

HOLLIS SCHOOL BOARD
MAY 3, 2023
MEETING MINUTES

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

Amy Kellner, Chairman, presided:

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

Members of the Board Absent:

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

COMMITTEE ASSIGNMENTS

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

Tammy Fareed - Hollis School Board Representative to:

- Hollis Capital Advancement Plan Committee

Andrea Levesque - Hollis School Board Representative to:

- SAU #41 Governing Board Budget Sub-Committee

Amy Kellner - Hollis School Board Representative to:

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

Carryl Roy - Hollis School Board Representative to:

- HEA Compensation Study Committee

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

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

Rob Mann (previous member of Board currently serving)

- HEA Compensation Study Committee

AGENDA ADJUSTMENTS

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

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

CORRESPONDENCE/RESIGNATIONS/RETIREMENTS/NOMINATIONS

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

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

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

MOTION SECONDED BY MEMBER FAREED

MOTION CARRIED

5-0-0

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

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

MOTION SECONDED BY MEMBER LEVESQUE

ON THE QUESTION

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

MOTION CARRIED

5-0-0

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

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

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

5-0-0

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

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

MOTION SECONDED BY MEMBER LEVESQUE

ON THE QUESTION

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

MOTION CARRIED

5-0-0

APPROVAL OF MINUTES

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

The following amendment was offered:

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

MOTION BY MEMBER FAREED TO ACCEPT, AS AMENDED

MOTION SECONDED BY MEMBER ROY

MOTION CARRIED

5-0-0

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

MOTION BY MEMBER FAREED TO ACCEPT, AS PRESENTED

MOTION SECONDED BY MEMBER ROY

MOTION CARRIED

5-0-0

PUBLIC INPUT

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

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

Karen Belmonte 46 Truell Road

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

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

Jake Belmonte

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

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

PRINCIPALS' REPORT

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

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

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

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

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

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

DISCUSSION

- Presentation Environmental Science and Spanish at HUES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- SAU Website – Update

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Communication from Business Office

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

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

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

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

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

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

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

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

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

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

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

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

- Enrollment Report

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

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

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

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

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

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

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

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

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

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

DELIBERATIONS

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

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

ON THE QUESTION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MOTION CARRIED

5-0-0

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

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

ON THE QUESTION

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

MOTION CARRIED

5-0-0

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

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

MOTION SECONDED BY MEMBER WAKE-DE PASQUALE

MOTION CARRIED

5-0-0

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

MOTION BY MEMBER ROY TO APPROVE THE APPOINTMENTS BY THE CHAIR AS STATED

MOTION SECONDED BY MEMBER WAKE-DE PASQUALE

ON THE QUESTION

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

MOTION CARRIED

5-0-0

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

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

MOTION SECONDED BY MEMBER WAKE-DE PASQUALE

MOTION CARRIED

5-0-0

NON-PUBLIC

MOTION BY MEMBER ROY THAT THE BOARD, BY ROLL CALL, GO INTO NON-PUBLIC SESSION PURSUANT TO RSA 91-A:3 II (a) THE DISMISSAL, PROMOTION OR COMPENSATION OF ANY PUBLIC EMPLOYEE AND (c) TO DISCUSS A MATTER, WHICH IF DISCUSSED IN PUBLIC, WOULD LIKELY AFFECT ADVERSELY THE REPUTATION OF A PERSON, OTHER THAN A MEMBER OF THE BODY OR AGENCY ITSELF

MOTION SECONDED BY MEMBER WAKE-DE PASQUALE

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

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

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Nay:

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MOTION CARRIED

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

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

ADJOURNMENT

MOTION BY MEMBER ROY TO ADJOURN

MOTION SECONDED BY MEMBER WAKE-DE PASQUALE

MOTION CARRIED

5-0-0

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

Date _____

Signed _____