

**HOLLIS SCHOOL BOARD  
OCTOBER 4, 2017  
MEETING MINUTES**

A regular meeting of the Hollis School Board was conducted on Wednesday, October 4, 2017 at 6:00 p.m. at the Hollis Upper Elementary School.

Chairman Robert Mann presided:

Members of the Board Present: Tammy Fareed, Vice Chairman  
Michelle St. John, Secretary  
Tom Enright  
Laurie Miller (arrived at 6:05 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  
Nicole Tomaselli, Curriculum and Assessment Administrator  
Colleen Micavich, Special Education Administrator  
Charles R. Niebling, Innovative Natural Resource Solutions LLC  
D. Dickinson Henry, Hot Zero

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**AGENDA ADJUSTMENTS**

Superintendent Corey requested the agenda be adjusted so far as to include a discussion around the transportation issue following the Principals' Report, that policy IHBAA - Special Education: Determination of a Specific Learning Disability, be added to Deliberation on the Policy Committee's memo., and that a curriculum request relative to Google Apps for Education (GAPE) be added under Deliberations.

***The consensus of the Board was to amend the agenda as requested.***

**APPROVAL OF MEETING MINUTES**

Hollis School Board . . . . . September 6, 2017

*The following amendments were offered:*

Page 2, Line 9; replace "determine" with "determined"  
Page 5, Line 35; replace "emergency" with "an emergency situation"

**MOTION BY MEMBER FAREED TO ACCEPT AS AMENDED  
MOTION SECONDED BY MEMBER ST. JOHN  
MOTION CARRIED  
5-0-0**

**NOMINATIONS / RESIGNATIONS / CORRESPONDENCE**

Superintendent Corey informed the Board, earlier in the day he received the preliminary numbers for enrollment projections. We are presently at 1,276 students K-12 in the Hollis School District. NESDEC is projecting, over the next ten years, enrollment will grow to 1,611.

In terms of SAU-wide (Brookline, Hollis, and COOP School Districts), the projection is that enrollment will go from 2,416 to 2,998.

Projections are based on home sales and increased birth rate. There are presently 71 homes on the market in the two communities. Thirty-six of those (3-4 bedrooms) are under contract.

## PUBLIC INPUT

Kelly Simonian, 25 Old Runnels Bridge Road

Requested an immediate review of policies and performance with Hollis Transportation regarding transporting of the District's students. She spoke of an incident that occurred the previous Monday with students on buses 4, 5, and 11. Her daughter, a Kindergarten student who has been riding the bus for less than 30 days, was impacted. On Monday, buses were combined, the stop was missed, and her daughter did not return to her until 4:28 p.m.

She stated concern over how her daughter and other students were visibly hysterical on the bus, and there was no attempt to explain to them that the stop was missed, they were headed back to the school to meet their parents, and that everything was okay. These are the District's youngest students who have been riding the bus for less than 30 days.

Ms. Simonian stated residents in the community are sharing similar experiences. Noting Hollis Transportation is a contracted vendor of the District, she requested the services being provided are reviewed; particularly regarding the safety and emotional wellbeing of our students.

Understanding there is a shortage of drivers, she encouraged an alternative resolution such as condensing the number of routes. She remarked she does not know what the right answer is, which is why she made the request of the Board and Administration to address this situation. She also requested the subject be placed on the agenda for the Board's next regularly scheduled meeting.

Kaylen Duncan, Orchard Drive

Stated there were 4 students on the bus when the stop was missed. She and a neighbor waited for 40 minutes, knowing buses were combined. At that point, they called the bus barn after which the barn contacted the driver to devise a plan; retrieve the students from the school. She echoed the remarks of the previous speaker regarding the lack of communication to the students on the bus. Her five-year-old daughter indicated the driver said Orchard Drive was not on the list, and she did not know where they were going. To a five-year-old, that was terrifying.

She is now driving her daughter to and from school as she is too nervous to ride the bus at this point. She is of the belief she will get past that. She stated her biggest concern to be the lack of communication all around. Having not been notified, she was unaware of where her daughter was for 40 minutes.

Vice Chairman Fareed questioned if the suggestion of combining routes offered by Ms. Simonian was a proposed permanent or long-term solution.

Kelly Simonian, 25 Old Runnels Bridge Road

Remarked having the knowledge there is a driver shortage across the State, why do we continue to try to run the number of routes when they could potentially be redesigned and the overall number reduced. She would be more comfortable with her daughter riding the bus 10 additional minutes each day if that meant she would always have the same driver, that she would not rely on an email to inform her of changes each day, that schedules and bus drivers would not be dictated by sporting events, etc. If we know there is a shortage why are we not creating a plan until it is resolved?

## DISCUSSION

- Update on the Hollis Schools Thermal Electric Project (HSTEP)

Charles R. Niebling, Innovative Natural Resource Solutions LLC, stated he and Mr. Henry were in attendance to address any questions, comments, or concerns regarding the foaming of the gap at the Hollis Upper Elementary School (HUES). He noted the detailed memorandum regarding the issue and proposed resolution, which was attached to the [agenda](#).

In addition, he had been asked to provide a status of the work conducted during the 2017 construction season, and planning for 2018 (copy of presentation attached).

Regarding the latter:

- Solar PV installation is about 90% complete

Mr. Niebling commented on having been surprised at how few of the panels can be seen at the Hollis Primary School (HPS). The experience with the vendor, KW Management, has been very favorable, and they expect to complete the work by the end of next week and the interconnections to the grid by the end of the month (once all electrical infrastructure is completed).

D. Dickinson Henry, Hot Zero, commented the panels on the gym roof at HUES are at 10° and the panels on the HPS roof are about 15-17°. You really can't see the panels, even at the top of the hill.

When the subject of what dictates the inclination of the panels was brought up, Mr. Henry indicated it is wind versus collection rate; you get a little less winter collection at the lower pitch. At HUES the vertical pitch of the front roof compensates for winter generation so they can go flatter. The flatter you go the less wind uplift you have on the roof. When asked if snow would be an issue, he responded because the ballast was taken off the gym roof, which was running 8-9 lb./sq. ft., and the solar being 3 lb./sq. ft. the snow margin has been increased for the roof. Because the panels are black, the infrared penetrates the snow, and heats up the surface of the solar panel. As a result, snow starts melting quicker than it would because of ambient temperature outside.

The old gym roof and dysfunctional solar thermal panels have been replaced by a new standing seam roof, which was needed to complete the solar installation on the sloped portion of the HUES roof.

- HUES propane boiler installation

Mr. Niebling stated the old 10 oil burners were demoed early in the project and the new condensing boilers, which will operate at up to 95% output efficiency, have been installed and are ready to go. Being finalized is the connection of the boilers to the building control system. Granite State Automation is wrapping up that portion of the project. The pumps have variable speed drives, and will be much more efficient (will only circulate water through the school system when there is a call).

Propane tanks are buried. The oil tank is gone. As soon as the roof work is done on the sloped portion of the roof that part of the courtyard will be seeded.

- Electrical upgrade at HPS – substantially complete

What remains is the installation of the new transformer by Eversource, which is scheduled for the end of next week, and then all the connections; there were 2 scheduled outages, which have been carefully coordinated with kitchen staff, Police, Fire, etc. The first has already occurred and the second will be on Saturday.

- HPS and HUES LED Lighting

Mr. Niebling noted lighting and foaming of the gap are two projects that were originally scheduled to be completed during the summer construction season. Lighting was delayed primarily by the need for a detailed lighting plan from an electrical engineer, which was not fully appreciated in the early stages of the project, and a significant lead time on the ordering of the appliances (4-6 weeks). The lighting plan has been completed, and will be shopped around to vendors shortly (RFP). The expectation is the installation of the new LED

lighting will be completed before the end of the year. To qualify for all the rebates the District would be entitled to, that work must be done before the end of the year. The plan is to schedule the work during late afternoon/early evening hours. The expectation is that the installation will occur during the month of December.

Mr. Henry remarked he believes we are in good shape. He believes StructureTone will purchase the fixtures themselves, and the RFP for the contractor to put them in will be a separate process.

