieved by combining such projects.

He indicated a desire for input from the Budget Committee as to whether this is the right time for such a proposal given the educational initiatives taking place. Vice Chairman Fareed noted the Budget Committee has asked and are acutely interested in this project. He requested, if not already provided the committee, that the Feasibility Study be shared.

DELIBERATIONS

- To see what action the Board will take regarding the Policy Memo Submitted by the Policy Committee

JLCF – Wellness Policy

Given its third reading;

MOTION BY MEMBER FAREED TO AMEND IN THE FIRST SENTENCE BY REPLACING “DISTRICTS” WITH “DISTRICT”, ACCEPT THE THIRD READING AND ADOPT POLICY JLCF – WELLNESS POLICY, AS AMENDED
MOTION SECONDED BY MEMBER ENRIGHT
MOTION CARRIED
4-0-0

IGA - Curriculum Development and Adoption

Given its second reading;

MOTION BY MEMBER FAREED TO ACCEPT THE SECOND READING, WAIVE THE THIRD, AND ADOPT POLICY IGA – CURRICULUM DEVELOPMENT AND ADOPTION
MOTION SECONDED BY MEMBER ENRIGHT
MOTION CARRIED
4-0-0

BEAA - Meeting Preparation

Given its second reading;

MOTION BY MEMBER FAREED TO ACCEPT THE SECOND READING, WAIVE THE THIRD, AND ADOPT POLICY BEAA – MEETING PREPARATION
MOTION SECONDED BY MEMBER ENRIGHT
MOTION CARRIED
4-0-0

JJF - Student Activities Fund Management

Given its second reading;

MOTION BY MEMBER FAREED TO ACCEPT THE SECOND READING, WAIVE THE THIRD, AND ADOPT POLICY JJF – STUDENT ACTIVITIES FUND MANAGEMENT

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

EGAD - Copyright Compliance
Given its second reading;

**MOTION BY MEMBER FAREED TO ACCEPT THE SECOND READING, WAIVE THE THIRD,
AND ADOPT POLICY EGAD – COPYRIGHT COMPLIANCE**
MOTION SECONDED BY MEMBER ENRIGHT
MOTION CARRIED
4-0-0

GCI - Professional Development Opportunities
Given its second reading;

**MOTION BY MEMBER FAREED TO ACCEPT THE SECOND READING, WAIVE THE THIRD,
AND ADOPT POLICY GCI – PROFESSIONAL DEVELOPMENT OPPORTUNITIES**
MOTION SECONDED BY MEMBER ENRIGHT
MOTION CARRIED
4-0-0

KEB - Public Complaints About School Personnel
Given its second reading;

**MOTION BY MEMBER FAREED TO ACCEPT THE SECOND READING, WAIVE THE THIRD,
AND ADOPT POLICY KEB – PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL**
MOTION SECONDED BY MEMBER ENRIGHT
MOTION CARRIED
4-0-0

KHC - Information Distribution and Display
Given its second reading;

**MOTION BY MEMBER FAREED TO ACCEPT THE SECOND READING OF POLICY KHC –
INFORMATION DISTRIBUTION AND DISPLAY**
MOTION SECONDED BY MEMBER ENRIGHT
MOTION CARRIED
4-0-0

KEC - Policy on Reconsideration of Instructional Materials
Given its second reading;

Assistant Superintendent Bergskaug stated the proposed changes to be a result of the previous discussion of the policy. The policy notes that, upon receipt of a written request for reconsideration of instructional materials, the Principal will “*convene a Book Review Committee.....*” Meetings will be scheduled to review the complaint and make a decision. The final decision will be forwarded to the complainant and the Superintendent.

MOTION BY MEMBER FAREED TO AMEND POLICY KEC, IN ITS ENTIRETY, BY REPLACING IT WITH THE COPY PROVIDED WITH THE AGENDA AND ACCEPT THE SECOND READING, AS AMENDED

MOTION SECONDED BY MEMBER ENRIGHT

MOTION CARRIED

4-0-0

JKA - Corporal Punishment and Physical Restraint

Given its second reading;

MOTION BY MEMBER FAREED TO ACCEPT THE SECOND READING OF POLICY JKA – CORPORAL PUNISHMENT AND PHYSICAL RESTRAINT

MOTION SECONDED BY MEMBER ENRIGHT

MOTION CARRIED

4-0-0

CFB – Building Principal Evaluation

Given its first reading;

Assistant Superintendent Bergskaug stated proposed changes are based on current practice. There is an ongoing process of evaluating Principals, which consists of meetings every other week with the Superintendent, Assistant Superintendent and the Principals. Timely feedback is provided with an annual written comprehensive evaluation.

MOTION BY MEMBER FAREED TO ACCEPT THE FIRST READING OF POLICY CFB – BUILDING PRINCIPAL EVALUATION, AS PRESENTED

MOTION SECONDED BY MEMBER ENRIGHT

MOTION CARRIED

4-0-0

CBI – Evaluation of the Superintendent

Assistant Superintendent Bergskaug stated the SAU41 Governing Board has a policy relative to the evaluation of the Superintendent.

Vice Chairman Fareed questioned if deletion of the policy has been vetted by legal counsel, and was informed it has.

MOTION BY MEMBER FAREED TO RESCIND POLICY CBI – EVALUATION OF THE SUPERINTENDENT

MOTION SECONDED BY MEMBER ENRIGHT

MOTION CARRIED

4-0-0

ADJOURNMENT

MOTION BY MEMBER ENRIGHT TO ADJOURN

MOTION SECONDED BY MEMBER FAREED

MOTION CARRIED

4-0-0

The December 5, 2018 meeting of the Hollis School Board was adjourned at 7:51 p.m.

Date _____

Signed _____