

**HOLLIS SCHOOL BOARD  
APRIL 4, 2018  
ORGANIZATIONAL MEETING  
MEETING MINUTES**

The Organizational Meeting of the Hollis School Board was conducted on Wednesday, April 4, 2018 at 6:00 p.m. at the Hollis Upper Elementary School.

Andrew Corey, Superintendent presided:

Members of the Board Present:                   Tom Enright  
  Tammy Fareed  
  Amy Kellner  
  Robert Mann  
  Michelle St. John

Members of the Board Absent:

Also in Attendance:                               Gina Bergskaug, Assistant Superintendent  
  Kelly Seeley, Business Administrator  
  Kristen Maher, Assistant Business Administrator

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**ORGANIZATION OF SCHOOL BOARD**

**ELECTION OF OFFICERS**

Superintendent Corey called for nominations for Chairman of the Hollis School Board for the 2018-2019 term.

**MEMBER FAREED NOMINATED MEMBER MANN  
SECONDED BY MEMBER ST. JOHN**

**VOTE ON ELECTION OF ROBERT MANN TO THE POSITION OF CHAIRMAN OF THE HOLLIS  
SCHOOL BOARD FOR THE 2018-2019 TERM  
MOTION CARRIED**

**4-0-1**

*Member Mann Abstained*

*Superintendent Corey declared Robert Mann Chairman of the Hollis School Board for the 2018-2019 term.*

*Superintendent Corey stepped down and Chairman Mann presided.*

Chairman Mann called for nominations for Vice-Chairman of the Hollis School Board for the 2018-2019 term.

**MEMBER ST. JOHN NOMINATED MEMBER FAREED  
SECONDED BY MEMBER ENRIGHT**

**VOTE ON ELECTION OF TAMMY FAREED TO THE POSITION OF VICE-CHAIRMAN OF THE  
HOLLIS SCHOOL BOARD FOR THE 2018-2019 TERM  
MOTION CARRIED**

**5-0-0**

*Chairman Mann declared Tammy Fareed Vice-Chairman of the Hollis School Board for the 2018-2019 term.*

Chairman Mann called for nominations for Secretary of the Hollis School Board for the 2018-2019 term.

**MEMBER FAREED NOMINATED MEMBER KELLNER  
SECONDED BY MEMBER ENRIGHT**

**VOTE ON ELECTION OF AMY KELLNER TO THE POSITION OF SECRETARY OF THE HOLLIS  
SCHOOL BOARD FOR THE 2018-2019 TERM  
MOTION CARRIED  
5-0-0**

*Chairman Mann declared Amy Kellner Secretary of the Hollis School Board for the 2018-2019 term.*

AGENDA ADJUSTMENTS

Vice Chairman Fareed requested the Board’s May agenda include a discussion of how the District informs the public of events such as public hearings, the annual meeting, etc.

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  
MOTION SECONDED BY MEMBER ENRIGHT**

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

Yea: Michele St. John, Amy Kellner, Robert Mann, Tammy Fareed, Tom Enright

5

Nay: 0

**MOTION CARRIED**

*The Board went into non-public session at 6:06 p.m.  
The Board came out of non-public session at 7:03 p.m.*

APPROVAL OF MINUTES

Hollis School Board ..... February 6, 2018

**MOTION BY MEMBER FAREED TO ACCEPT, AS PRESENTED  
MOTION SECONDED BY MEMBER ST. JOHN  
MOTION CARRIED  
3-0-2**

*Members Enright and Kellner Abstained*

NOMINATIONS/ RESIGNATIONS/CORRESPONDENCE

Superintendent Corey informed the Board of the District’s receipt of a security and safety grant in the amount of \$198,000. The major item to be addressed is the replacement of internal doors at the schools. A full presentation will be provided at the Board’s May meeting. It was noted, as an SAU, the total grant dollars

received was \$452,400. The 20% required in-kind/matching funds are accomplished through items included within the operating budget.

### MATH PRESENTATION

Assistant Superintendent Bergskaug provided a PowerPoint [presentation](#). She spoke of the presentation provided at the Board's November meeting, and that this was intended as a follow-up/update to that.

Over the past 18 months, one of the tasks has been to review the math placement tests. Historically, all 6<sup>th</sup> grade students in the SAU would take a math placement test to determine their placement into the grade 7 program. There were some concerns with that testing, e.g., what if a student missed instruction of a topic covered on the test, students that took the test and they and their families had no desire for them to be placed in an accelerated program later (should everyone take the test). There was concern with some students having lack of exposure to certain concepts given the way the test was structured. The desire was to look at math ability rather than math exposure.

The original test focused on the ability to recall or replicate discreet skills, and all students took it. It has been revised to focus more on logic and reasoning skills and to be an opt in test.

The process of getting to the point of a new test involved research conducted as a K-12 committee, visits and discussions with other school districts, and a decision to follow a model that made the most sense based on where we were and where we wanted to go.

The committee saw the Bedford School District as one very similar to ours and their reasoning and philosophy for the model they use made sense for our district.

This is a time of transition; there is a cohort of 6<sup>th</sup> grade students that need to be placed in the math program at the middle school. The District has the math placement test for grade 6 into grade 7. Multiple data sources are considered when determining placement.

Discussion occurred around the fact that when transitioning students from grade 6 to grade 7 it is not only a matter of transitioning to a new grade but also to a new district where there are teachers and administrators who are not 100% familiar with who these students are, and don't have the benefit of having easy access to their prior year's teacher. The question was how we provide opportunities for students while they are in an environment where they have teachers they are familiar with, administrators who know them well, and existing connections between the school and family.

