**HOLLIS SCHOOL BOARD**
**JUNE 7, 2017**
**MEETING MINUTES**

A regular meeting of the Hollis School Board was conducted on Wednesday, June 7, 2017 at 6:00 p.m. at the Hollis Upper Elementary School.

Vice Chairman Tammy Fareed presided:

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| Members of the Board Present: | Michelle St. John, Secretary<br>Tom Enright<br>Laurie Miller |
| Members of the Board Absent: | Robert Mann, Chairman |
| Also in Attendance: | Andrew Corey, Superintendent<br>Gina Bergskaug, Assistant Superintendent<br>Kelly Seeley, Business Administrator<br>Richard Raymond, Network Administrator<br>Candice Fowler, Principal, Hollis Upper Elementary School<br>Nicole Tomaselli, Curriculum Administrator<br>Colleen Micavich, Special Education Administrator |

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AGENDA ADJUSTMENTS

Superintendent Corey requested the agenda be adjusted by adding, under Deliberations, consideration by the Board to authorize the Superintendent to hire, terminate, accept resignations, and respond to Extended School Year requests during the summer months. He is aware of requests that will be forthcoming related to transportation issues, etc. in relation to Extended School Year.

Superintendent Corey informed the Board that Chairman Mann has requested he cancel the July 5th meeting, and provide alternate dates for the Board to meet to either conduct a workshop or regular meeting.

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

APPROVAL OF MEETING MINUTES

Hollis School Board . . . . . May 3, 2017

*The following amendments were offered:*

Page 8, Line 2; replace “manage” with “manager”
Page 9, Line 3; replace ($19,2205.25)” with “($19,220.25)”

**MOTION BY MEMBER ST. JOHN TO ACCEPT AS AMENDED**
**MOTION SECONDED BY MEMBER ENRIGHT**
**MOTION CARRIED**
**4-0-0**

NOMINATIONS / RESIGNATIONS / CORRESPONDENCE

Superintendent Corey noted Principal Izbicki was not present as she was attending her daughter’s graduation from Kindergarten.

Superintendent Corey stated Chuck Stohl has communicated with Chairman Mann regarding the desire for negotiations to begin for the Hollis Education Support Staff Association (HESSA) contract. Their representatives are working this summer, and they would like to begin discussions sooner rather than later.

Superintendent Corey spoke of the recent tragedy experienced in the SAU, and of a previously scheduled meeting with the Department of Education Office of Wellness. In response to the recent tragedy, the Administration has changed direction; over the summer the Office of Wellness will conduct a Needs Assessment for the entire SAU, which will involve a review of materials, curriculum, procedures, etc. In the August/September timeframe, the Administration will report out on the findings. Superintendent Corey thanked Assistant Superintendent Bergskaug and Amy Rowe, Director, Student Services, for the work they put in coordinating the assessment.

Director Rowe has conducted the annual review of special education for the District. Based on those findings, a position is being swapped; changing an Occupational Therapist position to that of a Case Manager. Occupational Therapy needs are significantly reduced while the needs for a Case Manager have increased. The District will advertise for a Case Manager at HUES.

Superintendent Corey spoke of a request made by Ms. St. John that the Board be provided with a five-year maintenance plan for the 4 Lund Lane facility. He noted that work is in process, and the information will likely be before the Board in the August/September timeframe.

Superintendent Corey informed the Board of his receipt of a communication, which Chairman Mann wished to have read into the record:

*Dear Hollis School Board and Superintendent Corey,*

*First I wish to apologize for my absence as business commitments have made it impossible for me to attend our Board meeting tonight.*

*I am providing this correspondence to be read into the public record bringing forward my Board appointments for the coming year. Over the last month, I took time to reach out to each School Board member to understand his or her interest, passion and talents and how best to thoughtfully align those talents and passions to needed roles.*

*In accordance with Policy BDE, BDF, and BBAA, I am submitting these appointments for Board consideration and approval. Upon approval, individuals in these roles will be empowered to faithfully carry out the respected functions and committee work in the best interest of the Board and our district as its agent. With that, I wish to appoint:*

*Tammy Fareed – Vice Chair to:*
- *Hollis School District Para-Professional Union Contract Negotiation Team*
- *Hollis School District Policy Committee*
- *Hollis Schools Thermal Electric Project (HSTEP) Committee Member*
- *Hollis School District Representative to Budget Committee*

*Michelle St. John – Board Secretary to:*
- *Signature of Manifests*
- *Hollis Schools Thermal Electric Project (HSTEP) Committee Member*

*Laurie Miller to:*
- *Hollis School District Representative to SAU #41 Policy Committee*
- *Hollis School District Para-Professional Union Contract Negotiation Team*

*Tom Enright to:*
- *Signature of Manifests*

*Rob Mann - Chair to:*
- *Hollis School District Alternate Representative to Budget Committee*

*These are very exciting times for the Hollis School District. I want to thank each of you for stepping up to fill these critical roles and responsibilities.*

*Respectfully Submitted,*
*Robert Mann – HSB Chair*

Superintendent Corey noted Chairman Mann also submitted a list of goals and work that he would like the Board to consider at an upcoming meeting (copy attached).

**MOTION BY MEMBER MILLER TO APPROVE THE APPOINTMENTS BY THE CHAIR AS STATED**
**MOTION SECONDED BY MEMBER ENRIGHT**
**MOTION CARRIED**
**4-0-0**

PUBLIC INPUT - None

PRINCIPALS' REPORT

- End of Year Presentation; Hollis Administrative Team
  (paper copy of PowerPoint presentation was attached to the agenda. Video can be viewed here).