Chairman Mann questioned if the rebates are based on procurement or installation. Mr. Henry stated that to be uncertain at this time. Mr. Niebling noted the efficiency programs run by the utilities are there and funded every year by the system benefits charge on your bill. If it doesn't happen in December they will jump right in in 2018, resubmit the application, and will be very early in the queue for rebate funding in 2018. The goal is to get it done before the end of the year.

Mr. Henry commented HUES is a little easier to do than HPS because there are less different types of bulbs. One thousand to 1,100 of the bulbs are all the same type in both schools, and then the other 400-500 are different. If 2/3 of the project were done in this calendar year, he believes the rebates would still be provided.

When asked what is keeping the order from being placed once it is put in, Mr. Henry stated they received the engineering design about 2 weeks ago. It was reviewed by StructureTone, and is being reviewed by him and Mr. Niebling as well as a few vendors who have an opportunity to give input as to how it might be modified. When that is solidified the RFP goes out. StructureTone will likely handle the actual bidding on the bulbs, and then a different RFP will go out for the installation. The District must have Primex look at it as well so that the insurance company is happy with the final system. He commented this process is typical.

- HUES gap foaming

There is approx. 1,100 linear feet of a 3-4" gap between the CMU walls and the corrugated steel roofing between the 1997 addition of the school and the balance of the school. That is a hole in the building 19' on a side, and that is what they are trying to plug. It has been plugged with rock wool, but rock wool has no air sealant capability.

Being proposed is closed cell urethane foam with a coating called intumescent paint, which is a fireproofing paint that retards the movement of fire. It doesn't delay it permanently, but retards the movement. Both products are approved for school, extensively tested. Just to assure the Board and the citizenry about any potential for off-gassing, which is an issue when the closed cell foam is curing (takes 24-48 hours), the work will be delayed until the summer of 2018 so that there will not be anyone in the building when the work is done. Very little is lost by delaying it other than a year of cold air moving in and out of the building. Mr. Henry stated the intent is to do the work after school closes and before the summer program begins.

Mr. Enright stated he had believed fireproofing products were not an insulator. He was concerned when he read the memo indicating they would insulate with it. He questioned why that happened, and why it took the Building Inspector to sort of turn that process around.

Mr. Henry responded the existing rock wool is a fire stop, and that is not being taken out; they will go over it. All that is needed is an air sealant. Using the fire sealant was one of the options that Kohta Ueno of Building Science Corporation recommended, which is why they went with that first. However, when it was taken to the Building Inspector, he indicated he would have to do four different installation inspections. They explained the material is not a fire stop, as the fire stop material is already in place, it is an air sealant. The response was fire sealant material is being utilized and requires this type of inspection process. When questioned about the use of foam with intumescent paint, the Building Inspector indicated that would be fine, and there would not be the need for inspection.

Mr. Henry reiterated the product is an air sealant. Although it will add insulation that is not what it is being used for. Mr. Enright stated fire retardant does not have a good reputation in terms of what it can do if in contact with people. Putting large quantities in a school raised his antennas. He is being assured everything is fine, and the product does not have any carcinogenic quality to it. Mr. Henry commented if you sat there while mixing the foam and inhaled it, it would not be good for you. It takes 24 hours to cure, and once it is cured it stops outgassing, and that is why they vent the rooms during the time it is curing. Once it is hard you paint it with the intumescent paint, and you are done. There isn't a fire retardant in the sense that you think of it spraying onto curtains, etc. Mr. Enright remarked if there is a known history with this product he can be satisfied. Mr. Henry stated that to be the case.

- Preparation for Year 2

Mr. Niebling spoke of the work that will be done over the next several months. The primary focus of the work will be:

- Designing the reconfiguration of windows at HPS, wrapping of the exterior of the building, and the installation of the air source heat pumps.

A draft RFQ will be sent out as soon as it is received back from Primex. There is a list of architectural firms that have the credentials desired, e.g., experience working with energy improvement projects, experience working with schools, and with this type of remedy to insulate and improve the efficiency and performance of the school.

Mr. Niebling remarked they have had considerable back and forth with Donna Setaro who is support staff to the Hollis Historic District Commission. The commission will be very involved in the process of developing the design of what they think will probably make the school much more compatible with the historic nature of this part of the community. The goal is to have the design ready to pitch to vendors late December/early January so that bids are received in the middle of the winter.

- Replacement of the air ventilation units with heat recovery ventilation units

This will reduce the tremendous loss of energy associated with exhaust and heated air.

- Gap foaming, EIFS wall improvements

If there are funds remaining in the project budget, there are some improvements that can be made to EIFS walls at HUES, which would have the effect of mitigating some moisture issues.

- HUES and HPS phase change materials installation
- Retro-commissioning of the HUES building control system

Chairman Mann questioned if, after project completion, there will be opportunities to report out on the overall performance of the project.

Mr. Henry stated there are some areas where savings will be seen right away, e.g., when the lights are in a significant drop in the electricity to lighting will be seen. Now that the boilers are in a significant improvement will be seen. Mr. Niebling commented it is not just the difference in the heat cost in fuel, it is also a reduction in the use of fuel because of the efficiency of the boilers and other factors in the building. Mr. Henry continued then there are the non-monetary benefits of you don't have to look at the boilers twice a day to ensure everything is okay. When the PV arrays kick in, which should be by the end of the month, that will be a dramatic reduction in the electric bill. He stated his understanding of the way it will work is that Eversource will send the District a check at the end of every month for the value of whatever we put onto the grid. Mr. Niebling commented all the rules have changed, so they will take time in the coming weeks to understand exactly how

that will work. Retro-commissioning should also result in significant savings. Out of the retro-commissioning will also come recommendations for additional equipment, modification of fans, how you get fresh air from the gym into the locker rooms, etc.

After next year a very dramatic reduction should be seen in the oil usage at HPS, and hopefully the electric generation will balance out the new demand from the air source heat pumps. The heat recovery ventilation on the roof will be much more efficient than what was in place previously. He commented on a vendor on heat recovery ventilation coming onsite. On the first floor of the '68 section and in the 2<sup>nd</sup> floor it may be that they put individual heat recovery units in because they are not tied into the ventilation system of the older part of the building. If that occurs it will result in a significant improvement in comfort and a reduction in oil use. However, that would not occur until next winter.

Chairman Mann spoke of the importance of reporting out to the Budget Committee and the community-at-large on the gains resulting from the project.

Mr. Niebling remarked they will be able to submit all the final paperwork on the solar rebates, which total about \$130,000, the propane boiler rebate, which totals \$15,000, and eventually the lighting rebate, which will be in the order of \$60,000 to \$70,000.

## PRINCIPALS' REPORT

### 2017-2018 Goals [Presentation](#)

Principal Izbicki remarked although the overall vision is "Reflect and Refine", it is not because they are not doing anything new, they are just trying to think back to the past 3 years of all of the new things that have been done such as the Workshop Model, Project-Based Learning, MakerSpace, Learning Commons, and all of the differentiated instruction, and really trying to tighten up the practices to help them move forward.

### Vision

The vision of Hollis School District staff is to work collaboratively to ensure (encourage, nurture, advance, promote, stimulate) academic growth and develop a passion for community, learning and the life skills for: (1) independent learning, (2) social, and (3) emotional success in students.

Principal Fowler remarked, through that lens, they are creating their own building PreK - 6 goals, and thinking about not just academics, but the entire student.

### SAU41 Strategic Plan

**Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.**

Leadership - to build educational teams who value growth mindset, collaboration, communication, and think critically to create personalized learning opportunities through Professional Learning Communities (PLC).

Principal Izbicki spoke of the different levels of leadership commenting there are leaders within teams, within buildings, and within the student body.



Participants in PLCs are the grade level teachers, cross district specialists, reading teams, math teams, and wellness. They focus on student work, data samples, to change practice to meet individual learners needs. They meet 45 minutes/week in a teacher area, learning commons, etc. PLCs are best practice, focus on students, and support teacher growth.

Academic - teachers will develop, refine, and utilize responsive lesson planning practices to personalize / differentiate learning to meet the needs of all learners.

Nicole Tomaselli, Curriculum and Assessment Administrator, stated, to her, this is where the art of teaching is; to look at the students in front of you, know the standards you are responsible for, and to find creative ways to get all of that accomplished that keep it engaging and relevant to the students. There is a number of curriculum products out there that are very well paced where you can open a book and just go through it, but this is where the art of teaching comes in; how do you refine, reflect, and look at your performance of your students whether in Response to Intervention (Rtl) or PLC meetings, and determine how to differentiate and customize it to the students' interest.

Responsive lesson planning is the idea that, as a practice, educators use data whether it be numerical or antidotal to determine what a student is ready to learn and how that correlates with where we want them to go during a year. Standards certainly dictate that, but also personal interests, and the student's target range and abilities.

Teachers meet regularly in PLC teams and for Rtl groups to discuss level and depth of student understanding and their performance relative to those grade level standards. They also discuss activities that did and did not work.

Ms. Tomaselli stated one of the things they want to do this year is develop additional authentic ways for students to be able to show what they know, and demonstrate that to a wider school community.

Ms. Tomaselli spoke of what personalized learning looks like in a school setting. She spoke of the Workshop model, and explained how that occurs; divide up time into 3 chunks; opening mini-lesson, differentiated work period (variety of tasks going on in classroom that all students will experience), and some type of whole group gathering where students share what they have learned.

Differentiated instruction offers a variety of academically appropriate tasks within the lesson based on student skills or needs. In a classroom of 20 students there will be a variety of needs and skill levels. How you group the student and how you manage that is through differentiation. You need multiple different types of resources, manipulatives, and a variety of activities prepared.

Performance tasks are activities and assessments that require students to demonstrate their knowledge and their understandings and proficiencies with an actual product and/or performance.

Another goal is to learn more about Project-based learning, and to experiment with what that would look like in the schools. Project-based learning is student influence inquiry process that is structured around complex and authentic directing questions, and the creation of relevant work products. It is a way of teaching students, which gives them ownership and autonomy to demonstrate their learning with teacher initiation and support.

Learning - work with Department of Education (DOE) resources to begin building and embedding social/emotional programming that will continue to focus on developing students' abilities to be: problem-solvers, resilient, independent, tolerant, as well as to be able to persevere through difficulty/failure, have an optimistic view and to have a growth mindset as learners.



**Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.**

New Staff Members

Kelsey Simard - Instructional Paraprofessional (HPS)  
Paula Grieb - Spanish Teacher (HUES and HPS)  
Heidi Moore - Case Manager (HUES)  
Tammy Lucke - Paraeducator (HUES)  
Heather Niebel - Paraeducator (HUES)

**Goal 3: SAU 41 will utilize appropriate technology to enhance student achievement and improve operational efficiency.**

Academic - teachers will develop, refine, and utilize responsive lesson planning practices to personalize / differentiate learning to meet the needs of all learners.

**Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21<sup>st</sup> Century learning skills.**

Teaching - teachers will develop and implement best practices to grow critical thinking learning opportunities for students as evidenced by teacher goals, observational walkthroughs, lessons, and performance tasks.

Principal Fowler spoke of a group of students from the 6<sup>th</sup> grade that expressed concern with hurricane relief. During their classroom morning meeting time they decided they wanted to be Hawks with a Heart, and do something to raise money. They sold crafts and food. They designed all the announcements, coordinated who would bring what, man the lunch tables, etc. They raised over \$1,000 for the American Red Cross Hurricane Relief.

Academic - teachers will develop, refine, and utilize responsive lesson planning practices to personalize / differentiate learning to meet the needs of all learners.

Learning - work with Department of Education resources to begin building and embedding social/emotional programming that will continue to focus on developing students' abilities to be: problem-solvers, resilient, independent, tolerant, as well as to be able to persevere through difficulty/failure, have an optimistic view and to have a growth mindset as learners.

**Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.**

At HPS and HUES

- Nurse's Office, painting, new intercom system, sound system in the cafeteria/gymnasium, cleaning, landscaping, speed bumps.

The intercom system at HPS can be heard inside and outside of the school.

Principal Izbicki commented the Learning Commons has been amazingly overdone. She thanked the PTA, which donated \$6,000 to purchase a lot of the furniture in that area.

- Landscaping (trees, bushes, mulch); deep cleaning of rooms and furniture, painting inside and outside, waxing and restoring floors .

Principal Fowler commented HUES has a new, clean, bright entrance. The tree that was there had too shallow of a root base, and kept pushing everything up. It did need to come down because of the work

being performed. Although it was sad, she is very pleased with the new front entrance. They are working on students designing what should go there.

- Collaborating and coordinating with all construction work/workers

Principal Fowler commented they have been fabulous to work with and to work around. They have been very cognizant of what is happening outside, etc.

Colleen Micavich, Special Education Administrator, stated work continues on the social/emotional learning goal. They are working closely with the rest of the District and Mary Steady, M.Ed., Administrator, Office of Student Wellness, NHDOE, to really look at practices throughout the District. They have conducted two 2-hour meetings. What they have done in those meetings is talk about what are we doing to support students and student wellness. It has taken that long to dig down into what sort of practices are we doing that really support our students, when we look at the whole child, in being healthy.

Ms. Micavich commented she believes the next phase will be to take that overview and identify where things are missing so that they can be filled in.

They continue to talk about kindness; are doing One Book/One School, are reading a book about kindness, and will see the movie.

#### Special Education Overview

- Special Education DOE Compliance Review- Fall of 2017

As part of the review, 71 different indicators on how we are meeting student needs are reviewed.

- Strategic focus on aligning special education between buildings

The desire is to avoid a special education student having one experience in PreK-3 and a different one in 4-6.

- Implementation of revised NH special education regulations & resulting paperwork
- Training of case managers regarding process/procedures
- Continued emphasis on early intervention and increased emphasis on early identification of students with special education disabilities

There was a heavy emphasis on ensuring students are getting services in both buildings, but earlier is better. They are looking at how the District can intervene as early as possible, and the addition of a Case Manager is really going to help meet those students' needs earlier.

#### Looking Forward - Strategic Goals 1-5

- HSTEP
- Growing Support for our diverse learners to meet the needs of all students - math, environmental science, learning commons.

Principal Izbicki commented they have really had to think about all our learners; those that need support, those that are right where they are at, and those that are extending beyond.

She remarked there is a lot of excitement about the Learning Commons and all the things that come from that.

- Adding in technology to support learning

This year alone, through discussions at PLCs the District has learned it will be loaned a virtual reality set, and the teachers will be able to experience some virtual reality field trips. They will be able to see if any of those would have an impact on our curriculum where we could take kids places that would have an impact on what they are learning.

A variety of things come about as a result of the teachers having the opportunity to meet as groups, e.g., have a math committee that meets and put together a Math Week during which the students do things that celebrate math, all students will be doing break-out boxes; will have to solve puzzles, figure out ways to unlock locks and other things to get a puzzle piece that will then culminate in a final whole-school assembly where all of the pieces will be put together, and there will be a big reveal at the end.

- BYOD at HUES

Principal Fowler remarked last year the Board approved a Bring Your Own Device policy. In preparation of that, information was sent home to students/parents. The first few sessions on the expectations/management of the BYOD program have been conducted.

She commented they anticipate getting closer to that 1-1 for students. They have had 4 laptops in every room, 3 or 4 laptop carts, the PTA will have given \$10,000 from last year to this year for technology and looking at how does that all work together. There are many more Chromebooks. Seventh grade students use Chromebooks. They worked differently, and if you don't have one it takes a little while to get used to so the District is deploying those in the classrooms. The decision was reached that instead of having a new laptop cart, laptops are being put in classrooms. As a result, every classroom in the 6<sup>th</sup> grade will have 9 laptops, which is almost 1-2, and then with BYOD it may be that they have 1-1 situations in 6<sup>th</sup> grade.

- One Book One School at HUES
- SOAR program at HUES

Regarding Service Oriented Activity Reflection (SOAR), Principal Fowler commented there are many students who want to change the world, and they do lots of kind, giving things. The desire is to go one step further thinking about what impact did you have on the community and yourself. Students will have the ability to earn some community service credits and get promoted with distinction after 3 years of working in the SOAR program.

