

1 BUDGET COMMITTEE

2 FEBRUARY 9, 2011


3 MEETING MINUTES

4
5
6
7 A public hearing was conducted by the Budget Committee on Wednesday, February 9, 2011 at 6:41 p.m. at the
8 community Room, Hollis Town Hall.

9
10 Chairman Christopher Hyde presided:

11
12 Members of the Committee Present: Mike Harris, Vice Chairman
13 Susan Benz, School Board Representative
14 Tom Gehan
15 Ray Valle
16 Thomas Jambard
17 Frank Whittemore (6:45 p.m.)
18 Peter Band, Selectman

19
20 Members of the Committee Absent:

21
22 Also in Attendance:  Bill Beaugard, Chairman, Hollis School Board
23 Robert Mann, Vice-Chairman, Hollis School Board
24 Rich Manley, Hollis School Board
25 Rosemary Mezzocchi, Secretary, Hollis School Board
26 Susan Hodgdon, SAU41 Superintendent
27 Paul Calabria, Interim Business Administrator
28 Jeanne Saunders, Director of Special Education
29 Elizabeth Allen, Principal, HPS
30 Candice Fowler, Principal, HUES
31 Christopher Siegfried, Director of Maintenance
32 Rich Raymond, Network Administrator
33

34 PUBLIC HEARING

35
36
37 HOLLIS SCHOOL DISTRICT
38 FY12 BUDGET
39 WARRANT ARTICLE(S)

40
41 Chairman Hyde informed the public the purpose of the meeting was to conduct a public hearing on the School Board's
42 Proposed FY12 Budget and Warrant Articles. He introduced members of the School Board as well as members of the
43 SAU and school administration, and acknowledged the efforts of Chairman Beaugard. He commented the amount of
44 effort, dedication, organization, and analysis he brings to the process is astounding.

45
46 **Chairman Hyde provided a PowerPoint presentation.**

47
48 He informed the public a tax survey/history was completed utilizing fifteen (15) homes assessed at an average value
49 (approx. \$350,000) and tracked what they pay in property taxes every year. This survey adjusts for valuation. The results
50 (unadjusted) show increases of approximately 35% over the past six (6) years and about 3.9% over last year. Impact with
51 CPI (Consumer Price Index) adjustments is an increase of 18% over the past six (6) years and about 4.6% over last year.

52
53 He provided a detail of the 2010 distribution of tax dollars as: 26% to town, 69% to schools, and 5% to county. He noted
54 the percentage attributed to schools includes the Hollis portion of the COOP School District as well as the Hollis School
55 District. The next slide detailed tax allocation from 2004 through 2010 and indicated the percentage attributed to schools
56 started out at approx. 80% and has decreased to 69%, the percentage attributed to the town started at around 13% and
57 has increased to 26%, and the percentage attributed to the county started at almost 8% and is down to about 5%.

58
59 With regard to the slide entitled Hollis Full Value Property Tax Comparison to State, Chairman Hyde explained every year
60 the DRA looks at sales of homes and how things have changed relative to assessed values and adjusts to make all
61 properties throughout the state 100% equalized on a statistical basis. That allows for a community to community
62 comparison of change. The slide shows in 2001 Hollis was in the upper end of the lower 1/3 of tax impact. Since 2001

1 we have increased that ratio and now sit at the lower end of the upper 1/3 of tax impact, i.e., we are now spending more
2 than 2/3 of the rest of the state.

3
4 With regard to school statistics, he provided a graph that shows the average class size versus the New Hampshire
5 maximum class size average. The graphs shows grades 1-6 are below state requirements for class size
6 recommendations or maximums. He stated the school board has established, by policy, a desired maximum for class
7 sizes; kindergarten and 1st grade is 18 students (state at 25), 2nd and 3rd grade is 20 students (state at 30), and 4th through
8 6th grade is 23 (state at 30). He commented there have been a few occasions where class sizes have increased above
9 the specification however, in most instances Hollis is below its own specifications.

10
11 The next slide spoke of staff (FTE – Full Time Equivalent) and student (ADM - Average Daily Membership) population.
12 The graph shows student population is going down (declining from approx. 800 to approx. 667 (or 20%) in 2010) and the
13 staff population (available figures were for 2003 through 2009) has increased 25%. He presented a graph that identified
14 the change in students per FTE, which showed the students per staff member ratio has declined so that there are almost
15 60% of the total number of students previously served (about 40% decline). In terms of special education students per
16 special education staff, the graph shows a decline in the FTE to student ratio of approximately 30%.

17
18 Chairman Hyde went over the next several slides, which spoke to the budget process and how guidance is formulated;
19 the process starts with the prior year's budget, removed from that are; debt service, ins and outs (where expense is offset
20 by revenue – no tax impact), and one-time expenditures, i.e., mold remediation, and results in a base budget. From there
21 the Budget Committee determines a multiplier. In the past, consideration has been given to increased student population,
22 changing CPI, etc., however, for FY12, given the decline in student enrollment, guidance was set at 0% increase or flat
23 budgeting. That new base budget then has added back into it debt service and the self-funding programs resulting in a
24 guidance budget.

25
26 Chairman Hyde explained the way to get to a calculation on what tax dollars are being expended on; Hollis has a town
27 valuation number estimated, for planning purposes, to be \$1.2 billion, you divide that number by the total expenditure and
28 multiply that by \$1,000 to determine the price per \$1,000. In this case, it is about \$.08/\$1,000 or \$28.14 for the average
29 home (\$350,000).

30
31 Chairman Hyde identified the articles being presented.

32
33 He informed the public if all articles are approved the total anticipated tax impact is \$6.12/\$1,000 (down \$.50 or 7.6%).

34
35 **Mr. Beauregard provided a PowerPoint presentation.**

36
37 Mr. Beauregard's first slide indicated the tax impact of the school district operating budget to be \$6.02/\$1,000 (down
38 9.5%) from FY11.

39
40 *Mr. Calabria later explained the \$.10 delta between the tax impact figures quoted related to an adjustment made at end of*
41 *last week after determining how to properly deal with the IDEA grant money (was in revenues and had to be taken out).*
42 *That information had not been provided to the Budget Committee Chairman.*

43
44 Mr. Beauregard provided an explanation of how the school board, in preparing their budget, arrives at Budget Committee
45 guidance. He informed the public the proposed budget is \$168,132 under guidance (entire appropriation for 2012
46 inclusive of all warrant articles).

47
48 He provided information on the School Board's budget guidance given to the administration; maintain programs, maintain
49 quality, maintain Hollis education specification for class sizes, find operating efficiencies, decrease budget to reflect
50 enrollment, and address new needs.

51
52 Mr. Beauregard stated the board is sensitive to enrollment, and although attempts are made to have the budget, as much
53 as possible, track enrollment, it tends to be sort of a step function in that you cannot simply cut a class when enrollment
54 drops by 23 students as those students are scattered across a variety of grades and sections within those grades. With
55 regard to FTE numbers, he stated they are somewhat driven by IEPs, in fact it is likely a good portion of the increase in
56 FTEs is due to specific Individual Education Plans required for special education students. Another factor is the addition
57 of the early learning program (3 and 4-year-olds as well as kindergarten and the associated teachers, para-educators,
58 nurse, etc.) in 2003. Also, around 2 years ago the model was changed from having curriculum administrators to having
59 teachers participate more in the curriculum process. At the same time the curriculum administrator positions were

1 removed, coaches were added. One of the purposes of the coaches is to make more consistent the delivery of services
2 provided across grades, sections within grades, and improve instruction.
3

4 With regard to addressing new needs, the district has been enhancing its software (Spanish, math, etc.), however the
5 current computers (on a five-year cycle) cannot handle the new software. The administration worked to identify
6 computers most in need of replacement, i.e., two (2) labs at HUES, library at HPS, etc. This is one way they are
7 addressing needs while remaining under budget.
8

9 He provided a chart detailing actual and projected enrollments. He explained NESDEC provides a forecasting service for
10 the district. He presented a slide showing historical enrollment by grade, and explained NESDEC uses a cohort survival
11 algorithm (births in Hollis and out of state) to forecast who is coming into the district (3-5 year olds). NESDEC's forecast
12 for school year 2010-2011 shows 667 students, which was actual enrollment as of October 1st. What has happened since
13 is the district has added another 6 students and will be adding 1-2 more next month. Although a snapshot in time
14 (October 1st) has to be used, it does not reflect the students now in the buildings requiring services. A review of the
15 forecasted numbers shows NESDEC had projected student enrollment numbers of 448.
16

17 He commented the principals have been forecasting what is expected for enrollment numbers in the coming school year
18 at 650 or a decline of about 23 students, however, NESDEC is suggesting we will have 613 students. He stated the
19 actual numbers suggested the district would be unlikely to be able to stay within educational specifications for class sizes
20 if another position (section of a particular class in a particular grade) were to be dropped.
21

22 The graph also shows the number of sections expected next year and how many students are in each class this year (2nd
23 grade at 17). The district chose not to drop a section and bump class sizes up to 23, as it was not advised by the
24 principal. Principal Allen spoke strongly on how students are developing a lot of reading and calculating skills in 2nd grade
25 and strongly advised it would pay big dividends down the road as the students mature into the upper grades because they
26 would have had the attention needed to head off any kinds of problems in reading and/or math.
27

28 Principal Allen added NESDEC projected 48 kindergarten students for next year. We have already registered 56 and are
29 just in the beginning of the registration process.
30

31 With regard to Article 2, Mr. Beauregard explained any funds unexpended at year-end are returned to the general fund to
32 offset the school portion of the tax rate for the following year. An Expendable Trust Fund is the mechanism the district
33 uses to save funds across fiscal boundaries as a means of addressing capital expenditures (items that require savings
34 over a period of years/budget cycles to avoid a large expenditure in one year). Article 2 addresses an expendable trust
35 fund for capital expenditures associated with 4 Lund Lane. He explained the facility is owned by the Hollis School District,
36 is a fairly old building and has a fair number of needed repairs.
37

38 Article 2 requests \$8,000 be put into that fund (the amount the SAU board has been willing to spend on rent for the SAU
39 office). The funds are collected from the COOP School District and the Brookline School District as their share of
40 expenses for the building. Page 12 of the handout details planned capital expenditures for 4 Lund Lane. Mr. Beauregard
41 pointed out the identified expenditures total \$35,535 although the expendable trust fund will not reach that level.
42

43 He informed the public the Superintendent is looking at other facilities to house the SAU office due to space issues,
44 building configuration, etc. The board would take that into consideration when contemplating some of the repairs outlined
45 such as main entrance safety door, upgrading electrical for computer replacement, etc. He informed the public of an
46 agreement with the Budget Committee that any expenditure(s) from the fund would require a discussion with the Budget
47 Committee and, of course, a public hearing to obtain public comment. Chairman Hyde restated the Hollis School
48 District/voters own the facility.
49

50 Mr. Beauregard explained Article 3 is a similar mechanism for saving for capital expenses associated with school facilities.
51 He commented the board is looking at major items that may need to be replaced; roofs, boilers, etc., and determining the
52 life of the items to ensure there is enough money set aside in the fund to address issues before they fail. What is included
53 in the capital improvements plan for FY12 is continuing to save for repaving of grounds. He explained if you let the
54 pavement go too long it cracks to the point where it becomes unusable and you have to start over from scratch, which
55 results in a much larger expense (have to pulverize all of the asphalt, lay down a new base coat, and re-do all of the
56 parking lots and driveways).
57

1 *The Public Hearing was declared open at 7:30 p.m.*

2
3 **Article 1**

4
5 **To Elect all necessary school district officers for the ensuring terms by official ballot on March 8, 2011.**

- 6
7 • **Election of two members of the School Board for the ensuing three years.**
8 • **Election of a School District Treasurer for the ensuing year.**
9 • **Election of a School District Clerk for the ensuing year.**
10 • **Election of a Moderator for the ensuing year.**

11
12 Chairman Hyde informed the public elections would take place on March 8, 2011, and encouraged all to participate.

13
14 **Article 2**

15
16 **To see if the school district will vote to raise and appropriate up to the sum of \$8,000 to be added to the**
17 **previously established MAINTENANCE FUND FOR ADMINISTRATIVE AND ASSOCIATED STRUCTURES at 4 Lund**
18 **Lane in Hollis, Map 56, Lot 2, from rental proceeds and unexpended maintenance funds to be received from SAU**
19 **41 available for transfer on July 1 of this year.**

20
21 Chairman Hyde explained the tax impact to this Article is a credit (\$.01/\$1,000 or \$2.25/\$350,000) as the funding comes
22 to the Hollis district from other districts.

23
24 **PUBLIC COMMENT**

25
26 **D R A F T**

27
28 Charlotte Troddyn – 32 Hideaway Lane

29 Touched on funds proposed to be allocated to carpet replacement (\$6,985) and a main entrance safety door for the SAU
30 administrative building (\$4,500). She remarked when trying to save art and science programs, how can \$11,000 be
31 justified for carpeting and a door.

32 Mr. Beauregard responded the building was originally a home, and as such, the facility is not secure, i.e., upon entering
33 the front door a visitor has complete access to all staff within the building. If the SAU offices were to remain within this
34 facility, the intent would be to replace the front entrance (the costs associated with the door would include remodeling so
35 that the entrance would be separated from the personnel in the building).

36
37 Superintendent Hodgdon commented the two administrative assistants working within the entry area have, at times, the
38 need to conduct confidential conversations, particularly the assistant to the Director of Special Education. At present, in
39 order to have conversations of a confidential/sensitive nature without being overheard, she has to leave her desk area, go
40 to a secure area, and utilize her personal cell phone.

41
42 Mr. Beauregard remarked the board requested identification of work to be done to renovate the building to make it more
43 presentable and more reasonable for use. The figures listed are estimates. The intent is to have a clear understanding of
44 what would be required to be done in the building should the SAU administration remain in that facility. He reiterated the
45 intent is not to complete the work at this time, as the various issues/recommendations and their associated costs would
46 have to be debated.

47
48 Chairman Hyde added the building is the property of the Hollis School District/voters, and costs associated with its
49 operation and maintenance allocated by all three districts.

50
51 **Article 3**

52
53 **To see if the school district will vote to raise and appropriate up to the sum of \$4,000 to be added to the**
54 **previously established SCHOOL BUILDINGS MAINTENANCE FUND from the Hollis School District's June 30,**
55 **2011 unanticipated revenues (unreserved fund balance surplus), available for transfer on July 1, 2011.**

56
57 Chairman Hyde explained this Article has a tax impact of \$.01/\$1,000 or \$1.13/\$350,000 in valuation.

1 Mr. Valle remarked the presentation indicated the school board recommends the Article, however it is his understanding
2 they had to have recommended the articles in order for them to appear on the Warrant. Mr. Beauregard responded the
3 board has not yet officially taken a position on the Warrant Articles, but would do so when they resume their meeting at
4 the conclusion of the Public Hearing. Chairman Hyde stated the school board could take an official vote after the
5 appearance of the Article(s) on the Warrant as they could, if they so chose, remove an Article from the Warrant.

6
7 PUBLIC INPUT

8
9 Drew Mason, Baxter Road

10
11 Stated his surprise at how low the requested amount is. He stated his pleasure with the work done by the School Board
12 and the Budget Committee to bring the budget in under guidance. He commented, in the past, the requested amount for
13 the School Buildings Maintenance Fund has been \$75,000, \$71,000, etc. and looking forward to FY 12 and FY13 it
14 is proposed to be \$55,000. He spoke of the need to plan for the future and touched on the age of the infrastructure. He
15 suggested, if in fact only \$4,000 is needed for FY12, perhaps there exists an opportunity to utilize a portion of the
16 differential between the guidance number and the proposed budget to address future maintenance needs.

17
18 Mr. Beauregard explained the district has an approximate \$250,000 energy budget, which is expended on electricity and
19 oil. He provided examples of efforts being undertaken to reduce those costs:

- 20
21 • Over \$100,000 in grant funding was received and used towards the lighting project whereby lighting within the
22 facilities will be switched to energy saving lighting thereby reducing electrical costs.
23
24 • Monitoring and balancing heat across the building (HUES) was a manual process. The control system was upgraded
25 for the bottom floor when the renovations were done. That did not extend to the top two floors. They are in the
26 process of extending the upgraded system to the second and third floors.
27
28 • Consideration is being given to replacement of the existing ten (10) boilers and four (4) electric water heaters at
29 HUES with four (4) boilers and tankless hot water heaters. He noted the process is complicated enough that it
30 requires a detailed set of specifications be prepared. It is believed the payback period will be between 3-5 years. As
31 costs are not yet known, the board did not feel they could responsibly put the proposal forward at this time.

32
33 Mr. Mason stated his belief, given the historical trend and the knowledge additional maintenance items should be
34 addressed, the amount requested was insufficient and suggested it was shortsighted to put such a small amount into an
35 expendable trust fund.

36
37 Mr. Beauregard stated Director Siegfried has received a ballpark figure of \$195,000, and noted it would be necessary to
38 make a decision on the number of years (budget cycles) the funds should be saved/appropriated over.

39
40 Article 4

41
42 **To see if the school district will vote to raise and appropriate a sum of \$10,677,678 for the support of schools, for**
43 **the payment of salaries for the school district officials and agents and for the payment of statutory obligations of**
44 **the district. This appropriation does not include appropriations voted in other warrant articles.**

45
46 Chairman Hyde stated the estimated tax impact, as described, absent of revenues, is \$8.58/\$1,000 or
47 \$3,004.72/\$350,000).

48
49 He reiterated the school board's proposed budget is under guidance by \$168,162. He highlighted the following areas:

- 50
51 • Mold remediation has been completed. Funds were added to address that issue, which have been removed from the
52 base budget.
53
54 • Benefit costs have increased despite the lack of a new contract. Employee cost contributions have increased, some
55 shared by employees in the district and some picked up more fully by the district, i.e., retirement contribution.
56
57 • Notable decline in special education population, which is being addressed, i.e., structure, staffing.
58
59 • FTE (Full Time Equivalent) to student ratios trending in a concerning direction.

- 1 • Costs per student
- 2
- 3 • Fuel Costs
- 4

5 Mr. Beauregard went over the format of the budget as presented. He noted the FY11 Warrant Article totaled \$11,262,489
6 (included over \$300,000 in mold related expenses) and the FY12 Warrant Article totals \$10,677,678. He noted the
7 reduction of thirteen (13) positions as a result of a reduction in special education population. He commented as difficult as
8 it is to have to let someone go, the board has a fiduciary responsibility to manage taxpayer dollars.

9
10 With regard to Cost Per Pupil (CPP), he noted the figure cited in the presentation was derived from the total expense
11 number identified on the warrant article. It is a rough number as time did not permit for the removal of items that do not
12 have tax impact, i.e, items for which a total cost is identified/included within the expense category and for which revenues
13 are received that reduce or eliminate the expense (i.e., the ESL (English as a Second Language) position is one shared
14 by other districts; all districts contribute to the cost, however the entire cost is listed within the expense side of the Hollis
15 budget and monies received from other districts are identified under revenue. Another example is the water system,
16 which is budgeted in the same fashion. The CPP figure listed (\$16,427) is disturbing to the board and as such a request
17 has been made of the Superintendent to provide a comparison against other districts of similar population and
18 demographics.

19
20 Mr. Beauregard highlighted some of the larger items identified under major increases (\$430,278) and decreases
21 (\$1,006,194):

22
23 Increases

24 **D R A F T**

25 Special Education Services (\$69,863)

26 Salaries Classroom Teachers (\$65,613) – previously funded by a grant

27
28
29 Water System Maintenance Repairs (\$51,194) – last year experienced a problem with lead and copper in the pipes. NH
30 DES (Department of Environmental Services) mandated a water conditioning system be put in place at the Rocky Pond
31 well (engineering and installation costs totaled \$30,000). Ongoing costs include monthly chemical treatments, electrical,
32 etc. The Board has approached both the COOP and the Town with regard to cost sharing. The COOP has included
33 \$17,000 within their budget for that expense.

34
35 Replacement Equipment, Computer (\$40,045) – 45 new computers (HUES; 2 labs, HPS; five office machines and library).
36 Also includes replacement of glass monitors with flat screens. At this time they can be disposed of at no cost. It is
37 anticipated there will be a cost of approximately \$10-\$20/monitor for disposal in the near future. He explained, at present
38 the office staff at HPS, i.e., administrators, nurse, principal, etc. are utilizing computers running on hardware that is so old
39 that it has times when it freezes and information is lost. The machines currently in the library have reached end of life and
40 are being replaced with laptops, which provide for flexibility of use throughout the building.

41
42 Retirement Benefit (\$35,815) – Notification of two retirements received prior to the 12-29-10 deadline. Twenty five
43 percent (25%) of existing salary is paid out in retirement benefits per the terms of the contract.

44
45 Decreases

46
47 Mold Renovation (\$365,819)

48
49 Special Education Salaries (\$143,610) – reduction in force of one (1) School Psychologist and twelve (12) Para-
50 educators. He explained a School Psychologist position was added several years prior when the estimated number of
51 required evaluations alone was 100. The estimated number of required evaluations for FY12 is twenty (20). He remarked
52 4-5 years ago the special education para-educator to student ratio was 6 or 7 to 1. Over the past few years the ratio has
53 been reduced to approximately 2.2 to 1. A new model for program/service delivery has been put together that is
54 configured in such a way as to deliver the same amount and quality of programs/services in a more efficient way, which
55 continues to reduce the amount of costs passed on to the COOP district when students move up.

56
57 Tuition (\$91,610)

58

1 Health Insurance (\$67,196) – Mr. Beauregard explained, although the presentation identifies a reduction in the line item
2 for health insurance, it is not truly a representation of a decrease in health insurance costs. As actual percentage of
3 increase is not known until after the budget is approved, the district utilizes a maximum percentage of increase provided
4 by the insurance provider (LGC) for budgeting purposes (to ensure total liability covered). Last year the maximum
5 increase percentage of 17.6% was provided/utilized, the actual increase was 9%, which resulted in a reduction to the
6 baseline budget (numbers utilized as a starting point) for FY12.

7
8 Special Education Administrative Salaries (\$56,929) .5 of a position to be funded through IDEA grant funds.

9
10 Special Education Travel (\$53,435)

11
12 SAU Assessment (\$14,000) – Mr. Beauregard explained the salaries of the SAU (Supervisory Administrative Unit) office
13 personnel (Superintendent, Associate Superintendent, H.R., Finance, etc.) are shared amongst the three districts.
14 Chairman Hyde explained costs are apportioned based on the number of students in each district (50%) and valuation
15 (50%). He noted Hollis' valuation is higher than the other districts, which results in approximately 1/3 more cost for the
16 same number of students. Mr. Beauregard noted Hollis is responsible for 31% of the SAU budget.

17
18 Mr. Beauregard touched on decreases associated with special education (\$341,935), special education expenses
19 absorbed by the COOP (\$175,045) and those absorbed by Brookline (\$95,986). He stated it is important to understand
20 how the Hollis School District can better provide special education services in such a way that students require less
21 services when they move up to the COOP as a means of reducing the amount of costs passed on.

22
23 Mr. Beauregard provided a comparison of major changes within the budget between 2006 and 2012. Some of those
24 changes are: Teacher retirement increased \$202,662 or 127%, health insurance increased \$147,331 or 22%,
25 maintenance increased \$132,149 or 31%, special education services increased \$106,299 or 74%, professional &
26 curriculum development has increased by \$84,202 or 102% but is offset by a decrease in curriculum supervisory salaries
27 of \$149,102 or 100%, special education travel increased \$42,443 or 60%, SAU assessment increased \$34,090 or 9%,
28 teacher lane changes and substitutes increased \$25,307 or 21%, the current contract has a salary schedule for teachers
29 based on years of experience and amount of credit hours (degree levels), regular education salaries have decreased
30 \$57,302 or 2% resulting from change in staff and four (4) reductions that took place last year, special education non-
31 administrative expenses reduced \$49,155 or 4%, Principal office salaries decreased \$105, which means we are spending
32 virtually the same amount on Principals and Assistant Principals as we were six years ago.

33
34 Kathy Lewis, Worcester Road

35
36 Questioned the differential between the figures shown for the reduction of the school psychologist (\$37,000) in the
37 presentation versus the figure provided in a handout two weeks prior (\$50,652). Director Saunders explained the
38 previous figure stated was inclusive of benefits, etc. She added the salary is one that was IDEA funded for a portion of
39 the salary therefore the entire salary is not reflected.

40
41 Ms. Lewis questioned costs associated with the food service line items. Mr. Beauregard explained the \$121,000 is
42 reflected in both costs and revenue (no tax impact), as the program is self-funding. He added two years ago the board
43 was provided with an accounting of the food service budget, which at that time was in the range of \$325,000. He
44 explained there has been shifting in the business office, and when a recent accounting was provided it showed a
45 reduction. The board is looking into understanding why such a figure was being carried when it appears not to have been
46 the true cost of the food service program. As near as they can tell, there has been an actual \$40,000 reduction in
47 expenses.

48
49 Ms. Lewis questioned whether this self-funding program covers the costs of equipment. Mr. Beauregard responded it
50 should. Mr. Calabria responded not all items that should have been removed from the capital improvements descriptions
51 were, i.e., a determination has been made the steamer (\$15,000) is not needed. Ms. Lewis questioned whether
52 equipment would typically be purchased out of any surplus, and was informed that was the case.

53
54 Teresa Ash, Louise Drive

55
56 Questioned the statement the Principal office salaries are down \$105 since 2006 when the handout indicates an increase
57 of 59%. Mr. Beauregard explained the \$105 reduction related to the comparison of costs between 2006 and 2012. Ms.
58 Ash noted under nurse salaries total there is listed Principal's office expense (rows 355-374). Mr. Beauregard explained

1 the difference is row 162, Principal's office, represents salaries whereas rows 355-374 are expenses related to the
2 Principal's office.

3
4 Principal Allen remarked the large increase in office expenses is related to software items, which were allocated to other
5 lines items in the previous year's budget. Mr. Beauregard commented a great deal of effort was put forth for the FY12
6 budget to separate out technology and paper expenses, which were previously imbedded within other line items.

7
8 Linda Casazza, Worcester Road

9
10 Asked for clarification of why the numbers associated with para-educators differ from the previously provided handout,
11 and was informed the numbers have been refined. She questioned what the tax impact would be for the \$159,046.
12 Chairman Hyde stated the impact to be approximately \$.13/\$1,000 or \$45.50/\$350,000.

13
14 Ms. Casazza remarked, in order to meet the goals of our budget it has been decided that due to a declining special
15 education population the need exists to cut twelve (12) para-educator positions. She agreed there is a need to cut some
16 of the positions, however cutting 1/3 of existing positions will have a profound impact on every classroom. She stated
17 these individuals work in the trenches directly with the special education students they are assigned to, but also provide
18 valuable support to other students in the classroom. She remarked they are integral members of the classroom
19 community and, according to their job descriptions, can act as a substitute teacher, supervise students, and assist with
20 small group and/or one-on-one instruction under the direction of the teacher along with their special education
21 responsibilities.

22
23 She stated they are dedicated, committed professionals who work for an average salary of just over \$15,000 with no
24 benefits. While their salaries are funded out of special education dollars, in light of the work they actually perform, she felt
25 it possible some of the positions could be funded out of the general operating budget. She suggested there are other
26 areas where reductions could be made; math and language arts peer coaches (\$45,000), new computers (\$65,000), etc.
27 Reductions in either one of those areas could allow two to four (2-4) para-educators to remain in the classrooms.

28
29 She commented, although the school board has stated the need for students to be exposed to the latest technology in
30 order to succeed, all of the technology in the world won't make our students successful if they can't understand what they
31 read, are unable to write a complete sentence, or spell; these language skills are taught in the classroom by our teachers
32 and para-educators.

33
34 She remarked everyone is struggling and everyone wants taxes to go down, but the need exists to consider the long-term
35 impact of saving the average homeowner \$45/year. She commented it is easy to make reductions on paper when it looks
36 like a para-educator is only working with a couple of students, but in the day-to-day life of all of the students, removing the
37 para-educators that support them is going to drastically change classrooms and how they learn. She challenged
38 members of the board/committee to spend a day in the schools, shadow a para-educator, understand all they do, and
39 witness the difference they make in our students' education.

40
41 Lori Bonnette, Daniels Way

42
43 Stated her opinion, moving funds from the administrative area to teacher costs would be better spent. Mr. Beauregard
44 responded administrative staff has been reduced from six (6) to four (4); two curriculum administrative positions provided
45 for six (6) administrative positions. Ms. Bonnette responded a question raised at the COOP hearing was a comparison of
46 administrative costs with those of other districts. She commented a quick glance shows Hollis spends more on
47 administrative costs than some of the other districts. Chairman Hyde commented that is a concern to the Budget
48 Committee and the issue is being discussed. Mr. Beauregard remarked one thing to be considered is Hollis does not
49 have full-time Assistant Principals they are part-time Assistant Principals and part-time Special Education Coordinators.
50 Special Education Coordinators is a legal requirement.

51
52 Ellen Lencsak, Forrest View Drive

53
54 Questioned who was included in the figures for School District Officials. Vice-Chairman Harris responded it represents all
55 of the salaries of the SAU personnel and Hollis' contribution. Ms. Lencsak questioned whether the SAU budget is
56 factored into the cost per pupil figure, and was told it does.

57
58 She questioned whether the district has considered offering peer-coaching positions to in-house staff rather than
59 outsourcing, and suggested a stipend could be offered to existing staff. Chairman Hyde questioned how such individuals

1 would continue performing their current job responsibilities and take on peer coaching without coming out of the
2 classroom for those duties. Ms. Lencsak suggested they could meet during team meeting times as they are only in the
3 buildings 2-3 days a week. Principal Allen stated that was done at HPS; there are two employees at HPS who have 20%
4 of their positions dedicated to peer coaching, which means those individuals are receiving teacher salaries and benefits,
5 which exceeds the cost of outsourcing. She commented to consider such a change a review of the whole picture has to
6 take place. Ms. Lencsak suggested it is another area that should be looked into.

7
8 Terry Bair, Truell Road

9
10 Remarked the Spanish software, Rosetta Stone, will cost over \$16,000 to license. She requested feedback from Spanish
11 teachers as to whether it is worth the cost especially at the primary level. She noted her child is not required to use
12 Rosetta Stone at home. She asked if it is an appropriate and effective teaching tool at the school.

13
14 Sandra Lindquist, Spanish Teacher, HPS

15
16 Thanked the previous speaker for the question and remarked she has been waiting some time to be asked. She stated
17 she was not consulted as part of the decision-making that took place nor was the SAU World Language Committee and
18 she was not sure why Rosetta Stone was selected. She commented their greatest strength is in advertising. She stated it
19 is a program designed for adults not children.

20
21 She commented the SAU World Language Committee was quite upset and concerned when they learned the program
22 would be used in Hollis at a time when we are trying to do vertical and horizontal alignment. She noted Brookline has
23 moved in the direction of teaching fewer languages than they had been previously.

24
25 She remarked the program was started in 3rd grade in the October timeframe, 2-3 weeks later they started using it in the
26 2nd grade, and are now in the third week of using it with first grade. She noted it took a while for them to even learn how
27 to log-on, which took away from teaching time. Her opinion is the program does not meet the national standards for
28 language learning, which are communication, connections, cultures, community, and comparisons. At this time, she
29 meets with her students twice a week for ½ hour each time. She now has 45 minutes to meet with 3rd graders once a
30 week and ½ hour with the 2nd grade. The 45-minute period is spent on Rosetta Stone.

31
32 She noted she has had to eliminate many of the things she has done in the past that did meet the national standards in
33 order to use this program. She stated when they were inserviced on the program they were told it is based on intuitive
34 thinking, which is a skill that is not yet well developed in most primary aged students. She stated it does not meet all of
35 the learning styles of our students and is very stressful for many of the children.

36
37 She remarked the students do enjoy the program as they love the idea of working on the computer, but she is finding the
38 older children who were getting along further in it are now getting more and more distracted in the classroom. She stated
39 the administrator and teacher guide says it should be used for 45 minutes to an hour a day in order to be successful and
40 that cannot happen. She commented she understood it was hoped the program would be used at home, and so far she
41 has found, out of the 180 students in 2nd and 3rd grade, there is one student who has spent more than a few hours with it
42 at home. There are 10-15 students who have tried it at home. She stated she finds many lessons are taught in the third
43 person, which is more like memorizing.

44
45 Selectman Band questioned what she would recommend be done and if she could put a dollar value on her
46 recommendation. Ms. Lindquist responded she did not recommend the program. She suggested, if used at all, they
47 should purchase 1 or 2 programs, set them up in the classroom with a computer or two, and as students have finished
48 work in other areas it could be used as enrichment.

49
50 Mr. Valle questioned whether she was aware of other districts that use Rosetta Stone in the same grade levels and if they
51 have comparable results. Ms. Lindquist responded when she asked the representative from Rosetta Stone for references
52 she was given references from NY, NJ, and VA. She was able to receive only 2 responses that were helpful, and in both
53 they had only been using the software for a few months and were using it as after/before school enrichment. She added
54 she attended a national conference in November where there were 7,000 language teachers and 250 vendors. Rosetta
55 Stone was not represented. In fact the President of the national organization spoke to the issue of helping people
56 understand it is a teacher that teaches languages and communication not computers and technology.

57
58 Principal Fowler commented, although she would not speak for the Spanish Teacher at HUES, she believes her
59 experiences to be very different. At HUES there are three 30-minute sessions a week, students are going into the lab,

1 and they do not require it for homework as they cannot guarantee every student has access to the Internet or a computer
2 that can run that software. She commented she does believe century 21 learners need to be self-paced and take on new
3 initiatives. She commented as we move programs forward this is one way to get more language exposure and practice.
4 The goal is to have students conversing. Rosetta Stone is another program that allows them to practice speaking and
5 using the language. She stated she believes it to be money well spent. She noted Rosetta Stone does advocate the
6 need for a foreign language teacher. She stated it is also used in some charter schools, i.e. Academy for Science and
7 Design requires all of their students to be on Rosetta Stone because they know that is what the kids need as they move
8 out into the world.

9
10 Kim Day, Pierce Lane

11
12 Questioned the amount by which the school budget is under guidance. Chairman Hyde responded it is \$168,162 under
13 guidance.

14
15 Ms. Day stated she moved to Hollis from Stanford, CT seven years ago after looking at over 16 towns. She chose Hollis
16 because of the school system. She touched on what para-educators add to a child's emotional and educational
17 experience. After looking at the budget with an untrained eye in this area, she felt money saved by drastically reducing
18 para-educator positions could be made up with funds from other line items, which seems to have increased significantly,
19 i.e. snow plowing, expendable supplies, copier leases, school board expenses, etc.

20
21 She questioned why the total cost of para-educators should come under special education given they impact the regular
22 education population as well. She offered the board the opportunity to view several letters she brought with her written by
23 parents, students, and staff expressing their appreciation for para-educators (over 80% of which came from the regular
24 education population). She remarked projected class sizes are reaching recommended maximums for FY12 and in some
25 cases 23 students to a class with one (1) teacher. She requested the board/committee reconsider the serious reduction in
26 para-Educators, move funding around, and find savings elsewhere within the budget.

27
28 Maryanne Shanley, Buttonwood Drive

29
30 Suggested the board/committee consider deferring some of the proposed computer/software purchases and instead put
31 the funding into teacher salaries.

32
33 Stacie Dejoie, Milton Place

34
35 Questioned comments made about not wanting to transfer costs of special education to the COOP. Mr. Beauregard
36 responded \$175,000 of this year's special education costs would not be present in FY12 as the students the costs are
37 associated with will be moving up to the COOP. He remarked the idea is for the Hollis School District to do whatever it
38 can to help these students develop the strategies and capabilities, while they are with us, that will allow them to be more
39 competitive with their peers and no longer require the same services when they move up to the COOP.

40
41 Ms. Dejoie questioned how that would occur with the reduction in para-educators. Chairman Hyde remarked 54 identified
42 students would be moving on to the COOP. Director Saunders explained the number of identified students within the
43 Hollis School District is declining from 88 to an anticipated maximum of 66. The reason for the reduction is para-
44 educators is not about the transition from 6th to 7th grade. The district is faced with a declining special education
45 population. The district is currently serving 88 identified students within the special education population Pre-K through 6th
46 grade. At HUES next year it is anticipated there will be about 26 special education students in grades 4-6 with three
47 special education teachers providing services and approximately 40 special education students in PreK- 3rd grade with
48 three special education case managers, a Pre-K teacher, and a Pre-K coordinator. Given the number of students and the
49 district's ability to restructure the way it utilizes case managers and para-educators, there is an abundance of para-
50 educators. In FY12, even with the reduced number of para-educators, there will be 15 para-educators and 3 special
51 education teachers at HPS with about 40 identified students (1-4 adult/student ratio) and 10 para-educators, 3 special
52 education case managers and 3 special education teachers at HUES with a projection of 26 identified students.

53
54 Ms. Dejoie commented she believes a reduction in para-educators would be a reduction in staff assisting all children. She
55 stated her belief the district and the students would be better served if reductions were made in other areas.

56

1 Karen Cerato, Dow Road

2
3 Stated her agreement with the value para-educators bring to the schools. She stated she did not see anything in the
4 graphs about pay raises for teachers. She commented although nice to have technology if teacher salaries are not
5 competitive Hollis will not be able to attract or retain quality teachers. She remarked, if we disregard the important of
6 maintaining and attracting high quality teachers it won't matter what technology we have.
7

8 Tammy Fareed, Winding Valley Road

9
10 Questioned whether para-educators are aides to individual students, and was informed they are. When questioned if that
11 is a legal requirement, Director Saunders responded the special education teams are the personnel that determine
12 whether or not a special education student requires para-educator support in the classroom. Vice-Chairman Harris
13 clarified there is a legal requirement to implement IEPs (Individual Educational Plans). Director Saunders stated that to
14 be the case and that para-educator support could be part of an IEP.
15

16 Ms. Fareed spoke of students that are in the higher percentiles who may themselves be served well by the types of
17 assistance/additional attention provided by para-educators.
18

19 Cheri Gratton, Truell Road

20
21 Stated she is in favor of retaining para-educators. As a former teacher, she believes Hollis may have kicked itself in the
22 butt, as there are a lot of students para-educators are meeting with and addressing. She suggested perhaps the district
23 should have worked harder to get these children identified. She stated the need to identify which students para-educators
24 are spending time with and working towards getting those students identified. She believes the underlying problem has
25 not yet been determined.
26

27 With regard to Rosetta Stone she stated it is not utilized in her home, which does have heavy computer use.
28

29 Mr. Beauregard commented there is a information communications technology requirement imposed by the State that is
30 becoming more rigorous year after year where students actually have to develop portfolios; have to be able to utilize
31 PowerPoint, Excel spreadsheets, Word, etc. and integrate that technology into their work products.
32

33 Ms. Gratton asked if that is the case, why were computer classes cut. She remarked you are asking teachers to do more
34 and are now proposing taking the support of para-educators out of the classroom. She asked why we would be proud of
35 a \$156,000 surplus while taking people away. Chairman Hyde clarified the \$156,000 is by no means a surplus. Ms.
36 Gratton responded there still remains \$156,000 to work with before reaching the guidance number of a 0% increase.
37

38 Principal Fowler remarked the School Board acts on recommendations made by the administration. One such
39 recommendation made last year was to stop teaching students how to use technology and have them use it. Part of the
40 rationale at HUES is it is time to stop saying here is a computer, use it in isolation. What they are trying to do is have the
41 students use the computers to help them accomplish tasks. She does not perceive this move as putting more on the
42 teachers but rather what practices can they imbed in their strategies to move the district into the 21st century. Ms. Gratton
43 remarked although a valid point, could we not have instructed the computer teacher to integrate Excel, etc. into her class?
44

45 Chairman Hyde remarked comments had been made about utilizing teachers/para-educators in other positions, however
46 the one thing that is driving most of the discussion is the decline in population, which is something that has never truly
47 been addressed. You have to somehow find a way of balancing the needs of all. He remarked when talking about
48 people it is difficult as it is recognized people are doing good things for the good of the children, but with a trend in
49 declining population the need exists to recognize the fact that at some point or another if your population keeps going
50 down you have to address it by coming down in staff.
51

52 Nancy Burns, Lynne Drive, Special Education Case Manager, HUES

53
54 Stated she understands the special education population is decreasing and clearly there needs to be budget cuts in terms
55 of special education para-educators.
56

57 With regard to technology, she stated the need for the students to know how to utilize it, but we need adults to help kids
58 access the technology and be able to integrate technology into the full curriculum. The State has requirements, and it

1 makes perfect sense for Excel projects, etc. to occur in Social Studies assignments, etc. However, an individual
2 classroom teacher with 20+ children cannot do that alone.

3
4 She noted the special education population is decreasing, but there are students para-educators work with on RTI
5 (Response to Intervention) and students on 504 plans that do not fall under special education, and there are students that
6 don't meet the criteria of special education that still need the help.

7
8 She commented she has heard of districts that use regular education aides in the classrooms to support teachers. She
9 stated her belief special education para-educators could work with those students needing RTI and on 504 plans.

10
11 Selectman Band commented you say there can be deductions in special education and on the other hand they are
12 needed elsewhere, what would you do?

13
14 Ms. Burns responded she would take the para-educators from the special education budget and put them into the regular
15 education budget. Selectman Band questioned whether that would be her recommendation for all of the para-educators
16 proposed to be cut, half, etc. Ms. Burns stated her belief every classroom needs at least one (1) para-educators to assist
17 the teacher. When asked what those numbers would be, Principal Fowler stated there are 14 classrooms at HUES and
18 15 at HPS.

19
20 Ms. Burns remarked there is a laptop cart that is wheeled around the building and those laptops have to be taken off the
21 cart and turned on by a teacher assisting 20-23 children of a young age. Mr. Beauregard commented the district has not
22 removed either of the computer teacher positions from the school, but have re-tasked them; have brought them into the
23 classroom to help the teacher deliver the ICT requirements so when a teacher is trying to integrate and has 20 odd
24 students and wants to boot up all of those laptops he/she can bring that computer teacher in to help deliver that.

25
26 Deborah Pucci, Nartoff Road

27
28 Touched on the cost per pupil and the expense on the taxpayers some of whom are senior citizens living on fixed
29 incomes. She commented rather than comparing the CPP to Bedford or Amherst, she is comparing it to UNH.

30
31 She noted there is a personal aspect to budget cuts when you are talking about people. She is concerned the driving
32 costs to these budgets aren't para-educators, it is somewhat due to special education, but it is salaries and benefits. She
33 remarked there is an opportunity to reach more parity between the benefits provided and ones that could be compromised
34 on to save positions and programs. She stated she could not believe we as a community, as teachers, as taxpayers, as
35 parents cannot come together and compromise. She would like to see people, instead of digging their heels in on
36 benefits, say I can reduce the luxury of benefits if it means I can work cooperatively with taxpayers and parents and keep
37 more of our employees and programs in place, and she would like to see the taxpayers compromise on headcount. She
38 remarked as good as the education is, it is not on par with UNH.

39
40 Renee Maloney, Pierce Lane

41
42 Questioned whether the special education projected numbers include those students receiving RTI services or on 504
43 plans. Director Saunders stated they do not. When asked for the numbers, she responded, for FY11, at HPS; 44
44 identified students, 10 on 504 plans and 28 receiving RTI services for a total of 83 students. She added those are the
45 numbers received from special education teachers and are not reflective of time para-educators spend assisting the
46 teachers in the classrooms or all of the students those individuals would interact with. At HUES, 44 identified students, 21
47 on 504 plans and 68 receiving RTI services for a total of 136 students. Those are numbers reported by the case
48 managers. Although she did not have the number of students are truly supported by para-educators, she stated HUES
49 has a total of 18 para-educators and 324 students.

50
51 Ms. Maloney noted a concern with the proposed reduction of a school psychologist and asked for an explanation.
52 Director Saunders explained current IEPs projected for FY12 indicate the need for 15 hours a week of group or individual
53 counseling services (understanding if done in groups the total number of hours is reduced) and 20 re-evaluations. When
54 you look at the workload that entails and the fact case managers are completing academic assessments, the need does
55 not exist for 2 full-time psychologists. What will remain is one (1) full-time psychologist whose duties will be split between
56 the two schools. When asked about the number of evaluations to be performed (20), Director Saunders remarked 60
57 evaluations would be pretty typical of a school psychologist.
58

1 Tom Enright, Main Street
2

3 Spoke of the previous evening's COOP district meeting and the discussions around positions being cut. He commented it
4 is not believing that teachers aren't doing a great job because they are, it is just that in such economic times you have to
5 look at what you are spending and say I can't spend that much. He remarked it has to be done in the COOP district and it
6 has to be done in the Hollis district, and in addition the Hollis district has to deal with the fact the student population is
7 down 20-25%.
8

9 He thanked the school board for acknowledging there are issues with a declining special education population and costs
10 that have to be dealt with. He noted there are also issues with costs associated with students being educated out of
11 district and stated his appreciation for the work the district is doing in trying to address those costs.
12

13 He remarked he has great confidence in Director Saunders and Assistant Director Kelley, and noted there are some really
14 good changes being instituted in the area of special education. He stated his belief one of the reasons the special
15 education population is declining is because the district is doing such a great job in that area; either not identifying some
16 kids that would have previously been identified because they have really good reading and writing programs, which allow
17 the kids to catch up and be where they should be, and in some cases they are identifying children and moving them off
18 the identification role before they get to the secondary schools as a result of the quality of programs provided.
19

20 He commented he appreciates the board looking into the concern of cost per pupil, and is in support of the proposed
21 budget.
22

23 Steve Pucci, Nartoff Road

24 **D R A F T**
25 Questioned the amount spent on mold remediation in the past year. Mr. Beauregard stated it was \$440,000, and
26 explained \$66,000 of that came out of the expendable trust (capital spending was deferred to reduce what had to be
27 expended from operations).
28

29 Questioned the number of FTEs at present. Chairman Hyde stated the number to be 128. Mr. Pucci noted when looking
30 at the chart that shows the FTE trend over time and the declining enrollment dramatic differences are seen. He remarked
31 there are tough decisions to be made. He suggested, when looking at the FTE numbers there is a substantial increase in
32 the student/FTE ratio from 2003/2004, and still a dramatic increase in the FTE at that ratio from then to now. If you use
33 same student/teacher ratio it suggests there are probably 15-20 FTEs that are greater than where it was. Given the trend
34 of declining enrollment, you have to do something to balance the tax aspect with the quality aspect.
35

36 He remarked the reason we have a good school district is because of the employees and he is trying to evaluate how the
37 quality aspect is changing over time as we adjust FTEs, etc. He remarked what he has not seen is a chart that shows the
38 qualitative and quantitative measures related to quality education. He remarked he has seen some of the information that
39 compares Hollis to Amherst or Bedford, but one data point for one year of time has some but not a great deal of
40 relevance. He requested the board define what the qualitative and quantitative measures are, put them on a simple chart,
41 look at that and determine how that is changing over time to determine whether the right decisions are being made, i.e., if
42 people are being moved around into the right areas, etc.
43

44 He remarked headcount is one of the last resorts he would want to take. Salaries and benefits are area that should be
45 discussed as there is disconnect there (difference between what he receives for benefits versus what he is paying for
46 public employees) and something has to be fixed.
47

48 Chairman Hyde commented NECAP scores are put out and there are a variety of different measures that are taken. An
49 analysis has been started looking at trending, i.e., how we rank versus other reporting districts. They are also looking at
50 how to track cohort data. There are a lot of things that form the base material of where you start. Hollis has a pretty
51 educated populous and there are a lot of studies that show that educated parents produce pretty educated kids to start
52 with. The question is how are you increasing that base.
53

54 Mr. Pucci Steve stated his belief it an action for all school boards to take.
55

56 Mr. Beauregard commented the district produces a district report card. They are trying to make it even more
57 comprehensive, however it does exactly what Mr. Pucci was discussing; identifying a set of measures that can be tracked
58 year to year to see how we are doing. One of the specific things they are doing is tracking the NECAP an NWEA testing.
59 Also, Director Saunders and the Principals were working over the weekend on identifying our programs and capabilities

1 that are not in an average cost per student. It is hopeful that information will be available for a future board meeting to be
2 able to show all of the different ways the district is enhancing education and to be able to identify where cost per student
3 is going.

4
5 Donna Lapierre, Broad Street

6
7 Stated she has a unique position in that she has lived in Hollis since the age of 4, has been a teacher, and has moved
8 around to several different schools, has also been a para-educator, and is now one of the computer instructors that is in
9 charge of doing the E-portfolios with about 650 or more students on computers that are not up to date. She noted, as a
10 parent of a special education student she is very thankful to all of the teachers and para-educators that assist her child.
11 She is also the parent of a student not in special education who receives assistance from para-educators.

12
13 She remarked the biggest difference she has seen between Hollis and the other schools she has had experience with
14 relates to the number of para-educators in Hollis. She commented kids are focused more on their lessons, there are less
15 behavior problems, their test scores are up, and everybody seems more comfortable in their environment. She suggested
16 12 reductions in para-educator positions appears drastic.

17
18 Christine Simco, Louise Drive

19
20 Questioned salary increases teachers have been rewarded with, based on their education and experience, over the past 5
21 years. Chairman Hyde explained there exists a salary step table that identifies salaries at different levels of experience
22 and education. Ms. Simco remarked Hollis is very fortunate in that there is a large population of very educated teachers
23 (most with Masters), yet we are on par with average pay. She stated the desire to understand what they have received in
24 terms of raises. She questioned whether the district is competitive. Mr. Valle remarked the point made is a good one, but
25 another comparison that should be made is to the town and the rest of the town employees.

26
27 Ms. Simco reiterated the concern was to ensure teachers are being rewarded so that we are able to retain the quality of
28 teachers.

29
30 With regard to the five-year plan, she stated she would like to see the plan aligned in terms of deadlines, steps that need
31 to be met, and budgeted versus actual expenditures. She commented part of the whole budgeting process is looking out
32 five years; where do you want to be as a community, what are you trying to achieve, what are the goals of the community,
33 i.e., reducing tax rate, keeping quality teachers, etc. and expend funds on the goals and priorities.

34
35 Sherry Van Oss, Hardy Lane

36
37 Stated she is a taxpayer, parent, and a para-educator at HUES. She commented everyone that has spoken has had
38 great points, one of which being compromise. She stated her understanding things need to be cut. She commented she
39 stood in the middle school gym a few years ago asking for a look at the transportation services provided. She remarked
40 there are so many carpoolers it is difficult to get the buses into the school. There are buses leaving the school with 10
41 students when they can hold 40. She suggested the students could spend more time on the buses to allow for fewer
42 buses.

43
44 Mr. Beauregard responded a bus was cut last year, and the Superintendent is currently re-negotiating the busing contract.
45 The current contract was a five-year contract and with its expiration there are certain opportunities that can be reviewed.
46 He stated he expects there might be an opportunity at the annual meeting to make an amendment (up or down) to the
47 operating article based on pricing for the busing contract.

48
49 Ms. Vanoss remarked there was a time when the district had no Associate Superintendent or Assistant Principal. There
50 was a time when there was 1 Vice-Principal for both schools. She commented "there are too many chiefs and they are
51 killing all of the Indians."

52
53 Chairman Hyde stated his recollection the State requires the district to provide busing for every student through grade 6.
54 Superintendent Hodgdon stated the requirement extends through the sophomore year of high school. Chairman Hyde
55 commented it might be that having parents sign away their right to transportation is the only way to cut down some of the
56 busing costs.

57
58 Mr. Beauregard provided a few examples of salary increases (not for services); guidance salaries (rows 315 and 316 on
59 page 16 of the handout), going from \$58,274 and \$55,164 in 2006/2007 to \$69,823 and \$63,004 in FY12, they are part of

1 the bargaining unit so they would be getting similar raises as other teachers, which is in the range of a 17% increase from
2 2006 to 2012 (understanding there was no change in salaries last year). Page 17, rows 352 and 353, nurse salaries,
3 going from \$65,565 and \$55,462 in 2006-2007 to \$77,960 and \$60,974 in FY12. He offered those examples as data
4 points.

5
6 He added in prior years the way employees at the end of the top of the salary schedule received a raise was by increasing
7 the entire salary schedule by 3%. That resulted in those employees who still fell within the range of the salary schedule
8 getting the 3.4% increase plus the 3% increase on the schedule change, and, if they qualified for a step increase within
9 the schedule, they received an additional percentage.

10
11 What was done during the last negotiations was to make adjustments so that those employees reaching the last step on
12 the salary schedule would be provided an off-step increase.

13
14 Ms. Iris Realmuto, Cameron Drive

15
16 Commented if she were looking for a new job she might look at location and other factors to determine what she would be
17 seeking in terms of salary, i.e., if a lengthy commute were required, she would likely be seeking additional compensation.

18
19 She requested, when comparing compensation of one town to another, class size be included in the comparison.

20
21 She remarked a lot of speakers addressed the issue of a reduction in para-educator personnel, and felt it would be helpful
22 to understand the number of speakers who hold positions as para-educators. She requested the Chairman poll the
23 speakers. Chairman Hyde stated he was uncomfortable taking such a poll, as Hollis residents are free to identify
24 themselves however they choose.

25
26 Ellen Lencsak, Forrest View Drive

27
28 Stated the nurse salary cited was not her salary alone but rather that of her salary and a portion of the salary for the nurse
29 who works for the health program at the preschool.

30
31 With regard to benefits, she wished the public to understand any teachers on a two-person or family plan have picked up
32 the entirety of the increase over the past few years as a result of the district cap.

33
34 With regard to the inability to reach an agreement on the CBA (Collective Bargaining Agreement), she questioned whether
35 the board looked to the \$168,162 (under guidance) as a means of working something out while the teachers considered
36 the other issues that kept them from coming to an agreement; language surrounding teacher evaluation and the RIF
37 policy.

38
39 Chairman Hyde asked for clarification of the question. Ms. Lencsak restated her question; during negotiations, was
40 consideration given to salary increases to offset the increasing costs of health benefits, etc. while the other issues
41 continued to be considered? Chairman Hyde asked for further clarification if the suggestion was to do something outside
42 of the CBA. Ms. Lencsak responded her question was was that ever considered and is there something that could be
43 done now, i.e., put those funds into the FY12 budget. Vice-Chairman Harris stated the committee has discussed the need
44 to be able to have a budget that includes pay for teachers however they need to wait for the conclusion of the CBA.

45
46 Kathy Lewis, Worcester Road

47
48 Stated her agreement with the statement there are "too many chiefs, and not enough Indians". She commented she
49 remembered when the elementary school was split and assurances were provided there would never come a time when
50 two principals would be needed. Now each building has a Principal and Assistant Principal/Special Education
51 Coordinator. She suggested the administrative costs of those positions be evaluated.

52
53 She questioned the historical data provided for row 449 on page 19 of the handout, regular education expendable
54 supplies, and noted the line item has been zeroed out for FY12. Mr. Beauregard explained the line item is zeroed out as
55 the items previously accounted for within that line item have been moved to other line items such as computer/paper costs
56 as a means of understanding total expenditures for such items.

57
58 When asked for the total FY12 dollar amount that was removed from that line item, Mr. Beauregard stated some review of
59 the costs removed from that line item would have to take place, and a response could be provided.

1 Terry Baird, Truell Road

2
3 Suggested the board could consider eliminating the costs associated with licensing fees for Rosetta Stone software at
4 HPS and put those funds into the library budget, which has been cut in half over the past few years.

5
6 Teresa Ash, Louise Drive

7
8 Questioned why an increase was shown for teacher salaries when a contract was not reached. Mr. Beauregard explained
9 those funds represent mandatory increases such as healthcare and NH Retirement System as well as costs associated
10 with lane changes, stipends, etc. He explained a stipend is provided when teachers accumulate the required number of
11 hours for the mandatory re-certification, which has to occur once every three years as well as curriculum stipends for
12 teachers working on a variety of committees, i.e., curriculum work, after school homework club, etc.

13
14 Ms. Ash commented she is aware of a health plan that would be less expensive and include a higher deductible, which
15 could be picked up by the teachers. Mr. Beauregard responded the district is sensitive to the cost of healthcare plans. He
16 stated, last year the board reached an agreement with the teachers and went to the annual meeting with a three-year
17 contract that had a \$52,000 cost to it in year one for teachers. It was voted down by a substantial margin, and the board
18 received what it believed to be very specific guidance with regard to concerns over the Evergreen Clause, cost per pupil,
19 and that the Budget Committee must have time to review proposed contract language and cost items. That meant
20 enough time needs to be available to take whatever proposals are agreed upon, turn them into the correct contract (legal)
21 language and cost them out. That information would then have to be provided to the Budget Committee. That information
22 was not ready because the last set of negotiations went right up to the legal deadline.

23
24 When negotiations began this year, there was an agreed upon date on which negotiations and/or mediation would
25 conclude (January 10th). He explained two members of the school board participate in the negotiations and agreed upon
26 the following guidelines: ~~use objective standards, consider total cost of compensation, lower cost of benefits for both~~
27 sides rather than shifting the cost increase to the taxpayers, and since anything in the way of a wage proposal that had to
28 do with the salary schedule would be Evergreened, they wanted it to be consistent with the NH DOE direction (merit
29 based increases). He commented that type of component is required to be in the plan if submitting for Race-to-the Top
30 funding. He noted the standards that were used were: healthcare (Kaiser Family Foundation 2010 cost of benefits report)
31 and wage standards (U.S. Department of Labor Employer Cost Index (ECI) based on a 12 month average or 1.98%
32 (benefits and wages combined)).

33
34 Although the Kaiser Family Foundation report does not regionalize, it does show our district single person plans are 54-
35 61% higher (premium costs) than the average and our family plans are 51-58% higher. He explained in order to reduce
36 costs, the district would have to be able to go out and actively shop other plans. As our existing contract is with LGC
37 (Local Government Center) they benchmark what we pay against the BlueChoice plan they offer. He noted the hope
38 remains that a sidebar agreement can be executed so that all parties agree the district ought to shop benefits.

39
40 He stated if you apply the ECI (1.98% increase) to our cohort of teachers that comes out to \$96,595, yet our mandatory
41 benefits alone exceed that (2.23% increase), which means we are already above ECI. Mr. Beauregard explained there is
42 a clause within the existing contract that states all conditions of the contract will continue until such time as a new contract
43 is reached (therefore, if the employer was obligated, under the contract to pay 90% of the healthcare costs, the employer,
44 in the absence of a new contract, remains obligated to pay 90% of the healthcare costs even if those costs increase).

45
46 During the negotiations, wage proposals were exchanged. The last wage proposal by the teachers included steps at
47 about 3.4% plus the 3% COLA, which would increase the salary schedule and result in a 6.4% increase for anyone on
48 steps, that it be Evergreened, and \$1,500 for those off the salary schedule. The board's proposal was an agreement with
49 the Evergreened steps proposed by the teachers based on the following requirement; "Proficient" level of achievement,
50 on average, in the four (4) domains (new teachers could be basic in one (1) domain). It included a \$1,200 off-step COLA
51 (which would not be Evergreened), a \$1,000 bonus for any teacher who received distinguished achievement, required that
52 annual milestones for professional development goals be met, the reduction-in-force policy be based on the same criteria
53 (teachers in the first four years of the salary schedule would be the first teachers let go in the instance of reduction in
54 force), a sidebar agreement to shop for less costly benefit plans, and to add a new high-deductible plan to lower family
55 plan costs.

56
57 Selectman Band questioned whether it was believed by the school board, had an agreement been reached, the legislative
58 body would have approved the proposal especially given the Evergreen language. Mr. Beauregard responded he would

1 have liked the opportunity to present such a contract. He stated any teacher that is proficient in all four (4) domains, and
2 he believes most of them are, is the best investment the taxpayers could possibly make.

3
4 With regard to the support staff, the ECI was 1.98%, which left about 1% to address wages. The board proposed a two-
5 year agreement with a 1.5% wage increase in year 1 and then in the next few years ECI for wages and benefits, but that
6 the wages would be at a minimum of 1% and not more than 2.5%. Also wanted to accelerate the vacation schedule,
7 prepay the cost of course for certification, and add a category III regular education para-educator position.

8
9 The union did not want to do a two-year agreement under these conditions (wanted a one-year agreement). He noted
10 there are substantial costs associated with negotiations and mediation, which the district was trying to avoid with a two-
11 year agreement.

12
13 Ms. Ash stated she would like to understand what is considered the school year and the school day in order to determine
14 an hourly rate for teacher compensation. She remarked the 2008-2010 contract states the school year as 186 days. Mr.
15 Beauregard stated that to be correct. Ms. Ash remarked the salary is for 186 days, which is roughly 9 months. She
16 questioned whether vacations play into that figure. Mr. Beauregard commented they get paid for 186 days, but you have
17 to understand the teachers work really hard before and after school, i.e., there is no way a teacher assigns a project and
18 doesn't take that work home to evaluate it, i.e., they go well beyond the stated hours in the contract.

19
20 Mr. Gehan responded based on the expired contract, 1,016 hours, and average salary cited by the Hollis Education
21 Association, the hourly rate would be approximately \$49.00. When asked, he stated that is not inclusive of benefits, etc.,
22 but purely salary. Ms. Ash remarked that equates to nearly \$4,000 above the average. She commented, as a
23 community, we do support our teachers financially and with our time (volunteer). She commented she had a teaching
24 position after graduating from college and experienced her salary being frozen for a three-year period.

25
26 Ms. Mezzocchi remarked the Principals and Assistant Principals along with their support staff work extremely hard, and
27 she cannot comprehend how the positions could be reduced/cut. She remarked there is no way one (1) principal could
28 run both schools.

29
30 Ms. Iris Realmuto, Cameron Drive

31
32 Congratulated the school board on submitting a budget under guidance. She commented the response she has received
33 when mentioning the budget came in under guidance was that the Budget Committee was too high they didn't do their job.
34 Chairman Hyde responded there were a few on the Budget Committee that were not for flat guidance but instead under
35 that amount.

36
37 Bob, Truell Road

38
39 Remarked he believes there has to be a committee involved in taking a look, from the Assistant Principals up to the SAU,
40 at whether we really need all of those expensive employees to run a school. He stated rather than hiring an administrator
41 at \$100,000 he would rather hire a teacher. He touched on the number of hours, work and personal, put in by teachers.

42
43 Kathy Lewis, Worcester Road

44
45 Questioned the salary for the part-time library aide at HPS (Line Item #2222-113-1). Principal Allen explained the library
46 para-educator hours were increased last year because of the age of the children and being able to have the library open.
47 That allowed the library media specialist to be out in classrooms assisting teachers with technology.

48
49 Ms. Lewis questioned whether there is an aide at HUES. Principal Fowler stated there is not due to the age of the
50 children, i.e., they are independent and don't require as much support, and the library media specialist works on a
51 different schedule and therefore is able to go into classrooms and support literacy and higher end reading skills. There is
52 a computer integration person who does the media work.

53
54 Bob, Truell Road

55
56 Suggested, before the school board or the principals initiate a new program they first gain the opinions of the teachers
57 who will be asked to implement them.

58

1 **Article 5**

2
3 **To see if the school district voters will authorize the Hollis School District to access future year state and federal catastrophic aid funds in the event that special education costs exceed budget limitations.**

4
5
6 Drew Mason, Baxter Road

7
8 Questioned why an actual dollar amount was not identified. Chairman Hyde responded the funding is a credit, and there is no ability to capture forecast. Vice-Chairman Harris added the Article is a legal requirement to allow the action to occur and is the standard language utilized every year.