Paula Izbicki, Principal, Hollis Primary School (HPS) was unable to be in attendance. Her pre-recorded statements were played as part of the presentation. In her recording, she spoke of the HSTEP progress that has taken place at HPS; the school is looking forward to the solar panel and electrical installation, a new intercom system will be installed as well as a new speaker system in the gym. The Nurse's office will receive upgrades, there will be carpet installed in the front office as well as the ramps to 3rd and 2nd grades, the parking lot will receive additional signage and updates, the playground will receive another load of mulch, and the custodial staff will continue to do their yearly summer cleaning, waxing, and painting.

Candice Fowler, Principal, Hollis Upper Elementary School (HUES), stated at HUES, students have been taking note of the HSTEP activity taking place. A lot of upgrades were done at HUES last year. This year work is mostly related to regular cleaning. They are looking forward to the closure of the gap in the building, which will eliminate the hot/cold air, along with the ceiling insulation, which will eliminate the temperature swings. HUES is looking forward to hosting the Extended School Year (ESY) during the summer months.

Nicole Tomaselli, Curriculum Administrator, spoke of some of the changes taking place at HUES and HPS: Nancy Kring-Burns has been a Special Education Case Manager at HUES for a number of years. With an opening at HPS and the desire for an individual with a reading background, Ms. Kring-Burns will be moving to HPS (K-2). That creates an opening at HUES for a Special Education Case Manager. Applicants will be interviewed shortly. Paula Grieb will be replacing Sandy Lindquist as a Spanish Teacher for grades 3-6. At HUES, there is a large group of students moving from grade 4 to grade 5. Lisa Stone, who has been a 4th grade teacher, will be moving with the students to the 5th grade. One of the Instructional Paraprofessionals resigned during the year. The District will be hiring for that position at the end of the year.

Principal Izbicki's recording resumed during which she explained the vision of the District staff; to work collaboratively to ensure, encourage, nurture, advance, promote, stimulate academic growth and develop a passion for community, learning, and the life skills for: 1) independent learning, 2) social, and 3) emotional successes in students. The goals come directly from that vision.

Ms. Tomaselli remarked this year one of the ways they tried to enhance the vision was to build consensus with staff. The Administrators met last summer to identify goals. As buy-in by staff is needed to be successful, one of the ways that was attempted was through joint staff meetings; one at the start of the year and another in May to set the stage for the summer work and the work that will start the next school year. During the first meeting, they shared the District goals and communicated the vision. During the 2nd, they created a committee that will be used next year to increase collaboration between the two buildings and get more vertical pieces going K-6.

Following the school year are a few days for professional development (PD). One of those days will be focused on science curriculum and another will discuss vertical meetings.

Principal Fowler remarked one of the goals discussed last year was having the District Administrative team collaborate, coordinate and implement the new Professional Growth Model pilot for effective teacher evaluation practices. With regard to the walk-throughs; catching teachers at different times, popping in and out, etc., has really helped the Administrative team capture what is happening in the classrooms. It has been evident there is a lot of planning going on. As is typical with a pilot, there are staff that embrace the change, staff that prefer the old model, etc. There are pieces that are being adjusted. They have observed authentic teaching; what is happening in the moment, how teachers handle a question that

sends the discussion in a different direction, etc. The shared documents (Google drive) have made feedback nearly instantaneous. Principal Fowler stated her opinion that has provided for deeper collaboration between the Administrators. She remarked there have been conversations with staff about Professional Learning Community (PLC) time as evidence for student growth in learning.

The second goal was directed toward teaching practices; best practices in critical thinking performance tasks will be developed and implemented in classrooms as evidenced by 21st Century rubrics, teacher goals, documents, and observations. This year staff was asked to think outside the box; to completely revamp older lessons and/or projects and begin the implementation of performance tasks. The desire was to focus on students who could excel and extend in all areas. Examples of the work conducted and the results achieved were provided.

Principal Izbicki's recorded remarks addressed evidence, e.g., what does creating performance tasks do for staff and students. She commented it created an excitement for teacher learning. There was a great need for PD hours this year to help with implementation. Each one of the tasks takes a team, collaboration, and learning new background for it to be successful. They had to get creative. She remarked for every hour spent collaborating it is two-fold for the impact on students. Evidence looks different with performance tasks; there is no number of percentage, but rather reflection on learning. It is direct evidence of students noting their strengths and struggles, and how they can get better. She spoke of the need to create the creative opportunities for both staff and students for in-depth reflection and growth that is not only in the evidence of numbering tests, but in the combined 21st Century skills of collaboration, creativity, communication, and critical thinking.

Ms. Tomaselli spoke of the goal around Next Generation Science Standards (Next Gen); teachers will implement Next Gen in all classrooms as evidenced by lessons, performance tasks, activities, and observations. She commented the adoption of Next Gen will force districts to shift science instruction. There will be a heavy emphasis on inquiry, engineering design process, performance tasks, evidenced based writing, and a variety of different accountability types of teamwork infused in science instruction. New Hampshire adopted the standards in the November timeframe. There will be a multi-pronged approach to shifting science instruction. They will be doing, and already have done, several performance tasks that offer students the opportunity to work in small groups to emphasize the 4 Cs, and the 5th C; compromise. Students will be following the engineering design process and typically will have some kind of product to show at the completion of the activity. Teachers are using modules from Project Lead the Way, have enjoyed using units from Mystery Science, and have lessons they have designed on their own.