The committee felt administering the placement test to students transitioning from grade 5 to grade 6 made sense for a lot of reasons. This year, in addition to the grade 6 placement test, grade 5 students will take a placement test (opt in) as well. Moving forward, the placement test will occur at grade 5.

In preparing for this, the District is creating an accelerated math program for grade 6. Additional resources have been provided to support that transition. Resources are being put in the FY20 budget. The Math Specialists work extensively together to identify the best resources that are in line with the K-12 approach to combine the curriculum for grades 6 and 7, which becomes the accelerated grade 6 program (handful of students). There is a very rigorous program at HUES and CSDA, but it was found the District was not meeting the needs of all the students, and they were taking different opportunities. We want all students to benefit from our own instruction knowing that it is high-quality instruction.

The new math placement test has five sections, 15 minutes/section, given in the same order: quantitative reasoning, number sense & equation building, spatial reasoning, problem solving, and reasoning with Venn diagrams. The test is intended to test math ability rather than prior exposure to specific content.

A minimum required score determines entry rather than a percent of the class. Passing score is 1 standard deviation above mean, and to obtain a passing score on the test would require achieving a passing score in 3 of the 5 areas of the test.

A team of up to 12 math teachers and math specialists work on the placement test; developing questions, looking at them from different angles, etc.

Of extreme importance is continuing the conversations. Over the past few years, the District has been looking at HB1 community; how do we work together so that those students are best received by the COOP and that the COOP has a better understanding of the skills and abilities the students are arriving with.

Part of the work done relates to revising and reinventing the Compacted Grade 7 Math. This current year, 7<sup>th</sup> grade students in the compacted math class are experiencing a different course than years past. In prior years, it was grade 7 and half of grade 8 and then compacted grade 8 was half of grade 8 plus the full year of algebra. What was found was that our strongest math students trying to cram half of 8<sup>th</sup> grade plus algebra into one year were being put at a disadvantage. Because algebra is such a foundational year for their future mathematics, the desire is to ensure that has a full year of rigor and depth to make sure the students can be successful. This year 7 and 8 were compacted. Seven and 8 have many standards that overlap and are expanded in the second year. A review was done of all the standards, where they overlap, and when there is the need to revisit. The approach was well thought out.

The District also refined Algebra 1. This year the Algebra 1 teachers in grade 8 and all the Algebra 1 teachers at the High School have been working together to make sure nothing was left out/everyone was learning the exact same material. They had a common assessment for the mid-term exam, and spent hours reviewing each question. If one cohort had a higher performance, they asked why and discussed down to the day and instructional approach. They made notes to change instruction, if necessary, for future years or to revisit when appropriate in this current year.

At the high school level, there are algebra standards, but it is up to the individual schools to determine what belongs in Algebra I and what belongs in Algebra II. Algebra I teachers looked at the data to determine how they would teach a particular factor and why it was in Algebra I. They brought in the Geometry and Algebra II teachers at the high school to identify whether a particular skill is necessary prior to geometry or if it is a skill or standard that may be best served in Algebra II.

The changes are going into place, but the conversation does not end there. They will collect data, review it, reflect on it, and will be the first to say whether something worked. They will not wait 5 or 10 years to make that determination.

What is known is that there were some students whose needs were not being fully met by the structures that were in place, that we had some students moving ahead on their own or within their school, and we didn't have an appropriate place to receive them at the COOP. The desire was to ensure a K-12 approach.

The new math teacher position for the COOP has been approved by the voters. The grade 6 accelerate math curriculum has been finalized. Resources have been purchased for the new course. There is draft curriculum for additional options for the middle school students. The District will continue to refine summer offerings. The math placement page on the website is live.

Assistant Superintendent Bergskaug spoke of the math flow chart. With the previous 6<sup>th</sup> grade math placement test there was concern it was a make it or break it opportunity to determine the math course. That is just not the case. Students have math maturity at various times in their education. The District offers an accelerated opportunity in math in the middle school and intentionally not in any other areas. As a result, as students go to the high school they might decide math accelerated options were good for them in the middle school but now that they are in the high school and there are other options they want to push themselves in other directions. She covered some of the pathways a student may take in terms of math progression. It is important to note students are already taking multiple math classes whether we say it is a good idea or not. Rather than saying here is one pathway for a student we say there are opportunities to take multiple math classes in the same year if the student chooses to (depicted by the double arrow pathways).

### PUBLIC INPUT

Ritu Ullal, 25 Cummings Lane

Stated the need to also focus on the transition from HPS to HUES. She found that transition to be a poor one.

Gerald Finnegan, 30 Black Oak Drive

Spoke of the importance of communication. He suggested a K-12 curriculum flowchart would be helpful for parents to see. He spoke of his disgust when STEM was shot down, and his belief if people understood the importance and could see the placement, more would have supported it. He recommended the District conduct a Math Night.

Deborah Goldstein, 4 Hills Farm Lane

Questioned the grading on the placement test, e.g., # correct answered or # of answered correct; if the time requirement would limit the grade.

She spoke of the flow chart where it indicated students could double up on math in 10<sup>th</sup> grade. She commented on students taking the test at the end of 5<sup>th</sup> grade and not being able to get on the accelerated pathways until 10<sup>th</sup> grade noting some students mature in math sooner than that and questioned how they would make that transition without taking an extra math class outside of the school.

Superintendent Corey stated the District presently has students who have gone to summer school, used other resources, etc. The goal is to open as many pathways as possible.

Ms. Goldstein reiterated the growth that occurs between the end of 5<sup>th</sup> grade and the end of 9<sup>th</sup> grade and commented on having other transitions. She asked for clarification of the number of students that would be in the accelerated 6<sup>th</sup> grade class. Assistant Superintendent Bergskaug stated there to be no number/percentage. The number of students will change year-to-year based on a cohort.

