

Approved: 12/21/09

SAU 41 BOARD

NOVEMBER 12, 2009

MEETING MINUTES

A regular meeting of the SAU 41 Board was held on Thursday, November 12, 2009 at 6:10 p.m. at the Hollis Brookline Middle School Multi-Purpose Room.

Chairman Forrest Milkowski presided:

Members of the Board Present: William Beauregard, Vice Chair
Rich Manley, Secretary
Fred Hubert, Hollis/Brookline Coop.
Robert Mann, Hollis School Board
James McCann, Chair, Hollis School Board
James O'Shea, MD, Hollis/Brookline Coop
Dave Partridge, Chair, Brookline School Board
Dan Peterson, Hollis/Brookline Coop. (6:32 p.m.)
Tom Solon, Hollis/Brookline Coop.
Janice Tremblay, Chair, Hollis/Brookline Coop.

Members of the Board Absent: Susan Benz, Hollis School Board
Tom Enright, Hollis/Brookline Coop.
Marcia Farwell, Secretary, Brookline School Board
Beth Lukovits, Vice-Chair Brookline School Board
Wanda Meagher, Brookline School Board
Steve Simons, Hollis/Brookline Coop.

Also in Attendance: Susan Hodgdon, Superintendent of Schools
Mike O'Neill, Municipal Resources, Inc.
Bob Kelly, Director of Special Education
Jeanne Saunders, Assistant Director of Special Education
Carol Mace, Director of Curriculum
Candice Fowler, Principal, HUES
Lorraine Wenger, Principal, Captain Samuel Douglass Academy
Patricia Goyette, Principal, Hollis/Brookline Middle School

AGENDA ADJUSTMENTS

Chairman Milkowski stated his desire for a brief discussion of timelines, etc. related to the superintendent review process at the end of the meeting.

PUBLIC INPUT - None

LEADERSHIP TEAM – FIVE YEAR PLAN

The five-year plan grew out of the work done at the leadership retreat that took place this past summer. Work has continued since that time to finalize and coordinate the different aspects of the plan. Before determining the plan to be complete, the team asked themselves some questions:

- What does the accomplishment of these goals tangibly produce in assessing?
SAU 41 Students would be performing better both academically and behaviorally.
- How is our system's efficiency improved?

There would be less time searching for data, which would result in cost savings. Staff members would be able to use their time effectively instead of searching through piles of paper files.

1 Learning trends would be readily seen. We would be able to facilitate a PreK-12 curriculum decision-making
2 process. We would have student profiles that would be current and in real time so that children aren't falling
3 through the cracks.

4
5 - How does this work benefit students?

6
7 It is felt the plan represents a cohesive instructional approach, PreK-12. Would be able to provide focused
8 professional development that would lead to better instruction for learners. Less time would be spent learning
9 about students each year.

10
11 - What are the budget implications?

12
13 There will be some budget implications, which would be addressed through a variety of sources:

- 14
15 - Grants - interested in applying for "Race to the Top" funds
16 - Budget - the various budgets would need to spread costs out over time
17 - Time - monthly early release time, professional development time for staff to expand and build
18 capacity in key areas, which will result in more effectiveness in the classroom.
19

20 With regard to the first goal of researching a data management system, Mr. McCann questioned how that would be
21 balanced against the efforts of the Hollis School District so that they do not delay, risk funding, or end up with a different
22 management system than the other districts. Principal Fowler stated they would bring the rest of the leadership team up
23 to speed on the research done in Hollis to expedite the process, which is why the timeline is aggressive (09/10 school
24 year).

25
26 Mr. Beaugard commented on the amount of time expended by the superintendent in the research done in Hollis and
27 questioned what would change in terms of resources so that her involvement in the process would be decreased.
28 Superintendent Hodgdon commented the team could benefit from all of the work that was done in Hollis. The team has
29 discussed utilizing the research, which she was deeply engaged in, to everyone's benefit so that the plan can move
30 forward more quickly. She does not envision she will be as deeply involved.
31

32 Mr. Beaugard questioned if the tool has been selected. He remarked, if the process is to be replicated for comparison
33 of more than one tool then the superintendent's level of effort would be similar to that of the last year. Superintendent
34 Hodgdon stated the team would take another look at what is available. In talking with representatives of ANGEL, they
35 were informed they have been bought out by Blackboard. The leadership team is very close to endorsing the Inform
36 product and moving forward with that. Mr. Beaugard commented, from a negotiating perspective, it is good to have
37 another product available.
38

39 Mr. Solon remarked, in the discussion about curriculum and alignment, it seems to imply the two elementary districts will
40 move towards a greater degree of commonality than they currently have. He questioned what is anticipated to be the
41 change that would bring that about? He added, the districts have been in a common SAU for a number of years, have
42 had the opportunity in the past to do so, and have chosen to go in different directions. What will be the driving force that
43 will change that to align them, and are there specific thoughts on how that would be accomplished?
44