Ecology and Life Science instruction is highly valued by the community. The Environmental Science teachers at both HUES and HPS are developing lessons. Ms. Tomaselli meets with them periodically to ensure they are in alignment with Next Gen, but also offer students a lot of hands-on and outdoor opportunities. Displayed were photos of different projects completed by students in various grades.

Ms. Tomaselli spoke of job-embedded PD, and commented as there are not a good deal of teacher workshop days during the school year, they have had to get creative with getting teachers the content they need so they feel confident when teaching these new topics. She provided, the example of the Mount Washington Observatory. Representatives have come out and worked with the 6th grade in the past. This year it was stacked so that the teachers would have release time with a Climatologist for 90 minutes prior to the in-house field trip. It was like Climatology 101 at a roundtable. She spoke of the quality of presentation they prepared for the staff, which was totally different than the one they gave to the students. It addressed so many basic questions about climatology, and gave the teachers a good footing to move forward with that unit. Similar situation with the 5th grade team; when they first opened the Project Lead the Way modules and realized they had to teach robotics for the first time. Having listened to them in a choice meeting, she decided to call the company they were purchased from to have them come out. They provided a free customized training just for the 5th grade team. Some of the instructional assistants and paraprofessionals were able to sit in. They had to get creative with coverage, but that time dedicated to training is so valuable.

Another collaboration that was done was with the 1st and 4th grade teachers that have to teach about waves as information transfer with Next Gen. It is a daunting, newer topic for them; light and sound waves. Cindy Vanscaver designed the after-school Jr. Chemistry Club. It worked so successfully the model was applied to Physics. There is now a Jr. Chemistry and a Jr. Physics Club. Although they were not able to get the student-to-student collaboration (high school AP students working with the younger students) going this year, that is hoped for the future. They were able to get the teachers to go to the AP students and do the stations. Additional examples of creative PD opportunities were discussed.

Ms. Tomaselli reiterated on June 22nd they will be refining the science curriculum trajectories. She commented the District is in a very good place relative to where other districts might be because Hollis has had its eye on Next Gen for 2 years now. A lot of tools, modules, and units, are already in place.

Colleen Micavich, Special Education Administrator, stated the social/emotional goal this year was that building staff focus on developing students' abilities to be problem solvers, resilient, independent, and tolerant, be able to persevere through difficulty and failure, have an optimistic view, and to have a growth mindset as learners. She spoke of what occurred over the course of the current school year. Principal Izbicki did a Coffee Chat with parents at HPS focusing on grit and resilience. Ms. Micavich provided a social/emotional presentation to faculty at both HPS and HUES, which really focused on why this is important, e.g., what is some of the research about what is happening to kids such as the increase in rates of depression and anxiety that colleges, affluent communities, etc., are seeing. She also presented on what is already being done in the classrooms to encourage students to be kind, empathetic, but to also be resilient; to understand that there will be failures and through failure you learn.

She spoke of collaboration with the PTA and the ability to put on 5 different presentations in the evening hours for parents. The first was on gratitude, and was given by Charity Bell, Director of Training for Massachusetts Department of Mental Health, one on loss; on all levels, a lecture on anxiety, presented by Lynn Lyons, which was attended by at least 100 parents, another by the School Psychologist, Nurse, and Guidance Counselor regarding how to develop grit and resilience in our children, and one on summer programs and what questions to ask to protect your child from sexual abuse.

In December, HUES and HPS staff attended a PD session on developing grit and resilience with students. Social/emotional learning is embedded in everyday instruction.

A movie called Race to Nowhere was screened in the fall. It provides one perspective on how society combined with educational institutions are putting a lot of pressure on kids and the impact that has. The point wasn't to say we shouldn't be putting pressure on kids, but our students, as they get older, are sometimes doing a full day of school, two hours a night of athletics and they then have 2-3 hours of homework. The movie provides a perspective from a family with all different types of learners on how that impacted their family.

They did student led assemblies. Throughout the year at HUES they were encouraging students to decide on how they want to partake in assemblies, and what they want to talk about. Ms. Micavich and Ms. Tomaselli tried to lead that a bit believing it would be good to talk about the use of technology and how that could be both good and bad. When they first went into the classrooms it was an interesting discussion because the students all openly talked about how they knew technology could be very harmful to them and they were willing to present to their peers on it, but when it was suggested that they present to their parents they were very hesitant because they don't want their parents to know that they see the harm in this. They are hopeful they will get past that, but they did not want to push because they don't want them to back off the student led assembly by pushing the PTA piece. That might be something on the radar for next year.

Ms. Micavich stated her belief the PTA parent talks/lectures will continue next year. They are open to hearing from the community what they want to hear about. Social/emotional learning will continue to be infused into the curriculum. Ms. Micavich addressed the issue of anti-bullying. She began by stating her belief the SAU is leading the charge with that. She spoke of the assessment Superintendent Corey spoke of earlier in the meeting. She remarked when she thinks of social/emotional learning she pictures it in her mind as tiered; on tier 1 what are we doing for all students; both buildings have different awards that go on for kindness and empathy in order to encourage that. Tier 2; there are support services in both buildings; each building has a School Psychologist and a Guidance Counselor. The curriculum they deliver focuses on that social/emotional learning. Tier 3; there are students who have social/emotional needs and have been identified. They often work with Ms. Micavich's team or the 504 team to address their specific needs.

Vice Chairman Fareed commented on how Guidance Counselors are a regular part of the curriculum service in every classroom, and requested information be provided. Principal Fowler stated the Guidance Counselor goes into classrooms on a 6-week rotating basis. Students also self-refer. Guidance lessons are on days when all students are present. Many students are leaving for services or going for RtI so Thursdays are focused on as a day for the Guidance Counselor to enter classrooms to speak with students with a focus on who the student is as a person, how he/she is a friend, the difference between tattle tailing and being a responsible reporter, etc. It was noted, at HPS, the Guidance Counselor teaches in every classroom twice/month. For students needing it, she is available for lunch as is the School Psychologist. Students are allowed to leave letters in the Guidance Counselor's mailbox if having concerns. The counselor hosts groups throughout the year dependent upon student need. Principal Fowler noted the two counselors will be meeting on one of the last PD days for vertical coordination.

Ms. St. John questioned if there is a way to ensure programs conducted at HPS continue at HUES, e.g., Girl Power. She also questioned what happens with the student who is not able to relate to the counselor at their school. Ms. Micavich stated they look at best practices to determine what can be easily transitioned into another building. The upcoming Needs Assessment will provide information on whether gaps exist. The example was brought up of a student not comfortable with a male guidance counselor, and the response was that such a student could speak instead with the female School Psychologist. When asked how that ability is communicated to students, Ms. Micavich responded she is not certain that has been communicated, and is something that can be discussed.

Ms. St. John stated her belief communication between the school and parents relative to what units of study, etc. are being worked on in the classroom would be beneficial. If there are take-home materials she believes that would be well received. Ms. Micavich stated the Administrative Team is open to any and all parental feedback.

Ms. Tomaselli commented the wellness blog is a site parents might be interested in. The Nurse, School Psychologist, and Guidance Counselor at HPS have all collaborated to create the blog where they share topics they are teaching in their curriculum as well as talking points for parents to continue the conversations at home. Ms. St. John suggested that blog be included in the welcome to the fall communications. It is noted on the website.

Returning to the video/audio presentation, Principal Izbicki indicated next year they will be reorganizing the Learning Commons; adding new materials for all students to use. They will continue to find creative ways for in-house PD opportunities. She spoke of some of the opportunities, and of keeping focus on differentiation practices. She noted the potential for staff increases due to the extending opportunities and the implementation of a true Learning Commons, and that she is mindful of the possible budget impact. She indicated she would look for creative and budget-friendly ways to help get the Environmental Science and .5 Math Intervention Specialist to full-time, which would allow Mrs. Proulx to be available 24/7 in the Learning Commons for any students that come in, but also provide support during specialist time and still have time to support and extend math.

Principal Fowler stated, at HUES, they are looking forward to more iPads for the Project Lead the Way lessons, are excited about thinking of how to have shared integration lessons. Next year they will have the Librarians teach their lessons and also have time for integration so that students can come in and use the Library in lots of different ways, and also receive direct instruction on how to do research, etc. Principal Fowler spoke of the excitement around the possibility of being able to conduct a pilot on Bring Your Own Device. With regard to potential staffing increases, that topic was discussed last year, but due to other needs, the Administration did not move forward with that. However, the Library is getting so much use they can't keep the books on the shelves. There is the desire to utilize the science lab more frequently, but the setup/takedown time is intensive; it might be that there is an opportunity for an instructional assistant that could be a shared Library/STEM integration helper for the building. The District piloted a before-school program with participation by HPS and HUES students. The program is going well. There is also an after-school program at HPS, which is not able to keep up with the demand. A request has been made for an after-school program at HUES, which will be in place next year.

Principal Fowler spoke of the Service Oriented Activity Reflections (SOAR) Program, which will be implemented next year, and will be about promoting students in 6th grade with distinction. Students, over the course of 4th, 5th, and 6th grade achieving in excess of 30 hours of community service will be promoted with a gold distinction sticker on their certificate. Students will be required to document their community service activities, reflect on it, etc.

Principal Fowler remarked the Every Student Succeeds Act (ESSA) is really focused on job-embedded PD. The Administration is looking at creative ways to provide that.

Principal Fowler spoke of the Collaboration Committee; a joint committee between HPS and HUES. The District has been working with a consultant who has been helping the Administration understand capacity, where the District wants to grow as a Pre-K through 6 district, what things are working well, and what might we want to improve upon. After a good many meetings and conversations one thing that came across is the need to strengthen collaboration across buildings. The committee is in its infancy, but is working towards identifying what the two buildings are wanting to collaborate on, etc.

Ms. Miller questioned when the Professional Growth Model pilot would transition from pilot to practice. Assistant Superintendent Bergskaug responded the pilot was part of year five of a five-year plan. The new model that incorporates some PD changes as well, is out for the unions to vote on. Once accepted by the unions, it will be sent to the State for acceptance. That will be sent off by the end of June so that it is fully implemented in September.

Ms. Miller questioned the shared documents used to provide teachers with feedback, and whether that is a formal evaluation, written thoughts, etc., and was informed it is a Google doc that all administrators have access to along with the individual being evaluated. It is the formal evaluation system. Assistant Superintendent Bergskaug commented the work on the form started before her arrival. Teachers worked in groups and developed some essential questions with some observables, e.g., if this was taking place these are some things you might observe in the classroom, etc. In addition to those forms are areas for comments, descriptions of what is actually being seen, and some actionable feedback. Those are printed and signed. Next year, Google docs will no longer be utilized, but that exact form will be tied into the PD management system. The form is submitted and the teacher has the opportunity to respond, provide additional information, etc.

Ms. Miller spoke of the comment made that Next Gen has certain grades learning something they had not in the past, and questioned how shifting of topics and getting topics to older students is being addressed e.g., if waves were being taught in 5th grade and now they are being taught in 3rd grade causing the 4th grade students to have missed out on that opportunity. Ms. Tomaselli responded she has not spent a great deal of time pondering that as her attention has been towards getting solid lessons for the new topics and getting the right resources in teachers' hands. She remarked with STEM integration specialists, STEM centers, and the Learning Commons, she believes there will be more science opportunities offered on the periphery whether through WIN time, choice time, the Learning Commons, etc. She reiterated the priority at this time is to address the curriculum in each grade level and ensure it is vetted out and solidified before focusing on the extraneous stuff.

Ms. Tomaselli remarked the way Next Gen is written, everything spirals. As an example, waves as information transfer comes up in 1st grade, 4th grade, somewhere in the 6-8 bundle, and again in high school. With varying degrees of performance expectations, the standards will get increasingly difficult for different grade levels, but they will see waves again. She added students did have heat, light, and sound in the old science curriculum as a 2nd grade standard. Even though it wasn't framed as a topic around waves, they did learn about sound waves, heat waves, light waves, but it was packaged a little differently. Ms. Tomaselli provided additional examples of topics students are exposed to in different grades.

Ms. Miller questioned if the fact that engineering is being taught as part of Next Gen, means less science is being taught, and if the overall amount of time being spent teaching these will be increased as now it is really two subjects rolled into one. Ms. Tomaselli spoke of having attended a science curriculum meeting at the Department of Education earlier in the week, during which Barbara Hopkins, Administrator, Commissioner's Office, NH DOE, stated some see this as engineering kind of slapped on top of science standards. Ms. Tomaselli stated her opinion it is really important to look at the shift of instruction. Some also mistakenly think it is engineering design process replacing scientific method. She stated there to be a great deal of work left to be done in the District, and stated her confidence it will all unfold beautifully. She commented she is forever advocating for more science time. Although the schedules look different between the two buildings, the teachers are really starting to understand that they can teach science content during Readers Workshop for example.

Ms. Tomaselli stated the desire, in the next year or two, to be able to tackle ensuring the writing and reading units align. She remarked there are plenty of standards around non-fiction and informational text in Common Core, so how we teach non-fiction informational writing and informational text is up to us. She would love for it to be science stacked. That is where the creating of trajectories come in, and the work that is being done on PD days.

When asked, Ms. Tomaselli stated the standards are set. There are a variety of tools the District has access to, e.g., Project Lead the Way, Mystery Science, homegrown materials, etc. This year and some of last year they were pieced together and topics were identified for each trimester. The expectation was 1 or 2 modules or activities per trimester. On June 22nd what the Administration will go back to are the trajectories that were written last year, to refine them to get them down to essential questions. What an essential question is is an over-arching question for a unit that really leads a student/teacher/parent, whoever reads it, to what exactly should a student be able to know and do within the topic.

The will refine the curriculum; go through each trimester and identify what the essential questions are, which activities teachers can choose from, and hopefully land at a place where next year there is more evidence based writing tied to each module.

Ms. St. John stated she is pleased there will be collaboration between the two schools, and remarked she would like to see a five-year plan to get the Hollis School District and the Brookline School District in sync and sharing be it professional development, etc.

Ms. St. John questioned if the in-house PD that is provided is recorded and made available on demand to teachers. Principal Fowler responded she does not believe they have been great at that. Most of the time they are trying to plan such events for when staff can be present.

Ms. St. John questioned how additional PD would impact students and student learning. Principal Fowler stated they wrestle with that a lot. They look for times that are most sensible, e.g., at HUES there is a choice time where students are going for an extra special and that is admin, time, etc. There are times when one grade level will have a back-to-back choice and then students go right to special. That allows for a bigger time span, and no teaching is lost. Sometimes they integrate PD into faculty meetings. However, there may be times when they really need 2 hours, etc.

PUBLIC HEARINGS

**MOTION BY MEMBER MILLER THAT THE BOARD RECESS UNTIL THE CONCLUSION OF THE PUBLIC HEARINGS**
**MOTION SECONDED BY MEMBER ENRIGHT**
**MOTION CARRIED**
**4-0-0**

***The Board recessed at 7:45 p.m.***
***The Board reconvened at 7:50 p.m.***

DISCUSSION

- Revenue and Expense Report

Ms. Seeley stated the report provided with the agenda should have been dated May 26, 2017. The largest changes from the report provided the previous month were related to unanticipated emergency repairs. At this time, the anticipated unreserved fund balance is $353,049. Deducted from that will be the $13,000 approved by the voters for to be allocated to the 4 Lund Lane and Associated Structures Expendable Trust Fund, $66,000 to be allocated to the Hollis School Building Maintenance Expendable Trust, $150,000 for retained fund balance, and the $103,000 the School Board voted to transfer previously. The resulting balance would be $21,049 to be returned to the general fund. However, it is anticipated $55,798 can be recovered from what has been expended to date for HSTEP expenses that should be able to be included in the lease once that is approved/finalized.

- Start Time Committee – Update

Superintendent Corey spoke of a communication provided the Board, which was handed out at a recent meeting of the COOP School Board (copy attached). The Start Time Committee (Committee), after about 15 months of work, presented a proposal, which was accepted by the COOP School Board and the Teachers' Union, which includes adjustments to the start and end time of the school day for the COOP School District. That change has no impact on either elementary school.