- Continued focus on the whole student - behaviorally, socially and academically

#### Hopes - Strategic Goals 1-5

- HUES to become a Professional Learning Model School for other schools across the country through our use of data to drive instructional practices
- Continue to collaborate with both buildings (collaboration committee) to align practices and vision PreK - 6
- Continue to work together with the HSTEP committee
- Reach out to the community for more collaboration - PTA talks, administrative coffee talks, learning commons visit
- Provide valuable PD time for staff for continued growth and collaboration

Ms. St. John asked for additional information on how PLCs impact students. Principal Izbicki spoke of the example provided in the presentation of the book Molly, by Golly; the idea came out of PLCs. Students from the 4<sup>th</sup> grade read the book, students listen, there is a discussion, the book goes on display in the Learning Commons as a new book, and then they put other books around it that are similar. It is kind of a way of introducing a book that is now going to go into our library while adding these unexpected people who became these unexpected careers, heroes, etc. Ms. St. John commented it is really for the students to just use self-inquiry.

Ms. St. John asked for additional information on the individualized learning utilizing technology. She referred to a photo that was displayed in the presentation that showed a student using technology wearing headphones. Principal Izbicki explained the program is called DreamBox. It is math oriented and gives the student a bunch of different tasks based on certain skills. The teacher reviews the data and the teacher pushes out lessons to the student to help support the identified need. Students do the lessons and play with manipulatives and things to show their learning. DreamBox doesn't have you securing a skill until you have touched it a certain number of times. The next station is small group instruction with the teacher where they are working on the standard for that day, and are getting to meet with the teacher to receive that direct instruction. Principal Izbicki commented DreamBox provides that individualized learning. It is hard to get that individualized piece of learning at all of these different levels with a group. Although the photo showed a single student, they do that program in that guided group. Where one child on DreamBox might be working on some deficits another could be extending to other grade levels on some skills because he/she has already solidified skills.

When asked about what occurs at HUES, Principal Fowler responded IXL is a piece where students can learn at their level. Teachers are looking at what is the content, what are the standards we are teaching, how do we differentiate those standards. In a typical math lesson, you will see instruction, review of what happened the day before if there is a different concept, new concept, guided practice, independent practice, and then coming back together to discuss what was learned and what the homework will be. They do not have time in their day that students can be placed on a computer. That does not happen very often at HUES. A lot is either working as individuals, within a group, with the teacher, or sitting through either the review or the whole group lesson.

The bigger picture is they are looking at what are the needs of the entire grade level; Karen Kelley, Math Support Teacher, works with some of the fastest and slowest paced learners in the building (has 6 classes/day), and how do we reduce that range. If there are students who are in the 1% for learning and students in the 99% for learning they do not need the same type of pedagogy for instruction. They don't even need the teacher the same way; one time the teacher will have a student stand with him/her and work on the problem and other students need to see a few examples of the model, and then can take it and run with it. Flexible grouping does help reduce the range.

Ms. St. John questioned if each group is put together or if the students are blended. Principal Fowler stated it is not a homogeneous. It is reducing the range of the need in a classroom. Instead of having all percentile rankings they may take students that are from the 1<sup>st</sup> percentile to the 20<sup>th</sup> percentile, etc. in small groupings. It is called flexible grouping because it doesn't stay the same when topics change. They may be doing a multiplication unit, and knowing Geometry is coming up next, they are pre-testing to see what students know, are looking at the District data, which is the map data, looking at teacher observations on how anxious are you about math, how frustrated are you with certain types of things, what are your work habits, and then making some decisions, before that unit starts, based on the raw data.

Ms. St. John spoke of information that was sent home about the science testing, and questioned if the inquiry piece is something that will grow over time, etc. Principal Fowler responded the testing will be called New Hampshire Statewide Assessment System. It is still State testing. It was previously called NECAP, then was Smarter Balanced, and now will go by this new name. It is still about how New Hampshire students are doing with regard to the standards. Science testing will switch and now be in 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades. The NECAP assessments have several different parts, e.g., earth life, and then there is an experiment piece where students must work collaboratively. It is never known which part of science it will be in. The inquiry score

might have been higher last year, but it was not in the same science. It might have been higher in life science, now we get to physical science and it is lower, it is a different cohort of students, etc. The goal is for students to be able to say I can solve that problem; it doesn't matter that I don't know about refraction or how do I critically think to solve that, and think about my thinking and come up with those scientific ideas of what is the question I am looking at. They did not do very well this year. She commented she looks at what is the question; how did the whole State do versus how Hollis did. We have pretty much always been ahead of the State. This year we were not, in inquiry, we were right with the State where in the other pieces we outperformed the State. When it came to setting up the science experience, we didn't do very well.

Assistant Superintendent Bergskaug added the NECAP assessment was not aligned to the standards that we go by with Next Generation (NextGen). That is another contributing factor.

Ms. Tomaselli commented this kind of speaks to the reason she does not put too much stock in any one standardized test. She would much rather see the District creating products outward for the community that are relevant. It is a measuring point that we are all accustomed to in education. She stated her hope this new testing is more aligned to NextGen, and incorporates questions around engineering design process. What we teach to are the standards, and we hope that the assessments fall in line with the standards. In this case, the NECAP scores from this year are almost invalid because they are not aligned at all to NextGen. For any District that has moved to NextGen, and our State adopted in November, the test results are not aligned at all to what we currently teach.

Ms. Tomaselli commented it is important to know that with the rest of the standardized data a cohort is followed year to year. There is data that is reliably tracked over time.

***A member of the audience requested the opportunity to speak. The consensus of the Board was to allow for additional public comment.***

Alison McSeveney, 8 Sawmill Road

Spoke of the discussion around differentiation. She remarked last year there was a small group of students in 3<sup>rd</sup> grade that was working on advanced math, and this year they are in 4<sup>th</sup> grade, and are in a group with a bunch of other students that weren't in that advanced group. She questioned if monies could be placed in the budget to have someone come in to work with those students. Perhaps another math specialist could come in and work with groups that need that differentiation.

Superintendent Corey responded for the SAU it is a bigger question of K-12. A few years ago, additional supports were added to the elementary level. A teacher was also added at HUES to begin that process of acceleration. We are not there yet. We're also trying to make sure that what we add at the lower level continues at the middle school. Assistant Superintendent Bergskaug is doing a K-12 proposal. We have staffing needs not only potentially here, but at the middle school. One of the things they are hearing from parents is students would arrive from the acceleration and then be in the situation that was described. The Administration will make proposals to the COOP budget to meet those students where they will be at, at the middle school, and then they can take off for the high school. Several years back there was an acceleration program at the middle school. The individual who taught that retired. It was during a tough budget year and the position was eliminated.

Ms. McSeveney stated there is an accelerated program in the middle school. Superintendent Corey stated there is compacted math, but compacted math, to address what she was speaking of, doesn't meet the needs of what we have. We really have a group of students who are ready for Algebra by 8<sup>th</sup> grade. We have a group of students who are coming in probably with the ability to do at least the first half of Algebra in 7<sup>th</sup> grade. That is not really addressed in compacted math.

It is a bigger system-wide issue, that Assistant Superintendent Bergskaug will, probably in November, bring forward a proposal to address. From the standpoint of the Administration, it needs to be addressed K-12.



Ms. McSeveney questioned if the concern is if the students get too far ahead they don't have anything for them afterwards. Superintendent Corey responded right now we don't at the middle school. That is an issue. We increased flexible grouping from 5-6 at HUES with the intent at some point to moving that to more of what was being discussed, but the support system is still in the process of being built.

Ms. McSeveney questioned if what was being stated was that the District was not going to put the funds into accelerating these students because there is nothing for them later on. Superintendent Corey stated the Administration is looking at the issue holistically. They intend to accelerate at HUES, but there is also the need to have a place for those students to land at the COOP. There is a tremendous high school math program, but what has been found is that there were unintentional gaps created, and we have a significant number of students who are doubling up at the high school and doing the work on their own to decrease that gap. Four years ago, when he interviewed, it was a big issue; wanted to move the math program back to where it had been. To do that involves multiple districts and multiple budgets. The Administration is working on the infrastructure piece.

Principal Izbicki has done an exceptional job at HPS and that is supported at the SAU. They know that needs to move forward at HUES, and know in this year's budget that will be proposed at the COOP so there is a better landing spot for those students when they get to the middle school with the goal of those students who have a passion for math getting into AP Calculus Part B.