45 Principal Wenger responded looking at the whole curriculum alignment piece, it is not necessarily correct to think we have
46 gone in separate directions. We still share the same curriculum at both elementary schools, which was collaborative
47 when put together. They may use different instructional materials, but again making sure they are true to the curriculum
48 that has been developed in alignment with the state. Relative to choosing similar teaching materials, in some cases we
49 do have shared curriculum materials such as social studies and science, which are very closely aligned. In the reading
50 and math programs they are still teaching to curriculum but are trying to make sure they are more true to it in both
51 districts. The change will be subtle. What began last year between HUES and CSDA was visiting the math frameworks
52 and making sure they were meeting the needs based on state frameworks. The coordination of that is already scheduled
53 for this year.
54

55 Mr. Solon questioned, since it has been identified as a goal, what is it that you are trying to fix? As the number of major
56 goals is small, and this is identified as one, it has to be believed it has a level of importance although the description
57 seems to minimize the amount of work that needs to be done. Principal Wenger remarked any time we look at curriculum
58 every teacher, every school can try and be as well aligned with state framework and expectations as possible and we all

1 can grow as educators. It is really in terms of ensuring, even with the use of different materials, that we are aligned when
2 the students transition from 6th to 7th grade. When the students enter the middle school there is the expectation that
3 certain basic curriculum has been met.

4
5 Asst. Director Saunders commented along with the alignment goal is the creation of benchmarks and assessments. It
6 was felt that was also needed in terms of PreK–6. The first year, in the area of math, will create some data to coincide
7 with the student growth and data goals. It will provide more information about students and their learning. Superintendent
8 Hodgdon added it is the integration of the areas that is perhaps alluded to.

9
10 Mr. Solon commented he would like to see the most work done at the 7th grade level. He would like to see a
11 determination of areas of weakness that can be identified as coming from one school or the other. He questioned how
12 that would be better assessed and the information funneled back to the different schools.

13
14 Principal Goyette remarked she agrees with what was stated, but added they want to be challenging the students who are
15 ready for more. She commented the COOP Board is in the third year of utilizing Tech Pass, an electronic tool. She
16 believes it is the concise language that teachers are forced to use when preparing their maps of content skills assessment
17 for the essential question of what are we teaching. Two of the middle school staff will be presenting at an early release
18 day in December and showcasing maps with math as the focus. She believes what they are missing is specific
19 knowledge of what the kids have learned. Mapping through an electronic tool is one way to find that out without having to
20 have continual meetings and have everyone in the same room.

21
22 Mr. Partridge reiterated 7th grade is the key place for that to take place as it gives the data on how the two different
23 districts are preparing students. Principal Goyette added 9th and 10th grade are also key to knowing they are pacing
24 appropriately. Mr. Partridge stated he is a firm believer in the idea you should teach such that if everyone in the class
25 gets 70% of what you put out you are doing great. Superintendent Hodgdon added having identified benchmarks at the
26 end of each grade and assessments that tell us in a formative way how kids are doing as they progress towards those
27 benchmarks is a lot more quality control.

28
29 Mr. Solon questioned what capacity building meant. Superintendent Hodgdon responded capacity is the knowledge, skill
30 and aptitude, the ability to meet the demands of those different areas in our teachers' building capacity for them to do the
31 work we want them to do. It is a way of looking at where are the teachers now overall in their skill base, where we want
32 them to be, and identifying the professional development activities we need to infuse into our system to get them to that
33 point.

34
35 Mr. Solon questioned if that is something that can be externally controlled, as they seem to be intrinsic elements of the
36 staff that are personal things. Superintendent Hodgdon stated it would streamline and focus professional development.
37 With a comprehensive survey and then a plan from that survey regarding professional development, they will know
38 exactly what types of professional development areas they should be emphasizing.

39
40 Mr. Partridge questioned if direction was provided on what professional development takes place. Director Mace
41 responded we do direct professional development as that is what the professional development plan calls for. However, it
42 has been mostly focused at the building level. With this plan, they are hoping to accomplish a PreK-12 perspective. The
43 process will be more SAU wide as opposed to building focused. Superintendent Hodgdon commented they are aware of
44 turnover in staff and she believes we don't identify well how that staff fits into our organization. A survey will be performed
45 on a regular basis, every 2 years, to capture that change in staff.

46
47 Mr. Beauregard commented the Fordham Foundation report evaluates the GLEs upon which our curriculum is based. In
48 the 2006 report, the State of New Hampshire received a B grade for English, F grades for math, science and U.S. history,
49 and a D grade for world history. That drove the Hollis School Board considerations about the math program. He
50 questioned whether that would be taken into consideration with the SAU process of curriculum alignment, and whether
51 benchmarking would be done against states that performed better.

52
53 Director Mace responded they are taking a close look at common core standards. The state is taking a step back on their
54 curriculum work to see how that develops. If we have a common core set of national standards that we follow that would
55 filter down into the state, and would be something we would closely align with. In looking at the curriculum-mapping
56 piece, what we will be looking at is what we are currently doing and comparing that to the national standards to see if
57 there is a gap. Mr. Beauregard added that presumes that the national standards would be based on best practices from
58 various states that are perceived to be very successful.

1 Superintendent Hodgdon remarked she is not certain the GLEs were based on this, but there was a lot of research done
2 around No Child Left Behind and the need to have a guaranteed common curriculum. Initially it was not the idea that
3 would be the high standard. That was going to be the standard for everybody to measure kids to see if they met the
4 standards for AYP. A lot of districts as well as ours are looking more broadly and considering national standards rather
5 than just local or state standards.

6
7 Mr. