

**HOLLIS SCHOOL BOARD
DECEMBER 4, 2019
MEETING MINUTES**

A meeting of the Hollis School Board was conducted on Wednesday, December 4, 2019 at 6:00 p.m. at the Hollis Primary School.

Robert Mann, Chairman, presided:

Members of the Board Present: Tammy Fareed, Vice Chairman
 Brooke Arthur, Secretary
 Amy Kellner
 Carryl Roy

Members of the Board Absent:

Also in Attendance: Andrew Corey, Superintendent
 Gina Bergskaug, Assistant Superintendent
 Bob Thompson, Assistant Superintendent of Student Services

AGENDA ADJUSTMENTS - None

APPROVAL OF MINUTES

Hollis School Board [November 6, 2019](#)

The following amendments were offered:

- Page 3, Lines 6 and 32; insert “101 Mooar Hill Road” following “Tiffany Testa”
- Page 5, Line 28; replace the “.” with a “,”
- Page 7, Line 9; replace “spokes” with “spikes”
- Page 7, Line 43; replace “fund” with “funding”
- Page 8, Line 8; replace “Ms. Roy” with “Ms. Arthur”
- Page 12, Line 14; correct the spelling of “OF”
- Page 12, Line 40; insert “that” before “would”

**MOTION BY MEMBER ARTHUR TO ACCEPT, AS AMENDED
MOTION SECONDED BY MEMBER ROY
MOTION CARRIED
5-0-0**

NOMINATIONS/ RESIGNATIONS/CORRESPONDENCE

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

The first, a letter from a 29⁺ year member of the Hollis School District community. In her letter, Karen Amber, 5th Grade Teacher, Hollis Upper Elementary School (HUES) states “During my time in the Hollis School District I have grown and flourished. I have had the opportunity to participate in professional development activities, and have enjoyed many positive interactions with my talented peers. I have watched a generation of students grow into adults and have now had the pleasure of teaching some of their children. I have always given my best to my students, and in turn they have given their best to me. I have enjoyed a rewarding career.”

MOTION BY MEMBER FAREED TO ACCEPT, WITH REGRET, THE LETTER OF INTENT TO RETIRE RECEIVED FROM KAREN AMBER EFFECTIVE AT THE END OF THE 2019-2020 SCHOOL YEAR

MOTION SECONDED BY MEMBER ROY

MOTION CARRIED

5-0-0

A letter received from Paula Lockard states “I am honored to have had the opportunity to work with kind, caring, and gifted educators since 2001, and leave my position with the knowledge that our school continues to strive for excellence and implement best practices to meet the needs of all of our students.” “I wish the best for you and the students who will continue to walk through the doors of the Hollis Upper Elementary School.”

MOTION BY MEMBER FAREED TO ACCEPT, WITH REGRET, THE LETTER OF INTENT TO RETIRE RECEIVED FROM PAULA LOCKARD EFFECTIVE AT THE END OF THE 2019-2020 SCHOOL YEAR

MOTION SECONDED BY MEMBER ROY

MOTION CARRIED

5-0-0

The Board expressed its gratitude to Karen Amber and Paula Lockard for their years of dedicated service to the students and community of Hollis.

Superintendent Corey informed the Board that at approx. 2:30 p.m. the snow load on the back side of HUES gave way, and hit one of the skylights (lobby near elevator). It jarred it significantly enough so that you can look out. He and the Fire Chief met with Viking Roofing to review the situation. There are no issues concerning the integrity of the building. The vast portion of snow has come off the roof. The Fire Department was onsite until approx. 4:30 p.m. removing additional snow, and would return the following day. Viking Roofing will be onsite at 8:00 a.m., and will remove the old skylight, install a temporary solution of plywood followed by a rubber membrane and will order the new skylight. This and four other skylights are original to the building (1978) (1 replaced about 8 years ago). The Fire Chief expressed no concerns.

At no time were students unsafe or there any concerns about the building. The Book Fair had to be concluded an hour early because of its location in the lobby.

PRINCIPALS’ REPORT

Superintendent Corey highlighted items included in the reports. He noted the recent pumping of the septic system at the Hollis Primary School (HPS). The system is in good shape.

Entering the cold and flu season, custodial staff is taking extra precautions.

At HUES, Dory Davis is retiring after 30 years of service.

Samantha Boudreau, Betsy Keegan, and Candice Fowler were accepted to present at the Learning Forward conference on December 10th. They will present to a national audience on an activity called “Learning Walks”, which is a way to look at the learning in a classroom from a peer to peer process.

Vice Chairman Fareed questioned how the unique preschool program, instituted this year, is going. Bob Thompson, Assistant Superintendent of Student Services, responded it is going very well. Presently, there are 4 students in the program. They have intensive needs, and receive the needed support. He remarked it is exciting

to see that while they are in an intensive needs program, there remain many opportunities for the students to be in the main stream. The students spend a portion of their day in the regular preschool setting and then receive services and smaller individualized instruction in the intensive needs preschool.

Asked if the physical plant meets the needs, Superintendent Corey stated space is always a concern in older buildings, but the students adapt very quickly.

PUBLIC INPUT

Karen Belmonte, 46 Truell Road

Urged the Board to reconsider elevating the Environmental Science position to full-time. Her experience last year highlighted what a talented educator that teacher is. When having such a talented educator, we need to treat them fairly by having the position mirror those of the other specialties.

It was noted the position would be discussed as part of the budget update, and that the Board would view this from the standpoint of the position.

DISCUSSION

- Presentation - Whole Child Education

Assistant Superintendent Bergskaug stated the whole child has been the focus within the SAU for years; ensuring decisions are made for what is in the best interest of the “child in the chair”. Over the past few years, the focus has been on the big picture; what we are doing as an entire district, and whether we are moving forward in a logical fashion.

In the past, the Hollis School Board has received presentations on the District’s specific/individual goals in areas such as Social Emotional Learning and Whole Child Focus. What that did not provide was a view of the work being done as a SAU.

Assistant Superintendent Thompson commented on emergency management stating his belief the schools within the SAU are amongst the safest in the State. He spoke of activities that have taken place over the past few years; all 6 schools have comprehensive emergency operations plans, which are standardized across all buildings. Additionally, there is a district-wide safety committee consisting of representatives from all 6 schools, police, fire, EMTs and Homeland Security. The District has highly trained staff who have completed (on their own) hundreds of hours in active shooter, incident command, threat assessment, etc. Hundreds of thousands of dollars have been invested into infrastructure, e.g., protective film for windows, controlled access, etc. This past June the district was asked to present at the Emergency Preparedness conference in Manchester. It is a conference typically attended by emergency service personnel. The District was the first school to be asked to present.

The message given to staff is yes we are at the top of our game when it comes to emergency management. However, it is not enough. All of the work that has been done is very reactive. It is predicated on something has to go wrong in order for us to exercise all of the training we have done. If we really want to be proactive when it comes to safety, this is really where we need to look at social emotional learning and the whole child. We have students in our classrooms that have anxiety, some so bad they cannot come to school. There is the need to ensure we are educating the whole child. It is a lot larger than physical safety. That is where the Social Emotional Learning and the whole child comes in.

A SAU-wide committee was developed a few years back. They looked to identify a mission statement, their purpose, and the work they would do as a group. In addition, they wished to identify an agreed upon definition of what Social Emotion Learning or Whole Child Education is so that when speaking about it within the SAU there is a common understanding.

The committee believed it important to develop a community resource list. In the moment, there is a school counselor, teacher or Principal who needs to find a resource for a family, and the desire was to have it be an immediate tool that could be provided. The committee developed a comprehensive list of resources. Another objective was to identify what was occurring in each of the buildings in terms of SEL interventions/tools being used, effectiveness and a determination of continuing with current practices or adding to them. In order to determine effectiveness, a teacher questionnaire was implemented so that teachers could answer if they were observing certain trends, if they felt comfortable working on certain characteristics in the classroom, and if they needed any support. From there, the committee identified focus areas for the district.

The Mission Statement for SAU41 is to promote a relationship-centered culture that supports academic, social emotional and physical well-being in a nurturing learning environment. We aim to develop resilient and productive members of society and be responsive to the diversity and needs of students, staff, families and community.

Social Emotional Learning is the process by which children and adults develop the awareness and skills to make positive decisions, deepen their relationships, and reach their goals.

Assistant Superintendent Thompson remarked one of the first things the committee did was look to the research; what does it say about social emotional learning. One of many pieces of data looked at was the 2013 American Colleges Health Association survey (survey of 100,000 college students). The data indicated 84.3% felt overwhelmed by all they had to do, 60% sad, 51% felt overwhelming anxiety, etc. He spoke of Maslow's hierarchy of needs; motivational theory in psychology comprising a five-tier model of human needs; physiological, safety, love and belonging, esteem, and self-actualization. If you don't have your physical, emotional, and psychological needs met, how do you reach self-actualization? You can't. This research helped to drive some of the work that would come out of the committee.

When looking at the need for the work, the list was comprehensive. SEL programs enhance children's confidence and increase their engagement. Schools that have comprehensive SEL programs see an increase in academic performance. At times you hear the argument why focus on SEL when the focus should be on academic achievement. Research indicates when you focus on quality SEL for children you will increase academic achievement levels. Children who are able to effectively manage their thinking, attention, and behavior are also more likely to have better levels of achievement. Children with greater social emotional competence are more likely to be ready for college, succeed in their careers, have positive relationships and better mental health, and become engaged citizens. Those with strong social skills are more likely to make and sustain friendships, initiate positive relationships with teachers, participate in classroom activities, and be positively engaged in learning.

Social and emotional skills serve as important protective factors in the face of negative life events or chronic stressors and support general wellbeing, such as job and financial security as well as physical and mental health, through adulthood. There is a great deal of research about the impact of trauma on the brain. What we know is that trauma can actually rewire the brain and create pathways that make it incredibly difficult for students to learn. A quality SEL program can rewire the brain when students have experienced significant levels of trauma.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defined SEL more than two decades ago. From their research was taken the definition of SEL and the CASEL Wheel where it breaks up into

competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The District has added optimistic thinking, personal responsibility, and goal directed behavior to some of the focus areas.

Self-Awareness; identifying emotions, accurate self-perception, recognizing strengths, having self-confidence. Responsible Decision Making (something that can be used across the board not simply SEL); identifying a problem, analyzing a situation, solving the problem, reflecting on it, and then ethical responsibility. Self-Management; impulse control, stress management, self-discipline, self-motivation, goal setting, organizational skills. These are all skills that are incredibly important to the overall performance of students while in school and beyond.

The standards were defined, and all of the teachers, nurses, school counselors, and principals were asked how often students demonstrated strengths in this area in the last month (in general), and how comfortable they were with teaching the skills. The responses indicated self-management and self-awareness were the clear areas where we need to focus. The committee tried to break the responses down into small subsets (K-3, middle school, high school). It did not matter what subset was looked at; the results were surprisingly very similar. Those are the areas where it is felt the most professional development could be offered and the areas where the students need the most support. That has been the focus for this year.

The SAU District goal; all 6 of the buildings have a whole child goal consistent across the buildings. The November professional development day started with a presentation from the Choose Love Movement. The Choose Love Movement was started by Scarlett Lewis. Her son Jesse was one of 20 students murdered at the Sandy Hook Elementary School. That set a good tone for the day in terms of her message that we need to create cultures of caring. There were three strands that were the focus for the day; whole-child education, instructional best practices of essential standards, and safety. After two years of having a district committee reviewing research, identifying certain standards, now the work goes to the buildings. Each of the buildings has been tasked with setting up a social emotional whole child committee where they will begin looking at curriculum for their grade level/building. It was intentional knowing there are different developmental needs at each level. Mid-year and end-of-year check-ins will be conducted.

Assistant Superintendent Bergskaug remarked, for the first time, the professional development day was focused so that participants were required to obtain professional development in each of the three strands. There was the desire to ensure everyone had some exposure to all three of the main areas of SAU goals. Some of the work in whole child education focused on feet on the ground, what do those lessons look like in 1st grade, 5th grade, etc. It is everyone's responsibility; it is identifying in morning meeting that self-awareness of your personal bubble space, and utilizing the vocabulary; even though the lesson might look different in kindergarten, 1st, 2nd, 5th grade, etc. the vocabulary is consistent so that it triggers something within the student.

Ms. Arthur questioned if there was a student or family questionnaire established. She spoke of valuing the work, and a desire to understand the student's perception. Assistant Superintendent Bergskaug stated there to be laws within the State that prohibit that without obtaining permission from every parent. Also, the committee felt they did not want the students to answer questions about something they might not be sure of, they wanted to understand if the students were demonstrating that they could apply these skills. They might know about them, but if they are not applying them, it is still a problem. Ms. Arthur questioned if families feel the same about where there are gaps.

In her experience as a parent, she has had experience with see something/say something. She questioned if that is the language the schools are using, and what is being done about that piece of it., e.g., reporting, students watching out for one another, etc. Assistant Superintendent Thompson remarked that was an initiative a few years ago from the Department of Homeland Security. Hollis was one of the first schools to put in place the

posters, public service announcements (PSAs), etc. After giving the PSAs, they would see an increase in reporting. He stated he could not speak to consistency across the district.

Vice Chairman Fareed commented it is high time these problems are quantified, identified, and asserted as matters of fact not just name calling. We have a very tense and intense society and our children are suffering. It is time we begin to address this in an organized, respected, and respectful fashion. Chairman Mann spoke of being pleased with the proactive approach. Assistant Superintendent Bergskaug commented some of the barriers for the committee are “it is not my job, I’m here to teach X”, etc. Teachers weren’t really trained in this. She and Assistant Superintendent Thompson attended a conference last year, and listened to the Choose Love presenters. It clicked for them; here is the urgency. We do so well with safety, but now it is internal safety.