The change would move the current start time for the Hollis Brookline Middle School (HBMS) from 7:15 a.m. to 7:35 a.m. and the start time for the Hollis Brookline High School (HBHS) from 7:15 a.m. to 7:40 a.m. The end time at the HBMS would go from 2:15 p.m. to 2:20 p.m. and at the HBHS from 2:24 p.m. to 2:30 p.m.

Phase II of the work is more of an internal review at the master schedule where consideration will be given to options such as a café lunch, etc. Students have expressed excitement with the opportunity to gain minutes back without losing PLC Fridays. Data will be tracked and reviewed. This change is officially referred to as a pilot program.

- Wellness Policy / Meal Payment Policy

Superintendent Corey stated the policies were provided for informational purposes. The intent was simply to inform the Board the policies will be going before the Policy Committee. The expectation is that they will come before the Board in the July/August timeframe.

- Update on Hollis Schools Thermal Electric Project (HSTEP) – Cable Discussion

Superintendent spoke of an opportunity that presents itself as a result of the ongoing HTSEP. With Federal e-Rate funds, there is the potential, over the next few years, for a 50% reimbursement of costs associated with new cabling. As part of the HSTEP, the building structure at HPS will be open for the purpose of electrical work being performed over the summer. The Administration recommends utilizing this opportunity to complete the cabling project.

Total cost would be $49,973. That cost is lessened by the 50% anticipated e-Rate funds. The remaining balance could be addressed through several means; it may be eligible to be incorporated into the HSTEP lease should there be available/surplus funds identified at the end of the lifespan of the lease, contingency fund, expendable trust fund, and the operating budget. The funds would initially come from the operating/maintenance budget or contingency budget and then be paid back next spring when further along with the HSTEP project, and there are clearly defined expenses regarding solar contract, electrical contract, boilers, etc. Superintendent Corey stated those bids are all coming in in the District's favor.

A detailed summary of the project was included with the agenda packet. The project would replace the existing CAT5 riser cable with CAT6 Plenum cable. Although Plenum is slightly more expensive, it is believed to be a much safer product.

Vice Chairman Fareed stated, if the cable project were not to be completed in conjunction with the HSTEP project, the cost would be significantly greater. Ms. Miller thanked Mr. Raymond for the information provided.

Richard Raymond, Network Administrator, spoke of the process that was undertaken: eRate Form 470 was filed in January requesting interested vendors contact the District to submit bids for the project. An RFP was developed outlining the scope of work. Over February break, five vendors walked through the building gathering information to submit quotes. Arcomm Communications of Hillsboro NH submitted the winning bid of $49,973.00. Arcomm completed similar projects for the Conval and John Stark districts. Arcomm typically installs Plenum cable in hospitals and schools as it is more fire resistant. In an event such as fire, it would not put off toxic fumes, etc.

When asked what factors would influence funding through eRate, Mr. Raymond responded, in his nearly 20 years with the District, the District has never been denied eRate funding. A consultant was hired to assist in the submission of the eRate paperwork, which has resulted in inclusion of a number of items the District was unaware would be eligible for eRate funding.

Vice Chairman Fareed commented during the Energy Study, the consultant, Dick Henry, Hot Zero, frequently spoke of being conservative in regard to the estimates included for the cost of project implementation. One of the uncertainties of the project was whether there would be the need for re-roofing. It turns out there is the need for that in some sections. However, it was also believed HPS had a wood roof structure. The Structural Engineer has discovered the roofs of both schools can take the load of the solar panels. The solar vendors were concerned that they couldn't use the sloped roof out front because of traffic/sliding, etc. The Structural Engineer has given the okay for that. The result of the outcomes of these issues is a savings for the District.

Ms. St. John questioned how the taxpayers would be informed should the decision be reached to utilize HSTEP funding for the cable project. Superintendent Corey remarked if that were to occur, funds would be applied at the end of the project. Depending on the balance, the Board and Budget Committee will need to make a determination with regard to directing the use of those funds. He noted the potential for some projects to be identified if the bids continue to go in the direction they are going. He cautioned the project has not yet reached the point of opening walls, etc., and you cannot know what will be uncovered when reaching that point in the project.

Superintendent Corey stated proceeding with the cable project when the building is opened up is the most cost effective approach to take. He spoke of the level of confidence that 50% of the funding will come from eRate. In addition, he projects the year-end fund balance will provide the necessary funds.

Ms. Miller questioned why the Board would not simply utilize the fund balance from the current year. Superintendent Corey stated 50% of the cost could be approved from the current year-end fund balance were that the desire of the Board. Ms. Seeley stated her concern would be whether or not the amount needed would be available. She remarked the intent of identifying multiple possible sources of funding was to identify the ability to cover the cost regardless of whether or not HSTEP funding were available or in the instance eRate funds were not received.

DELIBERATIONS

**MOTION BY MEMBER MILLER TO APPROVE FUNDING FOR THE HOLLIS PRIMARY SCHOOL CABLE PROJECT, AS PRESENTED, IN A NOT TO EXCEED AMOUNT OF FORTY NINE THOUSAND NINE HUNDRED SEVENTY THREE DOLLARS ($49,973). FUNDING SOURCE TO BE IDENTIFIED BY THE SUPERINTENDENT WITH AN UPDATE IN THE FALL**
**MOTION SECONDED BY MEMBER ENRIGHT**
**MOTION CARRIED**
**4-0-0**

- To see what action the Board will take regarding expenditures from the Maintenance Expendable Trust Fund and the SAU Building Expendable Trust Fund

The Hollis Budget Committee recommended that the funding source for these particular items be the Hollis School Building Expendable Trust.