Ms. McSeveney questioned what the students who had that great program at HPS do now that they are in the 4<sup>th</sup> grade. Ms. Miller questioned what the program was commenting she is unaware that we are accelerating at HPS. Assistant Superintendent Bergskaug questioned if the discussion would be better had on an evening when the item appears on the Board's agenda, and a full presentation could be made.

Ms. McSeveney remarked she just wanted to see if there is any way to get someone part-time at HUES, stick that in the budget. There is not a whole lot going to that segment of the population. Chairman Mann suggested that be a future agenda item, perhaps for November.

Superintendent Corey requested those members of the public wishing to address this issue send him an email so that he could reach out to them, and make them aware when the matter is placed on the Board's agenda.

## TRANSPORTATION

Superintendent Corey stated, at the beginning of August, we were fully staffed, and by the end of August we were down 1 driver. During the first week to 10 days of school the transportation company made the decision to be down 2 drivers because they and the District were not necessarily happy with the performance of 1 of the drivers. From there a driver went out for major surgery, which was completely unexpected. We are down 3 drivers. We have 4 drivers in training, but that is a very complicated and lengthy process. A Commercial Driver's License (CDL) is required to drive a bus. In addition, there are requirements in terms of training hours, Homeland Security background checks, etc. We expect 3 of those 4 if they pass everything. If you go for your test and fail it, you must wait 10 days before retesting. If everything goes well, the 4<sup>th</sup> driver is expected to be on board by mid-November.

The result of being down drivers has been the split routes. The split routes are also created because of athletic events. The bus company is contracted for the SAU; COOP, Hollis, and Brookline. When you are down drivers and the soccer team needs to go out to Lee, NH, they are leaving at 1:00 p.m., which results in being down a driver.

When splits are necessary, we do approach large numbers on the buses. To the comment made earlier about condensing buses, he stated he is happy to look at that, but is concerned that could result in 3 to a seat, and it adds time because of the number of stops added.

Superintendent Corey stated the Administration continues to work with the bus company on a regular basis. Other companies were called to see if assistance could be provided. The same situation was relayed; there are plenty of buses, but no drivers. What has been experienced by bus companies is individuals training, obtaining their CDL, and then leaving to get a larger paying job working with either a long haul, UPS, FedEx, etc. There is also the issue of the cost of the fee to obtain a CDL. Incentives such as signing bonuses and longevity have been offered, which have helped.

The situation discussed earlier was one he was very disappointed with. It happened because a substitute driver didn't get a completely accurate list. We got to a certain area and the driver didn't have stops. They are instructed not to let the child off the bus. If you are not sure where the child is supposed to be the protocol is they stay on the bus, and come back to HPS. When that happens, the building gets a call; someone at the SAU receives a call. In this case it was him. He was at the high school, and left to meet the parents at HPS. He informed the parents their children were on the bus and would be back. At the same time, he is a parent himself, has been through that once personally, and understands there is no worse feeling. Nothing he could say or do could make those parents feel better in that moment.

He followed up with conversations with the families who requested that the following day. It was devastating for those 2 five-year-old children. It was their first experience. He stated his belief in both families the child is their oldest, they came here for the schools, and as he said to them, we let them down. It doesn't matter that it is a contracted service or not, we let them down.

He remarked he was much happier that the substitute driver followed the protocols, and didn't just decide because a five-year-old said that is my stop, to let the child off the bus. He commented there are many days where parents are coming from distances, and there isn't someone at that bus stop. There are other bus companies the Administration had interviewed that will not do that; they will not bring students back to the building. What we get from the transportation company we utilize are very dedicated individuals, we just don't have enough of them right now.

He reiterated he is happy to look at condensing buses, but understands that will put many of our children on a bus for over an hour. It would free up some drivers that would help with athletic runs. The middle school field hockey team did not go to their event earlier in the day because we didn't have transportation. As an athletic department, they are considering whether some events could be moved to Saturday, what is the latest time we could play another team, e.g., could we start at 4:00 p.m. and be done before it gets dark. Once we get to 3:45 p.m. our buses are free. From an income point of view, for a bus driver to earn extra income it comes through the charter runs. If there is not the availability at some point in the future to earn the additional income, we would likely see drivers go to different companies.

Start times were changed. There have been no issues with that in the morning. We're looking at about a 5-minute difference in the afternoon, but part of the dilemma is the amount of road paving taking place in Hollis, which can add a lot of time. It is not yet known if the end time at the COOP will have to be adjusted, which would be done if necessary, or if it is simply working out the kinks with the road pavement and those details.

Some of the teachers are doing bus duty, but are approaching contractual hours because those minutes add up. When you get into a point where your buses aren't operating well, you have more people picking up their children. That creates another issue. The other day it took 11 extra minutes to get buses out of the COOP because some individuals came in, felt that their need was greater, and the buses couldn't get out. A variety of issues are dealt with.

Superintendent Corey remarked he has spent countless hours on buses. As he has told anyone who has contacted him, he does not have social media accounts, and does not intent to start any. If people don't email a Principal or contact someone at the SAU he is not necessarily aware of a situation. The Administration is amid 4 budgets, 5 contract negotiations, and always stop what they are doing if there is an issue with a child.



He stated he has 2 parents who have reached out to him who want to be proactive and sit down, and see if they can help solve the situation. He will be meeting with them over the next few days. He has learned sometimes when you do this all the time you miss solutions that are there because you are too used to doing what you always do.

He stated the issue will be addressed. He understands the bus company, from a contractual standpoint, is not meeting the demand. Having been with Superintendents from across New England the previous week, he understands this issue is occurring across New England. He remarked there is a very attractive position at the SAU Office for accounts receivable/accounts payable, and we have no one. The position has been offered to a couple of people that have come in, and the next day they get offered a better job, and don't accept our offer. We can't get custodians, we struggle to get food service, and we have a couple of para openings. The economy is doing well, and hourly wage positions are difficult to fill.

This issue will be addressed again at the SAU meeting, and will continue to be addressed. He remarked there is a big difference between buses being late and unacceptable comments by drivers or safety issues. They are approached differently. The safety issue we heard about, and will correct that with new lists, etc. When he or the Assistant Superintendent get a call on inappropriate comments from a bus driver, they address that with the bus company. He commented the last thing you want to do when you are down drivers is let go of staff, but the bus company has done that and proven unless they are the right people they are not going to be here. He complimented them for that.

Ms. St. John stated she has spent time researching this issue, and is aware it is a nationwide problem. She suggested finding a way to communicate differently to the parents of the District about this. The District must be proactive and get the facts out there through a variety of means; make parents aware of the current situation, provide information on how these situations are handled, who to contact when a situation arises, and identify the date in November at which we anticipate being once again fully staffed. We need to get the message out that we are all in this together.

Superintendent Corey noted until today when they had to cancel the field hockey event, there had been no impact at the COOP School District. There is very limited impact to the Brookline School District.

Ms. Miller questioned how the communication works between the drivers, the bus barn, and the Superintendent. Superintendent Corey stated the drivers have the two-way radio system and communicate with the barn. The bus barn communicates with either the building, the SAU or him.

Ms. Miller asked what the timing was when the driver missed the stop for those children. Superintendent Corey stated he was notified around 3:55 p.m. The bus driver had already talked to the barn. Both parents had talked to Kim at the barn and knew the children were on their way. There are buses that travel ½ hour away. Ms. Miller remarked the bus calls into the barn, the barn called the Superintendent. She questioned if the parents had not called in to ask where their child was, who would have contacted the parents.

Principal Izbicki commented, on that day, it was a perfect storm type of event. Typically, the bus barn calls the school, and the school notifies the parents right away. She and Heather Wilkey, Secretary, stay until 4:00 p.m. until they see the buses pass. Often it has been later because the buses aren't passing until later. On that day, she was out at a dentist appointment. Heather was in the bathroom. She waited until 3:55 p.m., and felt she could go to the bathroom at that time. The phone rang, and she missed it. The phone system takes up to 10 minutes to provide an indication that there is a message. She did not see the message. As she was leaving she saw a parent so she stopped and waited, and all the information came pouring in.