She explained there are multiple pathways; for grade 6 there is grade 6 math, which is on grade level and the accelerated grade 6 (6 & 7 in a single year) opportunity. Referring to the flow chart, she noted the area depicted in orange is the new pathway. She stated the current situation has some students traveling to another school and/or have multiple teachers for their other classes to accommodate the schedule. The Administration is trying to meet the needs of the students that we know exist, in the building they attend.

Ms. Goldstein questioned if it is a handful of students that will be in geometry in grade 9, has the Administration considered having one pathway go that way and another be what is rolled out currently. Vice

Chairman Fareed noted the new pathways would add opportunities not remove any. The typical grade level we have now is not going away. We're adding acceleration for those who opt in through testing. In the Middle School there will be additional opportunities.

Ms. St. John asked for clarification with the new model compacted math in 7<sup>th</sup> grade no longer exists in the sense that Pre-Algebra will be a combination of current grades 7 and 8 (2 years into one renamed as Pre-Algebra). Assistant Superintendent Bergskaug stated that to be correct. Currently those compacted grade 7 math students are doing that and are highly successful. She felt the need to change the name to clarify the change.

Ms. St. John remarked they are doing that now because this grade 7 that is currently in the system got a revamp of compacted math (used to be year and ½ and this year it is 2 years). Assistant Superintendent Bergskaug stated that was a big piece at the COOP level. What was being found was those students didn't get to all of algebra in 8<sup>th</sup> grade because they were doing 8<sup>th</sup> grade and algebra. As a result, they were going into geometry at a slight disadvantage and into Algebra II. They are your brightest math students, and as a result they will figure it out and the teachers will work with them, but the Administration felt strongly that there is the need to make a change to have the 8<sup>th</sup> grade focus solely on Algebra I for the year.

Ms. Goldstein commented that has already been implemented this year at the Middle School, and now we are bringing the elementary school up by adding this other layer. Vice Chairman Fareed noted also being added is a teacher at the Middle School who can take on the students who really jump ahead.

Tiffany Testa, 101 Mooar Hill Road

Stated her opposition to the decision. She spoke of having heard words used that are of concern to her, e.g., brightest, most able. She remarked these are not words that should be used in describing 5<sup>th</sup> grade mathematical learners. They are all able.

For the past 3½ years she has worked to address concerns in the HUES math program; particularly the segregating of students into ability groups termed flex grouping. She is a math reform educator with over 20 years of experience teaching high school mathematics in a heterogeneously grouped multi-age classroom at a school with performance statistics that are impressive for all students, with extensive experience facilitating staff developing and working with districts and schools in restricting and improving their math, science, STEM curriculum and program.

She stated concern with the District exposing children at a young age to a system that differentiates opportunity. She has worked hard to address this, and in the fall of this year sat with the Superintendent and Assistant Superintendent exposing her specific research-based concerns and was told her concerns were seen and understood.

Tonight, she has heard that the solution to a systemic problem culminating in our high school has been placed upon the youngest learners. This problem is a problem that not all students are able and given the opportunity to reach the potential and be exposed to the highest levels of math education. Why it would be believed offering a placement test of choice to 11-year-olds in order that they would prematurely embark on a core system of breadth over depth, pace over critical thinking, and content over challenging creative problem-solving opportunities would be a good solution is confusing to her. She stated it to be a solution that goes against current research on brain science, ability grouping, mathematical problem solving, and acceleration over depth in learning.

She noted there is linked an article critical of acceleration over depth on the same site that explains our new acceleration program for 5<sup>th</sup> graders. It is called “Mathematics Learning a Journey not a Sprint”.

Ms. Testa stated the intent of the article and therefore she infers the intent the District had in linking it on their site on math placement is to try to bring understanding to families that acceleration, fast-paced math, and fast-tracking do not equate with good mathematical mindset. She questioned why the District is offering this as a solution. In the article it states “acceleration potentially decreases student access to STEM careers if it results in students dropping math as quickly as possible rather than cultivating and developing the joy of doing and understanding math.

Ms. Testa stated the article is the first bit of research that tells us this decision is wrong. To perpetuate a program that builds a mathematical learning culture in our town that some are able, and some are not is detrimental to the learning of every child.

The National Council of Teachers of Mathematics standings on [closing the opportunity gap](#):

“Opportunity to learn remains one of the best predictors of student learning (NRC, 2001). Differentials in learning outcomes therefore are not a result of inclusion in any demographic group, but rather are significantly a function of disparities in opportunities that different groups of learners have with respect to access to grade-level (or more advanced) curriculum, teacher expectations for students and beliefs about their potential for success, exposure to effective or culturally relevant instructional strategies, and the instructional supports provided for students (Flores, 2007).”

Ms. Testa stated researchers now understand that every child can achieve at the highest levels in math at school if they are given the opportunities. The persuasive idea that some students are smart and achieve at higher levels than others because of genetic ability is mistaken. Genes play a part in learning and achievement, but that part they play is minimal and eclipsed by the learning opportunities that are provided to students. The idea that we will provide greater opportunity for potential growth to all students by providing earlier options for acceleration supposedly identifying potential through a timed test rather than work on the principle that all kids have the potential to engage in high-level mathematics is inequitable. To know that our students will further be affected by this early decision and placement should be of great concern to the Board, the teachers, to parents, and the students themselves.

To hear that a group of teachers, of mathematical educators, sat down together and all agreed to work continuously for so many hours on a single test to place our students is very confusing to her. She asked if all students are exposed to the same level of math reasoning that is needed for the test.

She questioned why we would not wait until the students are in high school to determine who the engineers are.