School Building Maintenance Expendable Trust Fund

HUES

| | |
|---|---|
| First Floor Roof | $32,000 (funds may be used for Gym roof to support the H-STEP work) |

HPS

| | |
|---|---|
| Playground mulch | $15,000 (last large purchase; $5,000 budgeted going forward for maintenance) |
| Parking lot safety | $12,000 (speed bumps, signage, drainage maintenance, etc.) |
| Intercom system | $18,000 |
| Server Rm A/C | $ 9,000 |
| **Total** | **$86,000** |

| | |
|---|---|
| Current Balance: | $110,149 |
| FY18 Expenditures: | $ 86,000 |
| Resulting Balance: | $ 24,149 |
| To be added in FY18: | $ 66,000 |
| **FY18 Ending Balance:** | **$ 90,149** |

**MOTION BY MEMBER MILLER TO AUTHORIZE THE EXPENDITURE OF EIGHTY SIX THOUSAND DOLLARS ($86,000) FROM THE SCHOOL BUILDING MAINTENANCE EXPENDABLE TRUST FUND FOR THE ITEMS DETAILED IN THE PUBLIC HEARING**
**MOTION SECONDED BY MEMBER ENRIGHT**
**MOTION CARRIED**
**4-0-0**

4 Lund Lane and Associated Structures Expendable Trust Fund

Parking Improvement/Expan. $ 9,750

- Add three (3) parking spaces behind the mailbox and pave mailbox area for snow removal ease

- Repair crumbling asphalt in back parking lot
- Transform gravel/dirt surface next to barn into pavement gaining 1 to 2 spaces and making 2-3 current spaces more useful

  Parking spaces before Phase I: 8
  Parking spaces after Phase I: 13-14

Heating/Cooling $22,400

- Install ductless heat pumps for first floor and 5 other specific offices
  - Removes the annual need for window A/C removal and installation
  - Reduces electrical costs
  - Improves heating and cooling efficiencies

**Total Proposed Expenditure: $32,150**

| | |
|---|---|
| Current Balance: | $46,272 |
| FY18 Expenditures: | $ 9,750 (Parking Lot Phase I) |
| | $22,400 (Heating/Cooling Solution) |
| Resulting Balance: | $14,122 |
| To be added in FY18: | $13,000 |
| **FY18 Ending Balance:** | **$27,122** |

**MOTION BY MEMBER MILLER TO AUTHORIZE THE EXPENDITURE OF AN AMOUNT NOT TO EXCEED THIRTY FIVE THOUSAND DOLLARS ($35,000) FROM THE 4 LUND LANE AND ASSOCIATED STRUCTURES EXPENDABLE TRUST FUND FOR THE PARKING IMPROVEMENTS/EXPANSION AND HEATING/COOLING ITEMS AS DETAILED IN THE PUBLIC HEARING**
**MOTION SECONDED BY MEMBER ENRIGHT**
**MOTION CARRIED**
**4-0-0**

- To see what action the Board will take regarding legalizing, ratifying, and confirming all actions, votes, and proceedings of the March 21, 2017 elections, in accordance with HB329

**MOTION BY MEMBER ENRIGHT TO LEGALIZE, RATIFY, AND CONFIRM ALL ACTIONS, VOTES, AND PROCEEDINGS OF THE MARCH 21, 2017 ELECTIONS, IN ACCORDANCE WITH HOUSE BILL 329**
**MOTION SECONDED BY MEMBER ENRIGHT**
**MOTION CARRIED**
**4-0-0**

- To see what action the Board will take regarding giving the Superintendent the authority to hire, terminate, accept resignations, and respond to Extended School Year requests during the summer months.

**MOTION BY MEMBER ENRIGHT TO AUTHORIZE THE SUPERINTENDENT TO HIRE, TERMINATE, AND ACCEPT RESIGNATIONS AND TO RESPOND TO EXTENDED SCHOOL YEAR REQUESTS DURING THE SUMMER MONTHS BEGINNING AT THE CONCLUSION OF THE SCHOOL BOARD'S JUNE MEETING**
**MOTION SECONDED BY MEMBER ENRIGHT**

ON THE QUESTION

Ms. Miller requested the Superintendent keep the Board apprised of any such actions.
**MOTION CARRIED**
**4-0-0**

- To see what action the Board will take regarding the April 27th memo from the Business Administrator relative to School Lunch Price Change

**MOTION BY MEMBER MILLER TO INCREASE THE PRICE OF SCHOOL LUNCHES TO TWO DOLLARS AND SEVENTY EIGHT CENTS ($2.78) EFFECTIVE AUGUST 1, 2017**
**MOTION SECONDED BY MEMBER ENRIGHT**

ON THE QUESTION

When asked about the change from the initially proposed $2.80 to the $2.78 price, Assistant Superintendent Bergskaug stated the vast majority of students make their purchase with a card, which would eliminate the exchange of pennies. Ms. Seeley noted the reduction from the originally proposed $2.80 was the greatest reduction that could occur at this time. The next time there is a price increase, portions could continue to be reflected in prices. The portions provided to high school students are greater.
**MOTION CARRIED**
**4-0-0**