Asked if there is buy-in commenting on the cultural change, Assistant Superintendent Bergskaug responded there was such a strong desire by so many across the SAU to learn about this over the years that, at this point, there is not a lot of convincing, it is more a matter of standardizing while allowing for personalization.

Asked for additional clarification of the results of the survey taken (percentages don’t add up), she explained the topic was designed and the question was how often the teacher was observing the behavior. The results were analyzed in committee and put together by the sub-committee. It may be that there was an error in the columns. An updated chart will be provided.

Vice Chairman Fareed commented on educators having been trained on teaching the subject and less about the whole child and emotional context. One reason is that when you touch on someone’s pain you feel pain. There is only so much you can take. The staff will need help too.

Assistant Superintendent Thompson remarked that is what made Choose Love so compelling; not a student program or a kid program, it is about building a culture of care. A lot of it is intuitive for the vast majority of the teachers. It is the reason they get into education; all about relationships and caring. What this does is lends itself to building systems. That is what we need more work with. We have a lot of really great resources that are having a tremendous positive impact on kids, we just need to make them more systemic, and share the resources with the various teachers.

Ms. Arthur commented it ties into grief and trauma processing, which can be very challenging for teachers. The student’s closest contact is the best person for working through that with them. She stated she would be interested to hear more about what programs are offered the teachers.

Chairman Mann commented if there is professional development the Board could assist with, there is a willingness to continue the discussion around that.

- Presentation - Building Remediation and SAU Barn Facilities

Superintendent Corey spoke of information provided with the [agenda](#) packet. The Administration is seeking the board’s feedback on the draft presentation material.

A brief review of the presentation material was provided. The presentation looks at HPS and then HUES identifying the dates the buildings were constructed and upgrades that have occurred. With regard to current conditions, the basic building structures are excellent. There are numerous infrastructure elements that require upgrades, which were identified within the five-year Capital Improvement Plan (CIP) or noted during the HSTEP project. Current very low interest rates provide an opportunity to combine these items for a lesser cost

both financial and avoidance of school interruptions. The most recent bond sale from the State was at 2.6% and most lease sales are at approx. 3%.

The objective is for safe, reliable and efficient school buildings for many decades and an affordable CIP going forward that has minimal impact on budgets.

As of 11-28-18 the District had \$1,417,118 in CIP items for the five-year plan, which did not include the major items that did not take place during the HSTEP project; air handler 3, 19 air source heat pumps, and interior lights. New items of concern include the kitchen septic/grease trap upgrade and sprinkler system at HPS. The Administration has researched costs from vendors for the remediation project; small amount of asbestos that is encapsulated. The desire is to remove it over time. A five-year projection for completion of the various projects was included.

The known maintenance items were broken down into categories: critical - items at end of life, required by code and/or functionally deficient, significant - items with limited life and/or could lead to catastrophic failure, important - items that provide needed improvements and/or efficiencies, and valued - items that provide long-term improvements. Superintendent Corey provided an explanation of the need (can be viewed [here](#) - tape counter 55:00) for the various items, which have been discussed at length in previous meetings. Projected costs were provided for the projects in each of the categories; critical - \$534,586 (HUES) and \$1,522,964 (HPS; sprinkler system approx. half the overall cost), significant - \$67,700 (HUES) and \$28,430 (HPS), important - \$256,800 (HUES) and \$255,400 (HPS), and valued \$132,200 (HUES) and \$30,000 (HPS). Totals are \$991,286 (HUES) and \$1,836,794 (HPS). The combined total is \$2,828,080. With the addition of a 10% contingency amount (\$280,820), the total project cost would be \$3,108,900.

Superintendent Corey stated the items identified are needed, and will have to be addressed at some point. If not addressed through a bond/lease, they will have to be addressed through the CIP.

Chairman Mann commented on the instances of tax rate spikes that occur when items have to be included in the general operating budget. Bonding smooths the cost/payments out over a longer period of time. Superintendent Corey noted project costs could easily reach \$600,000/year for over five years compared to approx. \$300,000/year for bond payments.

Ms. Roy commented when speaking of critical items, if waiting for them to fail the cost could be significantly more.

During the HSTEP project it was found the building structures are solid. They are worth keeping. Vice Chairman Fareed commented on discussions with the architect regarding replacement costs were the District to simply construct new buildings. The current rule of thumb for new schools is \$325.00/sq. ft. The replacement cost for both schools is approx. \$49 million.

Provided as part of the presentation was a listing of 2018 CIP items not included in the current Facilities Remediation Plan. The items would be addressed through the CIP utilizing the Maintenance Trust Fund.

Superintendent Corey stated the presentation would next be provided to the Budget Committee. From there the committee would review the feedback and make any necessary adjustments to the proposals that will be made at public forums in preparation for the Annual Meeting.