Superintendent Corey added, if the bus company cannot reach the building, they contact him or the Assistant Superintendent, and he/she goes to the building to meet the bus. There will be an adult from the SAU who meets the bus. In this event, there were two other parents who were not yet aware, and were contacted by Ms. Wilkey. Those were older students so the reaction is completely different; they understand it. In one case there was an older sibling from HUES with the two younger ones. He agrees it was kind of a perfect storm. It

was a worst-case scenario, and the protocols worked. He is not happy the event occurred. Upon researching this incident, it was learned the list provided to the substitute bus driver was not up to date.

Ms. Miller spoke of having utilized the car pool at HUES earlier in the day, and indicated she waited a good bit of time in traffic in front of HPS because cars were spilled out onto the road waiting. She questioned if that situation is improving. Superintendent Corey stated it will get worse because of the current bus situation.

Principal Izbicki commented they are trying to get parents to move in two lines, to come in 3 at a time and go out 3 at a time. There are a few things that hold that up, which she has tried to reiterate to parents. There are parents getting out of the car to let their child in the car, they have been asked to let the child get in the car by themselves, which most can do. Unfortunately, there are some who are still in the restraint, and the parent must get out to buckle them up. That will take a few extra minutes. There are parents that are cutting each other off and not being kind to each other. She has contacted the Hollis Police Department, has informed them if the school catches license plate numbers they will have no problem reporting them. But there are some things that are going on that can be resolved by people following the process. Because of rolling buses, carpool is being held up every now and then because buses are going.

When asked, she stated as the year goes on carpool does increase. The carpool is large and has always been that way. They do their best to have the process go smoothly. There are instances where a child may not have a carpool note. They will check I.D. If it is not on there they must check the form to see if that person is on the list to pick up the child. They are going to do their due diligence to ensure that child should be going with that person. If the person is not on the list a parent must be called to make sure it is okay for them to pick up the child, and then the person must drive up front so the I.D. can be checked. To communicate all of that and make a phone call, leaves cars running and waiting. If that just happens once every day it starts a trickle effect.

Vice Chairman Fareed commented on having discussed the subject of buses with Principal Izbicki last year, and of all the information shared what stuck with her was the stories of how many kinds of fixes students can get into with respect to getting off the bus, students who want to stop at their friend's house, and tell the substitute driver that is their house when it is really their friend's, etc. When the bus driver in the situation discussed earlier followed the protocols, and didn't believe the five-year-old students it is just a Sophie's Choice situation. She suggested we must be able to tell a substitute bus driver that when a Kindergarten student says that is my house, that driver must call the barn.

Principal Izbicki remarked her concern is that she is responsible for those students until they get off the bus, and she did not want students getting off the bus to nobody.

Principal Fowler spoke of the public input provided that the bus driver did not inform the students of what was happening when the stop was missed. That is something that happened to one of the older students last year; missed the stop, not because of the driver, e.g., were sleeping or some other reason, and that little one did not know what would happen next. We realized that as adults we know what happens next, the bus barn gets called, the parents are notified, the bus will only bring you back to school, but the students did not know that. They started talking about here is what happens if you fall asleep, were talking and missed your stop, etc. That is another piece of the situation, students should be informed, it is okay, I'm taking you back to school.

Vice Chairman Fareed commented what has struck her for many years is where we have routes that are over-packed with students or situations that are being described, it seems the bottleneck this past year has been with drivers obtaining their CDL and the associated training. But there are smaller vehicles that don't require drivers to have a CDL. She stated she perceives this situation as needing money one way or another; paying the drivers more, etc. If there is some arrangement where it could be determined that 8± students could be taken off a route that has been split, and drive them home in a vehicle that does not require the driver to have a CDL the same hiring restrictions and training periods will not apply. It could be a stop gap or a longer-term solution.

In terms of the carpool at HPS, she questioned if there is a means of bleeding off traffic by exiting out the door that she refers to as the Science Fair room. Principal Izbicki stated that to be where the buses come in. There is a lot of construction there this year so that has been blocked off. But they have talked about possibly having those who are just going home go out that way and those who are going to HUES go the other way.

Vice Chairman Fareed responded she was thinking more about those leaving Kindergarten going in one direction and the others in another direction. Principal Izbicki stated that has been discussed as well just because they are most likely the ones where parents must get out of the car. There are families with children in multiple classes, etc.

Ms. Miller commented the messages received have mentioned mini-vans. Superintendent Corey stated mini-vans have been utilized. He noted the special education vans, which do not require a CDL, still struggle to find drivers.

Vice Chairman Fareed commented we will have to pay more money. She is not willing for other towns to succeed and us not. Ms. Miller commented on being pleased that retention bonuses have been offered. Superintendent Corey reiterated other towns are also struggling. Vice Chairman Fareed remarked, at some point, let us simply out compete everyone because that is the market.

Ms. St. John questioned the possibility of hiring contracts. Perhaps there is the option of paying the cost of obtaining the CDL license if a contractual obligation is entered that the individual will then be bound to work for the bus company for a certain period, etc.

Chairman Mann commented what he has heard is an appetite to hear of any other type of creative options from a retention standpoint. He requested the Board be provided an update at the next meeting. He stated concern with a bus driver following the process, but not having the wherewithal to sit down and tell a five-year-old, this is part of the rules; if Mom isn't at the stop I have to take you back to the school where she will come and get you. To drive and let the child wonder is unacceptable, unprofessional, and must change. He would also like to see the practice continue of teachers informing students of what the procedure is if they miss their stop.

Vice Chairman Fareed spoke of the fact that the transportation company has served the District long and well. However, noted we hold a contract with them, and she feels a line has been crossed in terms of getting what we have been paying for. She believes the remarks of the Superintendent that they are working long and hard to resolve the issue, but would like to know that they are doing everything that can be done. Chairman Mann noted the District has referred the matter to the SAU41 Governing Board.

Ms. St. John stated she would like a communication to go out to the Hollis District families regarding where we are in the bus situation, and what we are doing.

### DELIBERATIONS

- To see what action the Board will take regarding the policy memo submitted by the Policy Committee

Assistant Superintendent Bergskaug spoke of the policies listed in the memo that were presented for a third reading noting there have been no changes proposed since the policies were last before the Board. The request is for a third reading and adoption.

### **MOTION BY MEMBER FAREED TO ACCEPT THE THIRD READING AND ADOPT THE FOLLOWING POLICIES:**

- JLJ** - Life Threatening Allergies
- ACA** - Freedom from Sexual Harassment
- BDA** - Organization of the School Board

**BDD** - School Board Superintendent Division of Responsibilities  
**BEDG-R** - Access to Public Minutes and Records  
**CCB** - Line and Staff Relations  
**CHA** - Development of Regulations and Handbooks  
**CM** - School District Annual Report  
**DBI** - Budget Implementation  
**GCCBC** - Family and Medical Leave Act  
**GCEB** - Professional Staff Recruiting and Hiring  
**GCR** - Non-School Employment by Professional Staff Members  
**GDF** - Support Staff Hiring  
**IC** - School Year  
**JG** - Assignment of Students to Classes  
**JICH** - Drug and Alcohol Use by Students

**MOTION SECONDED BY MEMBER MILLER**  
**MOTION CARRIED**  
**5-0-0**

**EFAA** – School Lunch Meal Payment Policy  
*Given its second reading;*

Assistant Superintendent Bergskaug noted she has received no feedback on Policy EFAA, and no changes have been proposed since the time of the first reading.

**MOTION BY MEMBER FAREED TO ACCEPT THE SECOND READING OF POLICY EFAA - SCHOOL LUNCH MEAL PAYMENT POLICY**  
**MOTION SECONDED BY MEMBER MILLER**  
**MOTION CARRIED**  
**5-0-0**

**IHBAA** – Special Education: Determination of a Specific Learning Disability  
*Given its first reading;*

Assistant Superintendent Bergskaug noted it came to the attention of the Administration that there is a policy that is required that the District did not have. The other two districts have this policy. The policy was brought before the Hollis School Board in the August 2011 meeting, and was sent to the Policy Committee where it stayed.

The District has been following the requirements of the law and policy. The policy was updated with the 2017 NH Rules as a reference. Other than that, it is as it was presented in 2011.

**MOTION BY MEMBER FAREED TO ACCEPT THE FIRST READING, WAIVE THE SECOND AND THIRD READINGS, AND ADOPT POLICY IHBAA – SPECIAL EDUCATION DETERMINATION OF A SPECIFIC LEARNING DISABILITY**  
**MOTION SECONDED BY MEMBER MILLER**  
**MOTION CARRIED**  
**5-0-0**

- Google Apps for Education (GAPE)

Assistant Superintendent Bergskaug stated the request is to pilot the use of Google Classroom in one of the 1<sup>st</sup> grade classrooms from October 15<sup>th</sup> through winter break to allow for feedback.

Vice Chairman Fareed remarked basically what Mrs. Goldthwaite and Mrs. Currier are suggesting is that we do Google Classroom in 1<sup>st</sup> grade not just the upper grades. It was noted 2<sup>nd</sup> and 3<sup>rd</sup> grade students also have Google Classroom. Assistant Superintendent stated the desire, now, is approval to pilot it for one class.

When asked if the intent is to get students comfortable using Google Classroom or to do school work with, Assistant Superintendent Bergskaug stated it is a little of both. She and Ms. Currier had a conversation at one of the committee meetings on how interesting it is that Google Apps and Google Docs were in 3<sup>rd</sup> grade and then in 2<sup>nd</sup> grade, but really, they are much easier to use than logging on, using Microsoft Word or some of our other products, yet those are what are available for our younger students. This is a friendlier introduction to some of those products. Also, with Google Classroom there is a whole other world of communicating and creating products and projects with other students, collaborating in a different way, etc. It has gone so well in all the other grade levels, and they see there could be real positive results with 1<sup>st</sup> grade.

Ms. St. John questioned what will be achieved through the pilot. Assistant Superintendent Bergskaug stated in the beginning it will be simply to introduce it. One specific feature is that the teacher has the ability to send out assignments through Google Classroom; would be able to differentiate the assignments provided to provide more targeted instruction when there is independent work.

Vice Chairman Fareed questioned what assignments 1<sup>st</sup> grade students get that this would be useful for. Assistant Superintendent Bergskaug remarked some of the 1<sup>st</sup> grade and Kindergarten students are blogging so they are able to type and write their thoughts, and the teacher can respond and start that writing process. They can do mini-research projects. The teacher can design a learning experience for them where we are not saying go on the internet and look anywhere. It would be I want you to look at this site, and then I want you to go over here and look at this site. We're really directing the learning.

Ms. St. John spoke of face-to-face interactions, and the use of Google Classroom or computers in general to take away from these opportunities for that personal interaction.

Principal Izbicki invited the Board to come in and witness a workshop model taking place, and commented it is part of the time. What having Google apps does for students is it creates these other skills and learning opportunities that they don't have. They are still interacting with each other; turning and talking, doing work with each other interacting face-to-face in the other parts of the model. This is just one part of the model that gives them another way to interact with each other, but get differentiated instruction at the same time. She remarked they are talking about technology because it is at the forefront of education and we are integrating it a lot, but students are not sitting in front of screens all day long in school. It is a tool to help advance instruction.

Principal Izbicki stated they are also working with a tool called define STEM, which is a project based learning library of these wonderful things where students can create brochures and do these cool things, and it pushes out very easily to Google Classroom, and gives students easier access to the tools that it has. That would really help with project based learning as far as students creating products and things like that.

Ms. St. John commented 1<sup>st</sup> grade students are 6 years old, and she is grateful and thankful for all the exciting things that we do as a District, but she feels like we just approved full-day Kindergarten for kids, and when do you allow kids to learn by experiential learning rather than technology. Principal Izbicki commented on the time spent in MakerSpace, two recesses/day, and 45 minutes in the afternoon of Kindergarten that is just play time. She stated they have always made a promise to parents, especially with full-day Kindergarten, that they would always keep that in balance. She is very adamant about making sure that is kept in balance.

Mr. Enright questioned if this is a tool that would lend itself to an invitation to the Board to see it in action. Principal Izbicki stated that is absolutely the case. Mr. Enright suggested that would be helpful for Board members.



Ms. Miller commented the Board would appreciate a report back that includes the opportunity for a demonstration of what the 1<sup>st</sup> grade students did with the technology. Principal Izbicki stated that could occur.

Chairman Mann asked for clarification the intent is to enhance instruction not replace instruction.

Ms. Tomaselli stated when you think about the presentation that was made earlier in the meeting, that is something they collaboratively constructed; made one slide show. They all jump in, add their parts, add pictures, etc., and that is how you get a full picture of what it looks like. They don't have the time to each make slides and then mesh it together as they would have done with PowerPoint 10 years ago. The way you work in 2017 is changing. She stated she is very mindful of screen time. But teaching them how to work collaboratively is essential. When you talk about replacing say Word with Google Docs, Google Docs provides that collaborative aspect that we couldn't even dream about 20 years ago. She stated she has seen many classes in observations where they co-author. They co-author in 6<sup>th</sup> grade, peer edit, co-write poetry in 3<sup>rd</sup> grade, etc. When they blog in a 1<sup>st</sup> grade class it is not 1 kid blogging in the corner by him/herself, they are all sitting together on the rug, they are all talking together. One student might be typing and it is being projected on the screen. Many of the teachers have wireless keyboards so that they are all looking at one big screen.

The teachers are also very protective of the tangible, paper products. It is very hard for many of them to go to online books and other items because they too value the paper. It is essential for us to teach skills that will be relevant to these students when they go into the workplace. We need to choose technology that is appropriate, that is forward thinking, and get them these skills. It is a balance.

Ms. Miller questioned what would occur if parents opt out. Ms. Tomaselli stated there are families now that opt out of Google Drive and Google accounts for their children. They do their work offline or work on software programs that are not internet based. In the case of Google Classroom, it would be tricky because there is no other way to disseminate information online. It is a course management system.

Chairman Mann commented when he thinks about instruction he thinks about some of the collective bargaining agreements and what the teachers are entitled to under that agreement. He is also looking to make sure the District is getting to what it is entitled to out of that agreement particularly around instruction time and things like that. He requested, as we do things like this, that we keep that in mind.

Vice Chairman Fareed reiterated she is very uncomfortable with it. She trusts the Administration 110%, and didn't mind the example of Dream Box because she believes sometimes the classroom environment, even 1-1 with a teacher can make it harder to learn some things that are conceptual. She was surprised to hear that 1<sup>st</sup> grade students were using Word.

**MOTION BY MEMBER ENRIGHT TO SUPPORT THE 1<sup>ST</sup> GRADE GOOGLE APPS FOR EDUCATION PILOT PROPOSAL**

**MOTION SECONDED BY MEMBER MILLER**

ON THE QUESTION

Mr. Enright stated he is willing to receive an invitation to witness the process. Although he respects everything that has been said, until he sees it firsthand he does not really know what is occurring.

Ms. Miller stated her belief it is best to defer to the experts.

Ms. St. John stated she is on the fence with this request. She believes, to some extent, with teaching our children to be viable contributors to the future workplace, but she also feels they are 6 and it is a long way to the workforce. When they are 8 or 9 and you introduce these skills and their brains are shaped and they are doing their collaborative thing that they have been doing in a different way, then you move to add that technology piece.

It was noted the program would probably involve 1 teacher, one classroom, and the Board would be provided a follow-up at the conclusion. In addition, the Board will be invited to witness this firsthand.

Chairman Mann stated he would support the motion, and would trust the administrators and teachers to roll this out in a very measured way, and not rely on screen time to do the other important things as part of instruction delivery. He likes the idea of inviting the Board and community members to witness this firsthand. He would like to hear feedback, from parents, sooner than the winter break/before the end of December. Principal Izbicki noted students would not begin to sign-in until at least January.

They would like to start the pilot in January. When asked, Assistant Superintendent Bergskaug stated her belief it would make sense for the pilot to run from January until mid-March to provide enough time to have an experience.