**Policy JICL** (replaces EGA) – School District Internet Access for Students
1st Reading: 4-5-17 (as amended)
2nd Reading: 5-3-17
*Given its third reading;*

**MOTION BY MEMBER MILLER TO ACCEPT THE THIRD READING AND ADOPT POLICY JICL – SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS**
**MOTION SECONDED BY MEMBER ENRIGHT**

ON THE QUESTION

Vice Chairman Fareed commented the Integration Specialist took training on how this policy is carried out in Brookline, which is what the policy was based on. She is very happy with the way that policy is handled, she has a child in that district and has experienced it first hand, and feels it is a solid way of managing what is an unstoppable process of students bringing their devices to school.
**MOTION CARRIED**
**3-0-1**
*Member St. John Abstained*

**Policy JRA** – Student Records and Access
1st Reading: 4-5-17 (as amended)
2nd Reading: 5-3-17
*Given its third reading;*

**MOTION BY MEMBER MILLER TO ACCEPT THE THIRD READING AND ADOPT POLICY JRA – STUDENT RECORDS AND ACCESS**
**MOTION SECONDED BY MEMBER ENRIGHT**
**MOTION CARRIED**
**4-0-0**

Mr. Enright remarked although he enjoys serving on the Board, he has felt a younger person, one with children in the School District would be more appropriate. He is aware such an individual has expressed an interest in serving. He stated a willingness to resign his position to allow that individual to be considered by the Board. He noted the Board has the authority to appoint an individual to fill an open seat until the time of the next election. When asked, he stated his belief his term will expire next year. Ms. Miller stated her preference that he serve through the remainder of his term. Vice Chairman Fareed commented Mr. Enright brings so much value to the Board, she would like to see him continue on.

Superintendent Corey stated a desire to alert the Chairman of the discussion, and suggested it could continue at a later date.

ADJOURNMENT

**MOTION BY MEMBER MILLER TO ADJOURN**
**MOTION SECONDED BY MEMBER ENRIGHT**
**MOTION CARRIED**
**4-0-0**

*The June 7, 2017 meeting of the Hollis School Board was adjourned at 8:30 p.m.*

Date _____ Signed _____

June 7, 2017

To: Hollis School Board
Andrew Corey, Superintendent SAU #41
From: Robert W. Mann – HSB Chair
Subject: Hollis School District Board Appointments

Dear Hollis School Board and Supt. Corey,

First I wish to apologies for my absence as business commitments have made it impossible for me to attend our Board meeting tonight.

I am providing this correspondence to be read into the public record bringing forward my Board appointments for the coming year. Over the last month, I took time to reach out to each school board member to understand his or her interest, passion and talents and how best to thoughtfully aligned those talents and passions to needed roles.

In accordance with Policy BDE, BDF and BBAA, I am submitting these appointments for Board consideration and approval. Upon approval, individuals in these roles will be empowered to faithfully carry out the respected functions and committee work in the best interest of the Board and our district as its agent. I hereby wish to appoint:

Tammy Fareed - Vice Chair to:
- Hollis School District Contract Negotiation Team Lead
- Hollis School District Policy Committee
- Hollis School District HSTEP Committee Member
- Hollis School District Representative to Budget Committee

Michelle St. John – Board Secretary to:
- Signature of Manifests
- Hollis School District HSTEP Committee Member

Laurie Miller to:
- Hollis School District Representative to SAU #41 Policy Committee
- Hollis School District Contract Negotiator

Tom Enright to:
- Signature of Manifests

Rob Mann to:
- Hollis School District Alternate Representative to Budget Committee

These are very exciting times for the Hollis School District. I want to thank each of you for stepping up to fill these critical roles and responsibilities.

Respectfully Submitted,
Robert Mann – HSB Chair

Proposed Goals for further discussion:

As per **Policy BA**: Board Goals / Board Self Evaluation

- Develop Negotiation strategy (w/Board & BudCom)
- Build FY'19 Budget
- Review: 4 Lund Lane Rental Revenue Model & Long-term Improvement Plan
- Review: Technology Curriculum
- Review: Support and advance the "E" in STREAM
- HSD Metrics & Strategic Plan Review: Community Accessibility
- Energy Study Project Plan
- Approval of School Calendar
- Comparative Salary Tool & Process (Joint initiative between HSD and BudCom)

The following proposal is the Start Time Committee's recommendation to the Cooperative School Board. The committee was directed by the school board to research a later start time for middle school and high school students based on research done by the American Academy of Pediatrics. After a year of examination and public forums, the following recommendation is being made without impact to the elementary schools and with minimal financial impact. There is a slight reduction in the Cooperative District school day, however, following extensive discussion with administration and staff, this will not have an impact on learning. This is the conclusion of Phase I. Phase II will include a review of our current schedule at both the middle school and high school and will be directed by a new committee from the Hollis-Brookline Cooperative School Board.

*Change in time will vary between Core classes and Specials

| | MS Current | MS Proposed | HS Current | HS Proposed |
|---|---|---|---|---|
| Earliest Bus Pick up | 6:20 am | 6:40 am | 6:20 am | 6:40 am |
| Start Time | 7:15 am | 7:35 am | 7:15 am | 7:40 am |
| End Time | 2:15 pm | 2:20 pm | 2:24 pm | 2:30 pm |
| PLC Friday | 8:05 am | 8:05am-2:20 pm | 8:05 am | 8:05am-2:30pm |
| Change in minutes | | -11 min/day<br>* Core/Specials | | -14 min/day<br>-2.3 min/period |