Ms. Arthur suggested, under the category of valued, adding a bullet under each of the items explaining how value is added.

Vice Chairman Fareed commented items listed as important are not items that are on the verge of failure; they are functioning fine, but at very inefficient cost levels. Since the critical and significant items tend to be related, it would be an opportune time to take advantage, during construction, to get cost efficiencies.

Ms. Arthur commented when referring to value she was unclear whether long term improvements referred to cost improvements or other types of value add.

Superintendent Corey commented if ultimately the Board and/or Budget Committee identifies a lesser dollar amount, there is a mechanism in place to determine how to achieve that amount.

Chairman Mann remarked there may be the need for a second look at the interior lighting. He questioned the total cost, and was informed the rough estimate is \$400,000. Chairman Mann stated the return on invest for the lighting project is 1.7 years. Rolling that into a 15-20 year bond is something he is uncertain is the best approach. He suggested consideration be given to another means of covering that cost. Vice Chairman Fareed noted one of the issues to be considered with a bond is that today's users are not paying for tomorrow's utility cost. Superintendent Corey suggested that may be an article to consider as a separate lease item.

Superintendent Corey addressed the presentation prepared to cover the proposed renovations at 4 Lund Lane. Built around 1900, the facility has been owned by the Hollis School District and rented to the SAU since 2003. The SAU currently utilizes 5,612 sq. ft. in the farm house. Rental revenues are retained in the building Maintenance Trust Fund per the annual warrant. Current conditions; there has been significant increases in mandated administration and technology over the years. The building is at critical crowding with 16 Full Time Employees (FTEs). In addition, a Facilities Director position is being requested in FY21.

Offices are former bedrooms, stair landings and pass-through spaces. The facility is served by 2 working residential bathrooms. The conference room is very cramped and the sole meeting space, which is heavily utilized. Storage space is severely limited.

Superintendent Corey spoke of the issue raised a few years back relative to record retention, which was previously in the attic. The weight load became too much on the residential structure.

Renovation of the barn would provide 6 additional offices, multi-use conference/event space, protected long-term document storage, and will retain the historic building. Renovations at the farm house would provide improved access and security for existing offices, long-term storage documents removed, bathtub removed to gain hallway, and increased storage space. Were the structure to be torn down and new construction occur, the cost would be greater.

Project cost is \$1.4 million, and would be presented as an individual article at the Annual Meeting. Estimated completion would be end of summer 2022. A bond or municipal lease would be proposed (10 or 20 year).

The anticipation is increased rental revenues (current revenues \$23,970/year). There is anticipated substantial increase in the real estate market valuation from 2013 (estimate of \$830,000). Noted was the desire to separate the farm house from the field (through the Deed). That may lower the value of the farm house. The intent is to ensure the District maintains the field for generations to come (should the farm house ever be sold).

Alternatives to the warrant passing include delaying, which would result in costs increasing over time, continued degradation of the barn foundation and frame, the need for document storage rental offsite, and critical staff crowding. Could look to new construction onsite, which would involve design and construction costs, years to plan and bring to vote, cost increases over time, document storage rental off-site, critical staff crowding, and barn demolition, loss of Hollis historic building. Could consider off-site relocation, which would

be at a significantly higher rental cost, there are few appropriate properties in the Hollis Brookline vicinity, and likely loss of barn/Hollis historic building.

Asked about the cost of digitizing documents required to be retained, Superintendent Corey stated that was looked at a few years prior. Funding was not available in the SAU budget for the personnel necessary to do it.

Asked if a sprinkler system would be needed, Superintendent Corey responded typically in the setting it is not required. Asked if there has been discussion around the possibility of solar panels, etc. to reduce utility costs, he indicated technology is evolving and the consultants are researching the ability to place a device on the building that would access the solar panels on HPS. He commented there has been talk of a handful of panels on the south side of the barn that would meet the needs of the air source heat pumps and most of the electrical. Chairman Mann suggested the committee consider adding a general line related to energy costs.

Chairman Mann stated he is pleased with the idea of separate bonds. Superintendent Corey clarified discussion is around if both were to pass it might be beneficial to package them for the sale to the bond market and whether one would be a bond and the other a lease (better interest rate for physical structure). If done as two separate bonds, there is the need for an hour of voting for each bond; minimum of two-hour meeting for the Annual Meeting. Polls have to be open on each bond for an hour. In addition, a 2/3 majority is required for passage on a bond. The leasing option is a majority vote, and can be done as a card ballot.

Bond counsel would be looked to for advice on how to proceed in the best interest of the community.

The Annual Meeting for the Hollis School District is scheduled for March 11, 2020 with a snow date of March 13, 2020.