**MOTION CARRIED**  
**5-0-0**

NON-PUBLIC SESSION

**MOTION BY MEMBER FAREED 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 RSA 91-A:3 II (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 MILLER**

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

Yea: Michele St. John, Laurie Miller, Tammy Fareed, Robert Mann, Tom Enright  
5  
Nay: 0

**MOTION CARRIED**

*The Board went into non-public session at 9:05 p.m.  
The Board came out of non-public session at 9:09 p.m.*

ADJOURNMENT

**MOTION BY MEMBER FAREED TO ADJOURN**  
**MOTION SECONDED BY MEMBER MILLER**  
**MOTION CARRIED**  
**5-0-0**

The October 4, 2017 meeting of the Hollis School Board was adjourned at 9:10 p.m.

Date \_\_\_\_\_ Signed \_\_\_\_\_



**First Grade GAFE Pilot Proposal**  
Jennifer Goldthwaite and Penny Currier

**Proposal Objective**

I would like to use technology to enhance targeted instruction for individual students and small groups by creating and assigning differentiated activities using Google Classroom. I believe this tool will work well to engage students in meaningful content-driven activities during my Workshop Model during reading, writing and math instruction. Simultaneously, students will be developing as independent problem-solvers and learning a wide range of computer skills. As students continue through the grades, Google Classroom is a platform they will use frequently in their classrooms; this early exposure will ensure students understand how to use the tool with independence.

**Specifics**

- Scaffold tech skills such as logging in, how to access and use specific websites, understanding and using Google apps (Docs, Slides, Classroom), digital citizenship
- Introduce Classroom assignments at the beginning of the second trimester (early December) or soon thereafter, depending on class readiness
- Practice several assignments as a whole class to ensure student understanding
- Begin pushing out differentiated assignments to individuals and small groups w/ teacher support (i.e. math groups, guided reading group responses)
- Move students toward independence in completing differentiated digital assignments successfully and using the Classroom tool

**Needs**

- SAU permission
- Parent permission
- Create student GAFE accounts with access to Classroom (Rich Raymond)
- Access to Laptop Cart (we have this) and/other computers
- Create the Classroom (Jen Goldthwaite)
- Tech support from Penny Currier as needed

**Summary**

Using Google Classroom to deliver differentiated instruction will allow first graders to enjoy engaging content-driven activities and to use a variety of online resources to access and share information. Google Classroom gives the teacher the ability to assign individualized and small group structured activities that will allow our younger students the opportunity to develop skills using a digital platform that they will be using throughout their education.

If the objectives are met through this proposal, I would like to have the first-grade teachers to have the option of using GAFE in their classrooms in the future.

# **Hollis STEP**

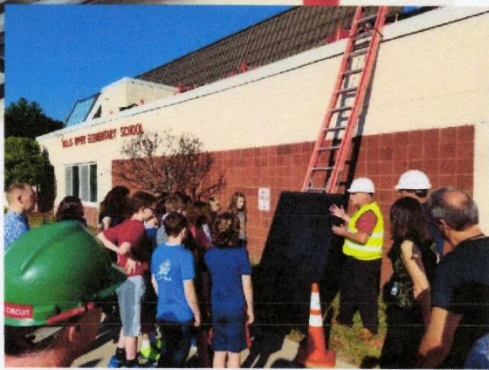
2017 Progress Report

October 4, 2017

Charlie Niebling, INRS and Dick Henry, HotZero

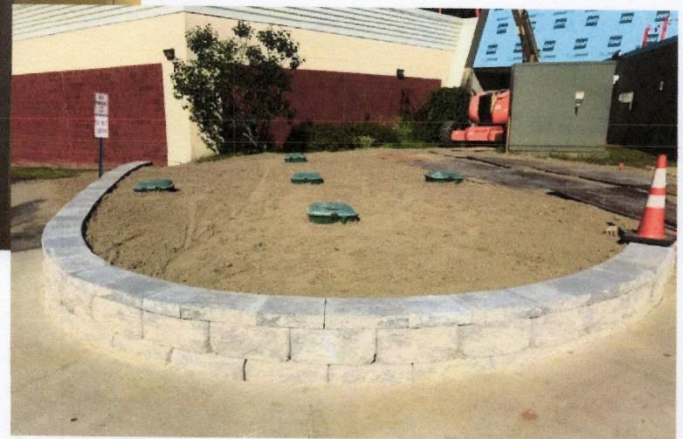


**Solar PV installation at HUES and HPS, HUES gym roof replace and sloped roof patch**



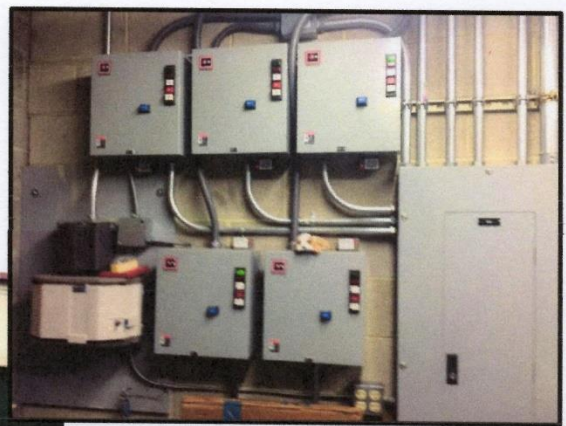


**HUES propane boiler installation, new hydronic pumping and controls, oil tank removal and regrading of underground propane storage tanks**





**HPS electrical upgrade and new transformer, building interconnection to accommodate solar PV at both HPS and HUES**



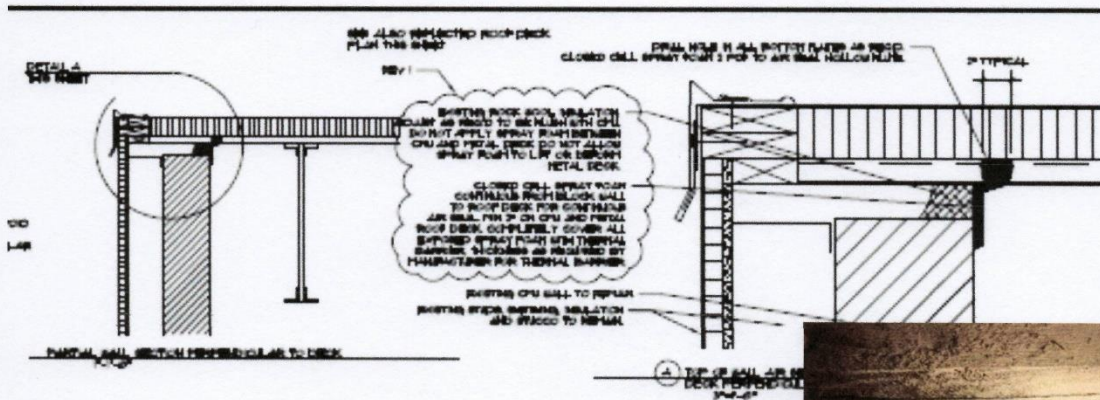


## Summary of Year 1 Progress, as of 10/4/17

- **HUES roof replacement, repairs – 100%**
- **HUES boiler installation and new controls, oil tank replacement – 100%**
- **Solar PV installation – 90%**, will be complete by 10/13
- **HPS electrical upgrade – 80%**, transformer installation 10/13, final interconnections with solar PV by end of month
- **HPS and HUES LED lighting – 20%**, lighting plan complete, fixtures evaluated, will bid and complete installation before end of year
- **HUES gap foaming – 20%**, plan in place, implement summer 2018



### HUES gap foaming – closed cell urethane foam with intumescent paint; planned implementation June 2018



Detail from Architect David Ely's design specification



The "gap", stuffed with rock wool



Example of closed cell urethane foam in Dick Henry's home basement



## **Preparation for Year 2**

*Ready to go by June 2018*

- **Planning for HPS building wrap, new window design and ASHP installation;** architect RFQ to be issued this week
  - Work with community on consensus design
- **HPS building wrap and window work** to be bid this winter
- **Heat recovery ventilation at HPS,** bid this winter
- **HUES gap foaming, EIFS wall improvements and moisture mitigation** (budget permitting); bid/price this winter
- **HUES and HPS phase change materials,** bid this winter
- **HUES building controls “retro-commissioning”** – this fall/winter