11
12 **Article 6 (by Petition)**

13
14 **We the undersigned voters of the Hollis School District do hereby request, pursuant to the Laws of the State of New Hampshire, the following warrant article be inserted into the warrant for the district for consideration at the 2011 district annual meeting the following:**

17
18 **The Hollis School District is hereby authorized to hold a special meeting to consider adoption of any tentative collective bargaining agreement reached between the Hollis School Board and the Hollis Education Association or any tentative collective bargaining agreement between the Hollis School Board and the Hollis Education Support Staff Association.**

22
23 *Chairman Hyde read into the record the following legal opinion received from Attorney Bill Drescher:*

24
25 *"There is a general prohibition against the raising of money at a special meeting unless the superior court has approved the meeting for an "emergency". The applicable statute is RSA 31:5 (for towns) and RSA 197:3 (for school districts). There is an exception to this general rule, which relates to Collective Bargaining efforts. That statute (for school districts) is RSA 197:3, (III), set forth, in pertinent part, below.*

29
30 **"...III. In the event that the legislative body at an annual meeting amends or rejects the cost items of fact finder's reports ... the school board may call one special meeting for the sole purpose of addressing all negotiated cost items without petitioning the superior court for authorization. Such special meeting may be authorized only by a contingent warrant article inserted on the warrant or official ballot either by petition or by the governing body. The wording of the question shall be as follows: "...Shall (the local political subdivision), if article _____ is defeated, authorize the governing body to call one special meeting, at its option, to address article _____ cost items only?...". The refusal of the legislative body to authorize a special meeting as provided in this paragraph shall not affect any other provision of law. ..."**

38
39 *As the underlined language above indicates, you can't have a special meeting to raise money (approve the cost items) without the special "contingent" warrant article language having been approved at the annual meeting. However, the way you get that approval is by presenting the "contingent warrant article" to the town meeting. The problem is that under the language in the statue you can't present the "contingent" warrant article to the meeting unless it is preceded by a warrant article presenting either CBA cost items or a Fact Finder's Report to the meeting for approval and then, the contingent warrant article (which is allowed to follow such a warrant article) only becomes operative when the "contingency" is met, the "contingency" being that the annual meeting, is considering the first warrant article, acts in a manner that: "...**amends or rejects the cost items or fact finder's reports...**"*

47
48 *There is no provision in the statute for allowing a special article to authorize an off season meeting to consider a CBA or Fact Finders report without there first being an article in which the annual meeting considered and rejected either a cost item or fact finders report. You indicated that you don't have either of those at this time and, accordingly, you cannot present the article in question to the annual district meeting."*

52
53 Chairman Hyde remarked as there is specific language within State RSA that states you cannot alter a petition warrant article's language once it has been placed on the Warrant, he believes the article will remain on the Warrant. However, it should be understood, under the law, this is illegal and would be rejected by the State.

56
57 Mr. Calabria stated Attorney Drescher has indicated to him after the Article is read at the district meeting, he will take the podium and explain the situation to the public.

1 Christine Simco, Louise Drive

2
3 Questioned what the next steps would be. Selectman Band responded an impasse is declared, the fact-finding process
4 begins or arbitration. The Fact Finder's report would be presented at the next annual meeting (not this years). At the next
5 annual meeting there could be an agreement in place or a Fact Finder's report for consideration.
6

7 Ms. Simco questioned whether it was correct to say teachers will go another year without a contract. Mr. Beauregard
8 explained teachers would go without a wage increase. Selectman Band reiterated the provisions of the current contract
9 remain in place with the exception of wage increases. Chairman Hyde touched on the deadlines imposed in order to
10 come to an agreement and/or go through the entirety of the process in time for a contract or Fact Finder's report to be
11 presented to the voters. Ms. Simco commented "in negotiations there are two people and the fact that there is a deadline
12 of January 10th and we are saying you need to agree to merit pay, well I don't know how that works, well I don't care you
13 need to agree to it and we're going to base your whole compensation on that, okay well I don't agree to that, okay well
14 January 10th comes and goes, and now we are another year with no contract for those teachers." She stated her belief
15 the district will lose good teachers this year as a result of the inability to reach an agreement.
16

17 Mr. Jambard questioned when negotiations began. Mr. Beauregard stated negotiations began in October, and at no point
18 did they ever hear anyone state they did not understand how the process works. Selectman Band commented the one
19 benefit of imposing a deadline is it forces people to cooperate. Ms. Simco remarked, as she was not part of the CBA or
20 negotiations her hands are tied. Vice-Chairman Harris responded the same is true of the Budget Committee, as they
21 cannot take action until either presented with a negotiated contract or a Fact Finder's report.
22

23 Ms. Simco questioned the amount of legal costs involved. Selectman Band responded thousands and thousands of
24 dollars.

D R A F T

25
26 Ellen Lencsak, Forrest View Drive

27
28 Stated any agreement was contingent on the merit pay and the RIF, and that is what caused the problem.
29

30 Drew Mason, Baxter Road

31
32 Suggested the Chairman speak with the Secretary of State's office regarding the Article 6 as opposed to the DRA.
33 Chairman Hyde responded the committee goes through the DRA for municipal services, and if it is outside of their purview
34 they contact the Secretary of State on our behalf.
35

36 **Article 7 (by Petition)**

37
38 **"Shall the voters of the Hollis school district within school administrative unit 41 adopt the provisions of RSA**
39 **194-C:9-b to allow for insertion of the school administrative unit budget as a separate warrant article at annual**
40 **school district meetings?"**

41
42 Chairman Hyde stated he was one of the promoters of this Article. He stated the SAU budget is approximately \$1.33
43 million and has increased at a rate of 28% over the past 5 years. Taxpayers do not vote on this budget. There is no
44 Budget Committee oversight of this budget. He was unclear whether there is a standard audit of the budget. Mr. Calabria
45 stated there is an audit of the SAU budget.
46

47 Chairman Hyde explained the SAU board is made up of the collective school boards of the three districts. He commented
48 having attended all of the SAU budget public hearings for over 6 or 7 years, there have been times when he has been the
49 only member of the public in attendance and posing questions.
50

51 The proposed Warrant Article is the only option allowed under State RSA as a mechanism to allow the budget of the SAU
52 to be voted on by the taxpayers at the annual meeting. This particular Article, if approved by a majority of each of the
53 three individual districts, would be adopted. Once adopted, the language that would appear in future warrant articles
54 would read:
55

56 *"Shall the voters of ===== school district adopt a school administrative unit budget of \$===== for the forthcoming*
57 *fiscal year in which \$===== is assigned to the school budget of this school district? This year's adjusted budget of*
58 *\$=====, with \$===== assigned to the school budget of this school district, will be adopted if the article does not*
59 *receive a majority vote of all the school district voters voting in this school administrative unit."*

1 In order to pass, this language would need to be approved by a majority of the combined total of voters in all three
2 districts.

3
4 Teresa Ash, Louise Drive

5
6 Questioned whether percentages could be included within future warrant articles. Mr. Valle stated the identified language
7 is required by law. Chairman Hyde and Vice-Chairman Harris both remarked details such as percent of
8 increase/decrease would be provided during discussion of the article.

9
10 Ms. Mezzocchi questioned whether the budget process would change moving forward, and was informed the creation of
11 the budget and the public hearing conducted by the SAU board would remain the same, however, acceptance of the
12 budget would be tied to a warrant article at the annual meetings.

13
14 Bill Beauregard, Arbor Lane

15
16 Stated he has always been concerned with the short timeframe in which the SAU budget is completed. He remarked,
17 whether this Article is adopted or not, each individual board has some opportunity to work with their respective budget
18 committees to affect a process. He also suggested the board could request the SAU budget process begin earlier to
19 allow the Hollis School Board time and opportunity to present the budget to the Budget Committee for discussion/input.

20
21 Vice-Chairman Harris responded the suggestion is good, however the Article would provide a legal basis for review of the
22 budget. Chairman Hyde the board has generally been accepting of input. When he asked the board if they would invite a
23 representative body of the budget and finance committees to participate in the budget process, he was turned down. Mr.
24 Beauregard commented, if the request had been made of the Hollis School Board a different response would have been
25 provided.

26
27 Nancy Burns, Lynne Drive

28
29 Questioned why this process is not what has been used in the past. Chairman Hyde explained RSA 194, which governs
30 SAUs, allows for two processes; the current process is what was chosen when the SAU was formed. What is being
31 proposed is the alternative to that.

32
33 Mr. Valle stated he has heard from the Chairman of the COOP Budget Committee both the COOP School Board and the
34 Budget Committee are recommending the Article.

35
36 Jennifer McCloud – Ward Hill Road???

37
38 Questioned whether all three districts had to vote unanimously to approve the Article. Chairman Hyde explained the initial
39 article requires a majority in each of the three districts to be approved and subsequent articles require a majority of the
40 total of votes of the combined three districts.

41
42 Vice-Chairman Harris questioned whether the Hollis School Board has taken a position on the article.

43
44 Mr. Manley questioned the ability of a voter to make an amendment at an annual meeting. Chairman Hyde stated there is
45 no such ability as the language is specific and the only language allowed.

46
47 Mr. Beauregard commented the board is meeting at the conclusion of the public hearing, and is expected to take a
48 position on the article at that time. He stated a concern with the ability to ensure such things as competitive salaries such
49 as they do at the district level. He added the budget could be presented at each meeting and efforts made to present a
50 compelling case. Chairman Hyde responded it would handled like every other article.

51
52 Drew Mason, Baxter Road

53
54 Questioned whether State RSA specifies how the budget is allocated amongst the entities, and was informed it is specific
55 within the RSA.

56
57 *The public hearing was declared closed at 11:35 p.m.*

58

1 Article 2

2
3 *To see if the school district will vote to raise and appropriate up to the sum of \$8,000 to be added to the previously*
4 *established MAINTENANCE FUND FOR ADMINISTRATIVE AND ASSOCIATED STRUCTURES at 4 Lund Lane in Hollis,*
5 *Map 56, Lot 2, from rental proceeds and unexpended maintenance funds to be received from SAU 41 available for*
6 *transfer on July 1 of this year.*

7
8 **MOTION BY MEMBER HARRIS TO RECOMMEND ARTICLE 2**
9 **MOTION SECONDED BY MEMBER GEHAN**
10 **MOTION CARRIED**
11 **7/0**

12
13 Article 3

14
15 *To see if the school district will vote to raise and appropriate up to the sum of \$4,000 to be added to the previously*
16 *established SCHOOL BUILDINGS MAINTENANCE FUND from the Hollis School District's June 30, 2011 unanticipated*
17 *revenues (unreserved fund balance surplus), available for transfer on July 1, 2011.*

18
19 **MOTION BY MEMBER HARRIS TO RECOMMEND ARTICLE 3**
20 **MOTION SECONDED BY MEMBER GEHAN**

21
22 ON THE QUESTION

23
24 When asked, Chairman Hyde stated there is a tax impact as the funds would be coming from unreserved fund balance,
25 which would otherwise be returned to the general fund to offset taxes.