Superintendent Corey noted on occasion, the Board has conducted a joint meeting with the Budget Committee and taken positions on the various warrant articles following the Public Hearing. On other occasions, the Board has taken its positions, which were then brought to the Budget Committee by the Board's Liaison.

- Update - Budget Building Efforts; FY21

Superintendent Corey stated, at this point in time (end of Round 3 of budget discussions), the proposed operating budget for FY21 would be an increase of \$882,666.63 or 7.1% above the FY20 budget. The vast majority relates to mandated costs associated with services the District is legally obligated to provide. From a budget standpoint, they are considered outside of guidance. When a mandated cost, the Budget Committee removes the funding from the guidance formula to avoid taking funds away from the regular education budget.

Were all warrant articles to pass, the increase would be less as certain items would be covered through the bonds. However, the cost of the bonds would be added. It is a difficult year given mandated costs are on the rise.

With regard to the Environmental Science position, in Round 1 of the discussions a move from a 0.8 position to a 1.0 FTE was proposed. The projected cost of the increase was \$37,600. That increase was removed in Round 2. Costs associated with the 0.2 increase include benefits. Looking at it from an educational standpoint, the position was increased from a 0.5 four to five years ago. It was previously a split position (0.5 math/0.5 science). Currently, the 0.8 position services all students. If adding 0.2 the gain would be enrichment for students at HPS and the teacher being able to attend Professional Learning Community (PLC) meetings. He struggles with an increase because all students are currently receiving all required elements. In a few years, he anticipates a shift will be seen at HUES in regard to Environmental Science. At that point, it would be a logical

move to increase the position to a 1.0 with the individual working in both buildings. Currently HUES does not do Environmental Science on a regular basis.

The rationale behind removing the additional 0.2 from the proposed budget is because of the number of positions that are being proposed. There is a desperate need for another Paraprofessional for kindergarten given increased enrollment. A position pushed for this year, which had been cut in prior budget proposals, was the Library Assistant at HUES. There is a request to include \$10,786 for a Directed Sub-Nurse. Student needs have increased tremendously. The position would allow the District to have 7 nurses for 6 buildings. The Directed Nurse would be assigned to a building should one of the nurses be out sick, if a student required a nurse companion on a field trip, etc. That position was removed from the last proposed budget.

In the budget is a pre-k teacher (\$82,628) that was not in last year's budget. The District legally had to put the program in place this summer. The position was funded from a variety of different areas within the existing budget. The O.T. services are going from a 0.5 position to a 1.0 FTE at a cost of \$58,158. A new Speech teacher will be hired at a cost of \$87,832, which is offset by a reduction in costs for contracted services. A new RBT Paraprofessional (trained to gather data) will be hired for 220 days. This represents increasing a present employee to a year-round employee (\$27,873). From a personnel standpoint in both regular and special education, the proposed budget has several increases. The District is also reducing two Paraprofessionals, which is based on them following the students.

Superintendent Corey remarked when looking at the overall budget, the increase, and the magnitude of positions needed, knowing that from an academic standpoint, he is servicing all of the students, he struggles with the idea of increasing the Environmental Science position. What tends to happen quite a bit is this part-time position moves into a full-time role. He hesitates to increase it based on an individual when he knows the position is funded to meet the needs of students. He noted the information provided the Board earlier regarding two teacher retirements. The first priority is people in-house. He noted the individual who started with the District as a 0.5 Environmental Science Teacher is currently a full-time special education Math Teacher at the COOP District. When we get good people we don't typically see them leave.

Chairman Mann spoke of cost savings when veteran employees retire and the positions are filled at a lesser salary, and questioned if there would be opportunities to cover the \$37,600 cost of increasing the position to 1.0 FTE. Superintendent Corey commented the savings are not seen in the first year given the buy-out package for the retiring employee. At the same time, if the best candidate is bachelor's step 1, you will see a more significant savings, and there may be cost savings available.

Asked to clarify what would be seen in terms of enrichment, Superintendent Corey responded typically enrichment is done during a student choice time, e.g., students may opt not to go to recess, etc. If thinking of the master schedule, the group of students are scheduled all day long and don't really have an opportunity for free time. Enrichment would have to be some time when the student is free, e.g., lunch, recess, maybe on occasion during a special. Asked if it is fair to say Environmental Science would reach more students through the enrichment path, he stated every child at HPS gets Environmental Science. What the increase in hours would mean is that everyone would get the minimum and some students may be able to choose doing a little more during lunch/recess.

Ms. Roy commented on mention made that were there to be a change at HUES the position may move to a 1.0 FTE, and questioned what prevents it from changing sooner to take advantage of an FTE sooner. Superintendent Corey stated there would be some scheduling issues with the transition between the two buildings. In terms of the curriculum standards at HUES, they are less flexible than at HPS. As a result of that, they do their Environmental Science through specific springtime enrichment (by grade level). Not all students

necessarily get a full load of Environmental Science there. It is something that if, down the road, they could make change so that could continue, he thinks it would be beneficial.

Mr. Arthur questioned the duties of the SAU Directed Substitute Nurse when not needed to backfill a position. Superintendent Corey spoke of mandated hearing, vision, Scoliosis tests. On the days when that testing is being conducted, the substitute nurse would be utilized to cover while the School Nurse conducts the required testing. He spoke of the wealth of paperwork the position entails noting there will always be work for the substitute.

Vice Chairman Fareed spoke of her sense there aren't many days when the buildings aren't in need of a nurse substitute, that one of the biggest problems has been getting substitutes resulting in times of having to go to services and even then not getting all buildings covered.

Assistant Superintendent Bergskaug added part of the difficulty is that the nurses are required to attend field trips. Assistant Superintendent Thompson stated last year there were 110 days of a nurse substitute need across the 6 buildings. Having met with the nurses on how to best utilize this position, it goes back to the whole child; nurses have indicated a strong desire to get into the classrooms more often on health related topics.

Vice Chairman Fareed commented another benefit would be in the familiarity with students.

Ms. Arthur spoke of the Environmental Science position and questioned, if the current position is not participating in PLCs, how is the individual collaborating with her peers. Superintendent Corey stated it is difficult. When looking at Environmental Science being a separate and unique entity, and offered to all students at a baseline level where all are receiving the same experience. In some ways that teacher would benefit from being at PLCs to learn a little bit about the child, but on the other end it is often best for the teacher to make his/her own decision about a child because how a student performs in an environmental lesson outside in nature might be totally different than the student who likes math in the classroom. He stated having the teacher participate in PLCs would be a benefit; however, he is uncertain he can justify \$37,600 for that benefit.

Assistant Superintendent Bergskaug stated PLCs are focused on a grade level looking at data, instruction around the data, and how to improve performance/understanding. It is not necessarily pertinent to the specialists in general to attend the PLC of the grade level in general. There would be times when that would be appropriate, but it is not something that occurs regularly.

Vice Chairman Fareed stated the teacher who sees the student's behavior out in nature is bringing something into the building that none of the other teachers can see. She questioned how that teacher relays that very valuable information with the rest of the staff. Assistant Superintendent Bergskaug stated those conversations take place at the regularly scheduled Response to Intervention meetings.

Superintendent Corey added that the Administration is still striving to reach the guidance number established by the Budget Committee. If the \$37,600 is added back in, it will likely be reduced from another area. He reiterated there remains another round of discussions to be undertaken. There could be additional cuts made. Ultimately, if the Board believes the position should go in, it will be put in. He commented on the years of effort put toward developing the existing relationship with the Budget Committee, and the result of that being the passage of budgets. Were it any other year and there not over a quarter of a million dollars in mandated services, it would have made it in. He is not saying it doesn't have value. From his point of view, it is the balance between the education and the dollars. Chairman Mann commented it is not the first time the District had to forego some items that were later brought back and approved.

Superintendent Corey commented there is always the possibility the Budget Committee could decide it would be outside of guidance. Should it come to be that over the summer the Administration becomes aware the two

new hires were less costly than anticipated, there may be funding available. At any point the Board could increase the position as it is a bottom line budget. Once the funding is available, it is a decision of the Board as to how to expend the funds.

- Long-Term Lease Agreement for 4 Lund Lane to SAU 41

Superintendent Corey stated the Budget Committee would like to understand whether the Board is in favor of a long-term lease for 4 Lund Lane if moving forward with a bond. And that the Board would work through a process to increase the rent to gain a better market share as related to other commercial property in Town. Chairman Mann stated he has always felt strongly about not trying to compete with other commercial properties because there is only so much that can be offered for commercial space without constructing a new building. He is interested in ensuring enough revenue is gained to maintain the property. He is uncertain if the current rate will be appropriate to maintain it in its planned state. At this point, he would not be in favor of chasing a square footage cost that comes close to other commercial properties.

In light of a sizable investment, he can understand why a long-term lease agreement would be sought, and he would support that. He suggested a policy that would identify appropriate review cycles for rental rates. Superintendent Corey commented discussions have taken place with the other districts. They are very much in support of it, just concerned with a drastic increase in rates.

Vice Chairman Fareed commented on the comparisons chart that was done the last time the rates were reviewed (2015). The rate change, at that time, was phased in over a three-year period. The rationale for changing it had to do with increasing maintenance costs. Prior to that, the rate had not changed in 15-20 years.