The NCTM position on large-scale mathematics assessments and high stakes decisions:

“The *Code of Fair Testing Practices in Education* (2004) recommends that educators “avoid using a single test score as the sole determinant of decisions about test takers”.

“Major decisions about student placement, promotion, or graduation should be based on valid inferences drawn from a comprehensive set of reliable evidence. Furthermore, the basis for such decisions should be transparent and accessible to parents and students to reduce inequities in the implementation of such policies.”

Ms. Testa stated she will put it on the Administration, Curriculum Directors, and the Board to think critically. The time is now that our District must think about what principles we have around our beliefs in math education. We must start with beliefs and principles and insist that they inform our decisions on programming.

She suggested to say that parents will have no say could be challenged legally.

What was not discussed in the presentation is how this is the solution to the problem of giving all students access to high-level mathematics.

Jill Robinson, 74 Crestwood Drive

Asked if a parent would have to sign a permission form for a student to take the test and questioned what would occur with student(s) whose parents are not involved. She asked for clarification for next year's students there will be three options for 7<sup>th</sup> grade math or if that is the following year and was informed it is the following year.

When asked if next year students will only have two options for 7<sup>th</sup> grade math, Assistant Superintendent Bergskaug responded yes. The flowchart does not depict the many other individualized opportunities that exists for students with a variety of needs that are beyond the bulk.

Addressing the concerns stated prior, she stated she understands the concerns; as a teacher, believes the District is really good about giving all students the opportunity early on. Our schools have very strong math programs and they all have access to that same program. She does see that there are students who cannot reach their full potential with the current math program. There are those students who are bored, and she appreciates the efforts to address those students.

Assistant Superintendent Bergskaug responded to the first question by indicating in the absence of the specific request; do not allow my child to take the test, every student would be provided the opportunity.

Brooke Arthur, 74 Ridge Road

Questioned if consideration was given to conducting a practice test; particularly considering those students who may have test anxiety and may not have been exposed to this kind of test noting a lot is riding on this test.

Assistant Superintendent Bergskaug remarked it is one piece of data. We will look at the whole child. When asked if students must pass the test to be placed in the accelerated program, she stated if the other data points suggest a particular student is appropriate for the class and may have had a bad day that resulted in not passing the test, a conversation would take place around why the student did not pass the test, what other pieces of data support the fact that the student belongs with this other opportunity, etc. That has been done in the past and will continue. There are summer opportunities for students who historically didn't pass the test. The District is being more inclusive. In the past, it was 100% dependent on passing the test.

For grade 5 students going into grade 6 it is being looked at with the luxury of having all the teachers and administrators right there and understanding each of the students from start to finish, from 4-6.

Asked if there will be enough teacher support for differentiation for the large cohort, she stated there will be. Vice Chairman Fareed noted there has always been a placement test for students going into 7<sup>th</sup> grade. She indicated her understanding that instead of a test that says this student knows how to do these kind of equations, etc., it will be one that shows how the student's mind works around mathematic principles. She commented some students just have an appetite for math and they go pursue it on their own. Some students don't spend their time that way, but by 9<sup>th</sup> grade are far more mature, interested in and have a big appetite for it, but hadn't



self-imposed in the past. She stated her understanding the intent of the test, as stated, is to identify math ability rather than prior exposure to specific content. She further stated her understanding the Administration wants to be able to capture more students who have an interest, passion, aptitude so that we aren't limiting them in 7<sup>th</sup> grade to what they have already learned, but in fact to allow them to try to leap forward based on just their aptitude and interest. Assistant Superintendent Bergskaug stated that to be correct.

The flow chart helps to create some transparency but does not provide a picture of every student that is seen in the district. There are many pathways available. There are students that do things on their own. There are opportunities before 10<sup>th</sup> grade for students to decide they want to try this and pursue the available opportunities. There are students who create different pathways for a variety of reasons with teacher and administrator support because we are trying to meet the needs of all learners.

Vice Chairman Fareed commented the piece that was touched on only a few times is summer opportunities for students who may be on the cusp or whose parents relay the student was anxious about the test, sick that day, etc. There are other means for preparing a student who is determined to do another kind of math. Assistant Superintendent Bergskaug stated there is summer planning; those plans are not as fully developed as this, but some programs are already offered, and the desire is to expand on those.

Saurabh Ullal, 25 Cummings Lane

Suggested it would be helpful to provide clarity and transparency on all criteria that will be considered for placement.

Ms. St. John stated her belief the presentation alluded to that, e.g., test scores, teacher recommendations, parental input, etc.

Mr. Ullal stated his understanding test scores are needed to make a fair process and to not have it limited to only subjective evaluation from teachers. He reiterated increased transparency and clarity that can be given to parents when that decision is made would be helpful.

Superintendent Corey stated agreement commenting that is one area, when this process started, that parents asked about. There is a greater level of transparency now, but there is absolutely room for additional improvement in that area. He remarked many of the comments made relate to avenues that are being pursued. He would not want people to leave with the misconception attempts are being made to narrow the funnel when in fact the efforts are intended to open the funnel and provide students as many opportunities as possible. If there is a student in the 8<sup>th</sup> grade who decides math is it for him/her, if he/she wants to go into summer school and end up in geometry as a freshman he would not be opposed to that. Approximately 50% of the seniors at the High School are being successful in calculus. There is belief that can continue to improve although it is already significantly higher than the national average (16%).

Superintendent Corey commented although he is very familiar with the research, as a former math teacher and being very familiar with the site, there is a whole piece of research that said there are some students for whom this is their thing, and we need to accelerate them. In an elementary level, in reading he can do that relatively easy because a student who is reading at a higher level than others, that student can be provided different reading material and others can continue with the age-appropriate reading material. Mathematics is an area where you need to start to expand on the concepts. The key for why 5<sup>th</sup> grade was selected is because you have an entire year to determine if you are making the right decision for that student with a teacher who knows him/her in an environment he/she is familiar with.