D R A F T

26
27 He noted the point was made during the public hearing the district might be better served to raise the level of funding
28 more in line with prior years' levels to address those issues identified as future expenses, i.e., \$195,000 estimated for
29 boiler upgrades/tankless hot water heaters. He was in agreement with the suggestion.

30
31 The current fund balance was stated as \$125,000. Chairman Hyde noted the Capital Improvement Plan includes planned
32 expenditures of \$150,000 in repaving of grounds (over a three year period) and the potential for another expenditure of
33 \$195,000. He commented some testimony was provided suggesting a 3-5 year payoff on the investment in the
34 replacement of the boilers and hot water heaters.

35
36 Mr. Valle noted if the committee's desire is to increase the amount, the only action it can take is to not approve the current
37 article.

38
39 Chairman Hyde suggested if the board were to take a position it may pave the way to recommending an amendment on
40 the floor.

41
42 A brief discussion ensued as to parliamentary procedure, i.e., whether the appropriate motion would be to not recommend
43 the Article. It was the general consensus of the committee the appropriate action would be to recommend the article and
44 put forth a recommendation for an amendment at the annual meeting.

45 **MOTION CARRIED**
46 **7/0**

47
48 Chairman Hyde suggested the board considering recommending the amount be increased to the sum of fifty thousand
49 dollars (\$50,000) as a mechanism for saving for replacement of the boilers and tankless hot water heaters.

50
51 **MOTION BY MEMBER HARRIS TO RECOMMEND AMENDING THE SUM OF ARTICLE 3 TO FIFTY THOUSAND**
52 **DOLLARS (\$50,000) AT THE DISTRICT MEETING**
53 **MOTION SECONDED BY MEMBER WHITTEMORE**

54
55 ON THE QUESTION

56
57 Mr. Jambard stated his concern with expending the sum of \$47,000 in the coming year for repaving a parking lot when the
58 town has roads in more dire need of repair. It was noted there are safety issues involved.
59

1 Chairman Hyde commented it was alluded to should the parking lot be allowed to continue to deteriorate it would become
2 substantially more expensive to repair down the road as the repair work would be more extensive. He stated he would
3 like a better understanding of what that trade-off would be in terms of dollars.

4
5 Chairman Hyde requested clarification the monies being set aside in FY12 for repaving a parking lot would not actually be
6 expended until the total sum of the project is accumulated. Mr. Beauregard stated that to be the case. When the question
7 of public perception to a recommendation for amending the amount of the article came up, Mr. Beauregard stated more
8 specific information in terms of payback period, etc. for the boilers/tankless hot water heaters would be available in time
9 for the annual meeting.

10 **MOTION CARRIED**
11 **6/1**

12
13 Article 4

14
15 *To see if the school district will vote to raise and appropriate a sum of \$10,677,678 for the support of schools, for the*
16 *payment of salaries for the school district officials and agents and for the payment of statutory obligations of the district.*
17 *This appropriation does not include appropriations voted in other warrant articles.*

18
19 **MOTION BY MEMBER HARRIS TO RECOMMEND ARTICLE 4**
20 **MOTION SECONDED BY MEMBER GEHAN**

21
22 ON THE QUESTION

23
24 Mr. Jambard questioned the funding request associated with the water system. Mr. Beauregard noted there is no security
25 around the water source (fence) The well is housed inside the building, but is secured with a simple lock. He stated the
26 board would be entertaining alternative ideas for securing the building. Mr. Jambard questioned whether the building is
27 cement block. Mr. Beauregard was unsure. He felt security might be a matter of simply having a steel door and lock
28 system.

29
30 Mr. Jambard recommended, given electric costs associated with the heater running 24/7, consideration be given to
31 insulating the outside of the building as a means of reducing costs.

32
33 Mr. Jambard questioned the increase in Line Item #2600-430-1, Grounds Maintenance. Principal Allen explained there is
34 a shed located on the property, which is utilized for storage of equipment, i.e., bikes for OT/PT, which is not only
35 insufficient in size (approximately 12 x 16), but has been plagued by vandalism to the point where replacement is
36 necessary. Chairman Hyde suggested the replacement shed be located to a more visible location.

37
38 Mr. Jambard questioned Line Item #s 2600-431-1/2/ Heating/Vent Services. Mr. Beauregard explained the costs are
39 associated with the second year of a two-year payment arrangement (interest free loan) on the new control system. Mr.
40 Jambard questioned Line Item #s 2600-432-1/2, Fire/Vandal Alarm Services, and was informed in order to meet code
41 requirements, the pressure in the water tanks has to be increased. When asked about Line Item #s 2600-436-1/2, Septic
42 System Services, Mr. Beauregard explained the increase is due to the requirement to pump the systems twice a year
43 (have previously been done once a year).

44
45 Chairman Hyde questioned the number of non-special education paras-educators. Principal Fowler stated there is one
46 (1) instructional assistant at HUES. Principal Allen stated there are five (5) at HPS (3 in the kindergarten program, one (1)
47 support para-educator, and one (1) para-educator in the library. Principal Fowler remarked she spoke with the school
48 board after receiving the input from the public and stated to them the administration would not propose staffing numbers
49 that could not meet the needs of the students, the level of service/programs provided, and the district's legal obligations.
50 It is believed the proposed staffing numbers will also address the needs of the RTI program. She explained the model is
51 changing and will require a period of adjustment. If, at any time, it is believed the level of service is being reduced of the
52 programs are suffering the school board would be notified and could make changes if needed.

53
54 Mr. Jambard questioned the board's opinion on the Rosetta Stone software. Mr. Beauregard stated the board received a
55 very objective and thoughtful response from the Principal at HPS that the desire is to collect data on how the program is
56 being used, view it over time, and then make decisions as to whether or not to continue the program.

57
58 Mr. Valle questioned whether the district has any knowledge of whether other districts are utilizing the tool for teaching
59 language to younger children. Principal Allen responded they have not been able to get local references, however she is

1 aware there are a lot of early primary schools utilizing it for ESL (English as a second language) as is Hollis. She noted it
2 is very successful in that setting. She stated her belief the challenge is the program provided to the 4th, 5th, and 6th
3 graders is identical to the material the 1st, 2nd, and 3rd graders receive, i.e., it is not leveled for them developmentally.
4 However, we would not want to make a decision based on emotion; we want to gather the data, want feedback from the
5 children, want to do some post-assessment to see what they are retaining and whether it is impacting their education.
6 She stated such a decision would need to be made by the curriculum committee based on data and feedback over time.
7

8 Chairman Hyde remarked the Spanish teacher that spoke during public comment remarked doing work associated with
9 Rosetta Stone was taking time away from doing work that meets national standards for language learning. Principal Allen
10 responded, as an SAU, there is a language committee (grades 1-12), which sat down together and mapped out their
11 goals for the SAU. The Spanish teacher was saying this particular program doesn't fall in sync with the goals that were
12 established. Mr. Valle commented the goals were established before the program was in existence.
13

14 Mr. Whittemore asked when looking for areas to save money, why are we increasing the number of subjects/programs for
15 children that are barely old enough to understand the basics of reading, writing, etc. Principal Fowler responded when
16 looking at language acquisition the earlier it is introduced the better the children perform. She added research shows
17 learning a second language, even at a young age, is really good for children's brains, and they can get a lot further when
18 it is introduced in the younger ages.
19

20 She noted last year the administration looked at the last purview from the school board saying how can you improve
21 existing programs. She was able to preserve the full teaching time of an hour and add half an hour for Rosetta Stone.
22 Principal Allen stated HPS has ninety-minute language arts periods and ninety-minute math periods at the lower grades.
23 Mr. Whittemore questioned whether something had to be taken away to allow the needed time. Principal Allen stated that
24 would be the case with her schedule if they were to be provided with additional foreign language time. What they do is an
25 exposure to Spanish at an hour a week in grade 1, an hour a week in grade 2, and an hour and a quarter in grade 3.
26

27 Mr. Valle stated his understanding students learning multiple languages earlier improve their brain function in areas
28 unrelated to language, i.e., score better in math, science, etc. Principal Allen commented there is research that points to
29 that.
30

31 Chairman Hyde stated he received an e-mail on the issue of specialists; gym, music, art, etc., that wind up teaching 18
32 periods in a 6 day rotating schedule. Principal Fowler stated they teach classes; 15 classes plus 3 choice periods and
33 recess options. They have full schedules. She offered to provide the Chairman with the schedules.
34

35 **MOTION CARRIED**
36 **7/0**

37 Article 5

38
39 *To see if the school district voters will authorize the Hollis School District to access future year state and federal*
40 *catastrophic aid funds in the event that special education costs exceed budget limitations.*
41

42 **MOTION BY MEMBER HARRIS TO RECOMMEND ARTICLE 5**
43 **MOTION SECONDED BY MEMBER WHITTEMORE**
44 **MOTION CARRIED**
45 **7/0**
46

47 Article 6 (by Petition)

48
49 *We the undersigned voters of the Hollis School District do hereby request, pursuant to the Laws of the State of New*
50 *Hampshire, the following warrant article be inserted into the warrant for the district for consideration at the 2011 district*
51 *annual meeting the following:*
52

53 *The Hollis School District is hereby authorized to hold a special meeting to consider adoption of any tentative collective*
54 *bargaining agreement reached between the Hollis School Board and the Hollis Education Association or any tentative*
55 *collective bargaining agreement between the Hollis School Board and the Hollis Education Support Staff Association.*
56

57 **MOTION BY MEMBER HARRIS TO NOT RECOMMEND ARTICLE 6**
58 **MOTION SECONDED BY MEMBER GEHAN**
59

1 ON THE QUESTION

2
3 *A brief discussion ensued with regard to whether or not the Budget Committee should take a formal position on Article 6.*

4 **MOTION WITHDRAWN**

5
6 Article 7 (by Petition)

7
8 *“Shall the voters of the Hollis school district within school administrative unit 41 adopt the provisions of RSA 194-C:9-b to*
9 *allow for insertion of the school administrative unit budget as a separate warrant article at annual school district*
10 *meetings?”*

11
12 **MOTION BY MEMBER HARRIS TO RECOMMEND ARTICLE 7**

13 **MOTION SECONDED BY MEMBER VALLE**

14 **MOTION CARRIED**

15 **7/0**

16
17 ADJOURNMENT

18
19 **MOTION BY MEMBER HARRIS TO ADJOURN**

20 **MOTION SECONDED BY MEMBER GEHAN**

21 **MOTION CARRIED**

22 **7/0**

23
24
25 *The February 9, 2011 meeting of the Budget Committee was adjourned at 12:28 a.m.*