Although the amount of square footage will increase, which will drive the rental cost, maintenance cost should not be the same for a new facility as it is for an aging one. She stated her belief, if making a 10-20 year commitment to the upgrade, the most likely tenants will be asked to commit to a timeframe.

Board members stated agreement with a long-term lease agreement.

Ms. Roy stated the desire for a policy identifying when a review of rental rates would be conducted.

Superintendent Corey stated if the bond, his suggestion would be that the present rate be used for the new square footage in the first year. During that year a study could be conducted, which could be repeated each 3 years. Chairman Mann stated the desire to have some sort of guardrails in place to avoid the other districts having concerns with a spike in rental rates down the road.

DELIBERATIONS

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

EEA - Student Transportation Services

1st Reading; 11-6-19

Given its second reading;

**MOTION BY MEMBER KELLNER TO ACCEPT THE SECOND READING OF POLICY EEA –
STUDENT TRANSPORTATION SERVICES
MOTION SECONDED BY MEMBER ROY**

ON THE QUESTION

Ms. Kellner stated there to have been no changes proposed since the time of the first reading.

Asked if there was any reason not to move forward with a third reading and adoption, Assistant Superintendent Bergskaug spoke of the possibility of the Policy Committee proposing a change to the paragraph under “Resolution of Conflicts” based on the review of the SAU policy.

MOTION CARRIED

5-0-0

JFAA - Admission of Resident Students

1st Reading; 11-6-19

Given its second reading;

**MOTION BY MEMBER KELLNER TO AMEND POLICY JFAA – ADMISSION OF RESIDENT STUDENTS, IN ITS ENTIRETY, BY REPLACING IT WITH THE COPY PROVIDED WITH THE AGENDA, AND ACCEPT THE SECOND READING, AS AMENDED
MOTION SECONDED BY MEMBER FAREED**

ON THE QUESTION

Changes made to the language under “New Resident Students” indicates that new families must register as soon as residency is established, that a certified copy of the child’s birth certificate is required, and identification of where a list of acceptable documentation proving residency can be viewed.

Vice Chairman Fareed questioned how it relates to homeschoolers and private school students. Superintendent Corey stated they provide one-time notice of home schooling. Vice Chairman Fareed questioned if reference to home schooling needs to be included in the policy or if a separate issue. Superintendent Corey stated his opinion it is a separate issue. Assistant Superintendent Bergskaug noted the policy is around admitting students to the schools as opposed to tracking of students.

Chairman Mann commented the policy doesn’t cover the period at which re-certification of residency can be requested. Superintendent Corey stated the recommendation from legal counsel to be that expiration of a lease agreement be the time period after which re-certification is requested.

Ms. Arthur spoke of a desire to add to the policy committee discussion.

MOTION CARRIED

4-0-1

Member Arthur Abstained

Chairman Mann spoke of the rounds of discussion the budget process goes through, and stated his pleasure with the way the work conducted during each of the rounds is presented. The information is shared with the Budget Committee. Superintendent Corey stated there to be a formula for guidance, guidance is arrived at, and typically the Administration works through the process to see if the proposed budget can arrive at that number. The Budget Committee provides an opportunity for requests for relief from guidance for specific items. It has been a very thorough process. There remain two meetings before the Budget Committee will take a position on the proposed budget.

Chairman Mann spoke of the significant change from Round 1 to Round 3 with regard to the mandated change that all computer equipment has Windows 10 installed (security reasons). In Round 1, at HUES alone, listed was \$90,300 for 129 laptops and in Round 3 the cost is listed as \$4,900 for 7 laptops and the purchase of 117

Chromebooks (\$29,250). When seeing a shift like that he questions if that is really addressing the need, are we running too thin on the Windows 10 laptops.

Superintendent Corey explained the decision was made to increase the number of Chromebooks as those are the devices of preference for the teacher in the classroom. We're educating through learning stations and each may have 5 in the classroom. They are the easiest device for a student to get on and into the topic. Currently there remains \$29,450 for desktops. He has been debating that as he is uncertain if a current 4th grade student will see a desktop when they become an adult. He spoke of being able to purchase 38 desktops or 117 Chromebooks.

Chairman Mann questioned if the laptops would be for student access in a computer lab, etc., and was told they would typically be in the computer lab, the Library Learning Commons, etc.

Richard Raymond, Network Administrator, went room by room to determine how the computers are being utilized, and tailored devices to meet the educational needs.

ADJOURNMENT

MOTION BY MEMBER ROY TO ADJOURN
MOTION SECONDED BY MEMBER KELLNER
MOTION CARRIED
5-0-0

The December 4, 2019 meeting of the Hollis School Board was adjourned at 8:23 p.m.

Date _____

Signed _____