He commented he was a middle school Principal for many years, and knows it is a very nerve racking experience for a parent and a student to go to a new building, and in this case even a new district. He is excited that everyone took the time to come out because the only way we get better is to hear from the parents/community. The input is being considered, and the next presentation will answer probably 85-90% of these questions.

Mr. Ullal questioned if the Administration has a sense of the number of students that will end up in the 6<sup>th</sup> grade accelerated class. He stated concern if it is a bigger number there may not be sufficient resources available. He questioned how such an unbalanced resource level would be addressed.

Superintendent Corey commented one of the things we are fortunate for in the SAU is the existence of contingency funds that allow the ability to acquire the teacher resource when needed whether it is needed for mathematics or because of an unanticipated number of move-ins over the summer, etc. There is a safety mechanism built in for that. He is confident, from his work with the Board and the Budget Committee, that if the Administration presents a request for academic support it would be supported.

Sophia Mix, 8 Maple Knoll Drive

Remarked she has just learned of this, she knows very little about it, but it makes her uncomfortable. We have the Common Core State Standards (CCSS) in our schools that Hollis and Brookline had both voted out. She stated her daughter's daily math paper says "Daily Common Core Review". The District keeps plowing forward with Common Core curriculum; it is not talked about, not addressed, and she is hopeful there will come a time when there is accountability and people start talking about it.

She referred to the third slide in the presentation that addressed "Testing Math Ability" and understanding we are capturing all students who might be successful, it sounds like the test is trying to predict how a student will do in the future. She finds it difficult the future of this can be predicted at such a young age.

She would like to see the process slowed and a chance for greater public awareness. According to the Smarter Balanced report for 2016-2017, the 5<sup>th</sup> grade is down by 16% (55% met the standard/45% met the State standard). For 8<sup>th</sup> grade we are down 16% (45% met the standard). Grade 7 is down 20%. There is a very serious problem in our District with math. It is not being addressed, and fast tracking and finding a way to move some students ahead is not okay. We must take care of everyone. Every student in the school system deserves a solid math foundation, and it is not happening.

Superintendent Corey stated the Smarter Balanced test is a test on the CCSS. The District undertook an exercise of looking at mathematics, not the Common Core. He disagrees with the statement that the District is teaching CCSS. You cannot buy a product that does not have those words on it.

Ms. Mix stated Charter schools do not have it, private schools are not teaching it. This District is not seeing the change in the philosophy of how math is taught. The math that comes home is not the math that we all saw when we were being taught. We're losing our students in this. Changing things mid-stream and not informing people is making the situation more confusing.

Superintendent Corey stated this discussion has been ongoing for about 18 months. It has been had at Board meetings and clearly identified on Board agendas, which are published in multiple locations. Test scores are reviewed, etc.

Ms. Mix questioned why every student would not begin with Algebra I in 7<sup>th</sup> grade. She questioned how the decision is being made for these students. According to the chart there will be students graduating with 9<sup>th</sup> grade math.

Superintendent Corey stated each student gets to a different level. There is a group of students for whom the accelerated pathway may be appropriate.

Unidentified Female Speaker

Questioned why students would have to catch up from a gap that our program created. She stated a Board meeting to be a hard place to have these conversations, but there are no other opportunities. She questioned where the curriculum committee is that has Town representatives on it.

Ms. Mix stated she has a child in the District and the way it is set up now they feel like they are failing instead of accelerating.

Superintendent Corey stated appreciation for the public participation and the opportunity to gain the input.

Unidentified Female Speaker

Suggested these types of presentations include the entirety of the scope of a project. She spoke of having reviewed the material provided in advance of the meeting and was concerned with terminology used such as the kids who have the mathematical mindset. When she saw that term used incorrectly, it struck a chord. In the presentation when she heard those with math abilities, it struck a chord. She questioned why all students aren't provided the opportunity to catch up within the school day/year. One of the things that came up was a workshop model. Looking at different ways to present math education.

She runs two Destination Imagination groups after school and sees these students who have trouble talking to each other and working things out. It is good and healthy to see that they are having trouble and working it out, but they need those opportunities within school. That is where they are really learning the math.

She spoke of having buy-in. She is aware teachers are updated in other places but is disappointed in not seeing more representation from teachers who are hearing the comments of parents. She would like to see a forum where the discussion can take place. There is the need to be able to have conversations; she can only speak of and be spoken to about her child. There needs to be a community discussion.

Unidentified Female Speaker

Noted she teaches in Brookline, but her children are in Hollis. At the primary schools they are working hard on the workshop model, and it is changing the way math is taught. She believes all teachers are working hard to get every student to his/her highest potential. However, not all children will be ready in 7<sup>th</sup> grade for algebra. It is not to say they cannot reach that potential, but there must be separate paths. There are separate paths now. It seems to her more options are being made available. She commented the pathway depicted on the left side of the flow chart is grade-level math. There is nothing wrong with that. There is the need to recognize that not all students will take calculus, and that is okay.

Laurie Miller, 14 Forest View Drive

Commended the Assistant Superintendent and all the teachers who have worked on this. She commented she has a daughter in high school who is on the middle track, which has worked for her. She has a child coming up

who has been going outside of the system. She is appreciative of the fact that the District is providing a path for that child as well.

She understands some students may not develop that love of math until the end of 6<sup>th</sup> or 7<sup>th</sup> grade, and the fact that the District has provided different pathways for students to get where they want to go. She is pleased the District is providing the placement test to everyone, but not forcing all students to take it. She is pleased the District will inform parents when a permission slip is received, which will avoid permission slips being lost, etc. She is pleased the test information is a single data point that will be considered along with teacher input, NWEA scores, student's motivation., etc.

Tammy Fareed, 9 Winding Valley Road

She is the parent of two students in the District. One is above grade level in some areas and below grade level in others. In the area of math, the child is particularly passionate. She understands opportunity, exposure, the amplification of aptitude and interest is critical. Her child had no way to function properly without accelerated mathematics, and the day he began using an accelerated opportunity in the classroom she began receiving calls at home from staff commenting on the change. There are students such as her child who are a small percentage of the overall group who need special education services, but in math the child is passionate. You can call it acceleration, brighter, smarter, etc., but when her child was given access to a level of math input that satisfied him, it changed his actual behavior.

What she understood from the presentation is that the District is attempting to further differentiate to do that for as many students as possible. The Board and Administration must be held to that expectation; that students will get the most math they want and can do.

Unidentified Male Speaker

Spoke of being from Newtown, CT. Within the town, they had 5 elementary schools. The Police Department found a way to put a police officer at each of the schools to direct traffic. They found that presence deterred young drivers from speeding and making wrong decisions. He stated the desire to see the police directing traffic at the schools.

Ms. St. John thanked the Administration commenting this is a great and necessary first step. She agreed with the need for continued transparency. She commented on posting meeting information on social media. She remarked it is a personal responsibility for individuals to look at the posted agenda, and if there are items of interest or concern, attend the meetings, send an email, etc.

She asked for additional information on the 6<sup>th</sup> grade accelerated curriculum going forward and was informed it is 6<sup>th</sup> and 7<sup>th</sup> grade together; combination of concepts. She asked if the grade-level 6<sup>th</sup> grade math would be differentiated any differently, e.g., would there still be flexible grouping or will we start exploring models that would allow students to have flexibility within a classroom who can reach other concepts, etc. She questioned if consideration has been given to the 4<sup>th</sup> and 5<sup>th</sup> grade model or 6<sup>th</sup> grade unaccelerated model of how to best reach those students to get the potential. She appreciates those who are math learners/math lovers and appreciates the fact there are students who need extra support. There is a large group that falls in the middle, and that is the group that she is personally most concerned with. She would like to find new creative ways to ensure those students can untap potential at a younger age.

Ms. St. John commented she likes that the whole student is being looked at; placement test, NWEA, teacher data. However, regarding the idea of summer school, she finds it challenging to think that a 5<sup>th</sup> grade student

who may be taking that placement test, and may not pass, must dedicate so much time to something. She stated her hope other options be explored in detail.

She questioned when 5<sup>th</sup> grade testing will take place, and was informed flyers will go out on April 16th, and the test is scheduled for May 29<sup>th</sup> or 30<sup>th</sup>. She noted that is right after Memorial Day weekend and suggested that date be looked at further.

She suggested the pathway flow chart include information on additional available pathways.

Mr. Enright thanked the Administration for the presentation. He stated appreciation for the suggestion of attaching a narrative to the pathway flow chart. He studied the flow chart and is pleased with what he saw; did not see students tracked. He saw pathways having multiple crossover points.

Chairman Mann commented it appears to him the Administration is trying to address all different levels of math and encourage learning at a pace a particular student can absorb. He requested additional clarity on how a student might cross over, e.g., additional options available to help a student cross over into another pathway.

He commented on the efforts of the SAU to inform the public and solicit public input/participation, e.g., public forums, etc.

## PRINCIPALS' REPORT

The Principals' Report was included as part of the [agenda](#) packet.

## DISCUSSION

- Election Results

Superintendent Corey commented on the lengthy budget process and thanked those involved in preparing the budget and the citizenry for its continued support.

- Transportation

Superintendent Corey spoke of the article in the Union Leader highlighting the transportation issues that are coming back again. Drivers are hard to come by. He spoke of having a meeting scheduled for later in the week to discuss the issue, that he will be working with the Principals and sending out notices. It is believed the District will be down drivers again this spring.

He commented on the lengthy process involved in becoming a bus driver during which time those going through the process are not compensated. It is expected the shortage will impact sports runs at the COOP School District. The District will look at a variety of options, e.g., requests have been made in the past to look to avoid split runs and perhaps compact routes. Notifications will be sent out to parents as early as possible.

- Revenue and Expense Report

Kristen Maher, Assistant Business Administrator noted the Revenue/Expense Report (through 3-27) was attached to the agenda packet. The end of year unreserved fund balance is projected at \$297,893. After allocating the funds approved through the various Warrant Articles, the anticipated fund balance that can be returned to the general fund to reduce taxes (FY19) is \$5,893.

Ms. Maher noted a column has been added to the report as a means of providing additional information, e.g., in terms of expenses for the year, the District is under budget for regular education. A good deal of that is related to a lack of substitutes; using internal Paraeducators to meet that need. There is an individual at the SAU whose primary function is to acquire substitutes for the SAU, and it is hoped this issue will not carry into next year. In the area of Special Education, the District has had to hire two additional aids (not budgeted for) and incurred the cost of a few services that are outside the norm, e.g., speech, occupational therapy. The increase in the cost of the copier service agreement is something that will be investigated further. Heating costs are down as is the cost of in-district special education transportation. The cabling project cost cited is related to the District's portion of the cost.

In terms of revenue, an additional \$3,600 was received for Special Education Aid (last year's reimbursement). Bank interest is higher than anticipated.

Ms. Maher stated the District received a check in the amount of \$132,000 in rebates related to the HSTEP project. Those funds are being retained for future allocation determination.

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

Superintendent Corey spoke of the work that will be conducted over the summer noting the HSTEP Committee has been meeting regularly. The HVAC plans are in place. The District is working with the State Fire Marshal on the wrapping of the building; 1950-1980 building with numerous additions. The project will go out to bid based on architectural drawings. Time will not be lost in the process as there are contingency plans should the Fire Marshal raise any concerns. As the building was constructed in the 1950s it is not a sprinkled building. It is always best to have the Fire Marshal and local Fire Department involved. The Fire Marshal is involved with the code issues ensuring everything the District wishes to do meets or exceeds code requirements.

The committee continues to meet every Friday morning. It is hoped updates will be available for the Board's next meeting.

Vice Chairman Fareed noted students and teachers are working with the interface on the solar already. It is impacting curriculum, etc.

When asked about the monitoring systems (public monitoring/display), she was uncertain of the status. Chairman Mann suggested an update be provided at the Board's May meeting.

#### DELIBERATIONS

- To see action the Board will take regarding the Administration's recommendations for teacher nominations.

**MOTION BY MEMBER FAREED TO ACCEPT THE ADMINISTRATION'S RECOMMENDATION FOR TEACHER NOMINATIONS**

**MOTION SECONDED BY MEMBER ENRIGHT**

**MOTION CARRIED**

**5-0-0**

- To see what position the Board will take regarding the proposed 2018-2019 school calendar.

**MOTION BY MEMBER FAREED TO APPROVE THE 2018-2019 SCHOOL CALENDAR, AS PRESENTED**

**MOTION SECONDED BY MEMBER ST. JOHN**

ON THE QUESTION

When asked for clarification, Assistant Superintendent Bergskaug stated there to have been a change in the schedule for Professional Development (PD); date changed from the end of the school year to the March voting day.

Vice Chairman Fareed spoke of requests from parents to remain sensitive to major religious holidays. The calendar appears to take that into consideration. Assistant Superintendent Bergskaug commented it is essentially the standard calendar that is presented year-to-year. She noted the calendar was approved by the Brookline School Board the prior week and will go before the COOP School Board on April 11<sup>th</sup>.

When asked when the Administration will determine the last day of school for the current year, Superintendent Corey stated the number of hours has been calculated, and it is believed the last day of the school year, for students, will be June 15, 2018.

**MOTION CARRIED**

**5-0-0**

- To see what action the Board will take regarding Policy BCA - Board Member Code of Ethics.

**MOTION BY MEMBER FAREED THAT THE BOARD, BY ROLL CALL, STATE AGREEMENT TO ADHERE TO POLICY BCA – BOARD MEMBER CODE OF ETHICS  
MOTION SECONDED BY MEMBER ENRIGHT**

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

Yea: Michele St. John, Amy Kellner, Robert Mann, Tammy Fareed, Tom Enright

5

Nay:

0

**MOTION CARRIED**

- To see what action the Board will take regarding Policy DFA - Investment.

The Board was informed of the State requirement to review the policy on a yearly basis. The intent is to provide an opportunity, at least yearly, to consider investments. In large districts that receive tax dollars in a single transfer, there may be a decision to invest as a means of generating revenue. As identified within the current policy, the School District Treasurer working in conjunction with the Superintendent and his/her designee and pursuant to RSA 197:23-a, is authorized to invest the funds of the District subject to specified objectives and standards of care.

**MOTION BY MEMBER FAREED TO ADOPT POLICY DFA – INVESTMENT  
MOTION SECONDED BY MEMBER ENRIGHT  
MOTION CARRIED**

**5-0-0**

Mr. Enright stated he would like to understand the protocol for police officers gaining access to schools in an adverse situation. He would like to be reassured that he has gone through that discussion so that the community-at-large is made aware as well.

Chairman Mann spoke of the discussions the Board has had and continues to have around safety issues. It was about a year ago when the Board discussed COPSync. He suggested the Board revisit the capabilities of that

system. Superintendent Corey stated it would fit well in the May timeframe as he would also want to discuss how the security grant funds will be utilized. He will reach out to the Police Chief to discuss protocols to be able to relay those to the Board and public as well as information on trainings the various Town departments participate in.

Vice Chairman Fareed commented when she first moved here in 2002 there were three newspapers that served the Town, and an overlap and redundancy of information about anything having to do with taxes, Board policy, Town policy, etc. One of the newspapers is now gone, another is now but a few pages of advertising, and the main paper is greatly reduced in terms of this subject matter. RSAs require the District to post information in multiple locations. Others are very good about posting on social media. However, we are not reaching every taxpayer.

It impacted her awareness a few years ago when a nearby district unsuccessfully attempted to pass a bond. She realized there had been, in her opinion, an inadequate communication with the taxpayers.

When the Energy Committee began to plan the actual work, it became critical to her to conduct public forums and to reach every single taxpayer at least twice to inform them of the forums, the public hearings, etc. using mass mailings. She stated the desire for the Board to identify a means, either through policy or otherwise, to expend funds on reaching every taxpayer on the issue of upcoming public hearings on the District Warrant and District meetings.

When it is time to convey what the District is looking to do on issues such as bonding, every stakeholder must know who, what, when, where, and why, at a minimum. She would like to see information on the Warrant sent to every household each year. She is of the belief that will be a cost of several thousand dollars. She requested the matter be placed on a future agenda for discussion. She would like to see the Board agree this is an important way of carrying out our business with our taxpayers and represent that position with the COOP School Board as well.

Ms. St. John commented she has spoken with the Superintendent on this issue before, and it is a matter of funding. She believes it could benefit the District to contract a communication professional to support that. It is a large job. With respect to the demands that are already out there, she believes the District does a really good job in trying to communicate to people. There are a lot of limitations of time, and the District is a very fiscally conservative District. There are things that can be explored, but there must be the manpower and consistency to do that.

Superintendent Corey responded he respects the opinion and would love to do it, but we would have to ask for another staff person, which he is uncertain would be supported. Looking just at the scope of work that has been required from the beginning of annual meetings to the conclusion the prior evening, he is uncertain this would be manageable.

Vice Chairman Fareed clarified what she would like, at a minimum, is that every taxpayer is aware of the annual meeting on the Warrant. A simple postcard may satisfy that.

Superintendent Corey stated he does not have the manpower to do the postcard. He commented, for the past three nights he and the Assistant Superintendent have been in the office by 7:00 a.m. and late into each evening. There was an Annual Meeting that went until 2:00 a.m., and they were in the office later in the a.m.

Ms. St. John commented on getting heavily involved in trying to get the two bonds passed and of dedicating a lot of personal time and effort in doing so. They did the best they could with what they had, and she believes the group was taxed, but did a good job. She believes a possible solution would be to get a communications



committee created through the SAU Governing Board that would consist of representation from each school board as well as community members. That group could do the brunt of the legwork. It must be a volunteer effort as she does not see taxpayers supporting the cost of a public relations role within the SAU.

Chairman Mann stated he would not support anything that would place an expectation on the SAU to do any additional public relations. The public relations piece belongs with the School Board.

Ms. St. John reiterated the personal responsibility of residents to become informed. She stated her belief, as a Town, we owe it to our citizens to produce a document that helps citizens understand how to find the resources needed to become informed, etc.

Chairman Mann stated a discussion item could be placed on a future agenda. He requested Vice Chairman Fareed and Ms. St. John structure/sponsor the conversation and make him and the Superintendent aware of the timeframe to bring the discussion forward.

ADJOURNMENT

**MOTION BY MEMBER FAREED TO ADJOURN**

**SECONDED BY MEMBER ST. JOHN**

**MOTION CARRIED**

**5-0-0**

*The April 4, 2018 Organizational Meeting of the Hollis School Board was adjourned at 9:18 p.m.*

Date \_\_\_\_\_

Signed \_\_\_\_\_

**Hollis Primary School**

**Recommendations for Contract Renewals 2018-2019**

**Annual Contracts: Please indicate if professional was on continuing contract in another NH District by putting (CC) next to their name. If so, they move from non-continuing contract to continuing contract when advancing from Year 3 to Year 4.**

<b>Year 2 Professional</b>	<b>Grade</b>	<b>Year 3 Professional</b>	<b>Grade</b>
<b>Year 4 Professional</b>	<b>Grade</b>	<b>Year 5 Professional</b>	<b>Grade</b>
Jennifer Hannon	1	Liana Gual	2
Cole Etten	ES/Math	Nancy Lemay	Kindergarten
Ashley Walker	Kindergarten	Michelle O'Brien	3
		Christine Roy	1

**Annual to Continuing**

Jennifer Goldthwaite	1
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**Continuing Contracts**

<b>Grade Pre-K/K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
Christina Langlely	Jessica Cue	Gregory Ashley	Catherine Gardner
Dennis Kane	Amye Renaud	Sarah DeLisle	Susan Lewis
Amy Young		Carol Cornell-Smith	Matthew Ostrowski
		Mary Jo Naber	Julie Somorrostro

<b>Special Ed Team</b>	<b>Specialist Team</b>	<b>Reading Team</b>	<b>Other</b>
Brenda Golia	Elizabeth Currier	Heather Nelson	MaryLee Walsh
Nancy Kring-Burns	Carrie Cormier	Marian Pickowicz	Susan Carlon-Giles
Karen Marinaccio	Sarah Proulx	Sandra Van Sciver	Ellen Lencsak
	David Olszewski		Amy St. Hilaire
	Leslie Russell		

**Hollis Upper Elementary**

**Recommendations for Contract Renewals 2018-2019**

**Annual Contracts: Please indicate if professional was on continuing contract in another NH District by putting (CC) next to their name. If so, they move from non-continuing contract to continuing contract when advancing from Year 3 to Year 4.**

<b>Year 2 Professional</b>	<b>Grade</b>	<b>Year 3 Professional</b>	<b>Grade</b>
Paula Grieb	Spanish Teacher	Brittany Ducharme	Case Manager
Heidi Moore (CC)	Case Manager	Jared McMullen	Grade 5 Teacher
Jesse Parent	Music Teacher	Amanda Tanguay	Grade 6 Teacher
		Stacie Sanborn	Nurse
<b>Year 4 Professional</b>	<b>Grade</b>	<b>Year 5 Professional</b>	<b>Grade</b>
Michael Vetack	Gr 6 Teacher	Margo Wood (.5)	Reading Specialist
Jeri Williams	School Psychologist		

**Annual to Continuing**

Ellen Roos-Unger (CC) – Grade 4 teacher Traci Rotondi – Reading Specialist
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**Continuing Contracts**

<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Special Education</b>
Jamie Gough	Karen Amber	Susan Caron	Mary Martin
Elizabeth Keegan	Paula Lockard	Colleen McBride	
Nicolasa Moreau	Caryn Miller	Robert Pooler	
Jonathon Rubin	Lisa Stone		
	Melanie Tafe -White		

<b>Specialist Team</b>	<b>Reading Team</b>	<b>Other</b>	<b>Other</b>
Samantha Boudreau	Kari Raiano	Raymond Daneau - Guidance	
Brenda Nickerson		Karen Kelley -Math Support	
Alexander Pope			
Adam Wallis (.6)			
Thomas Williamson			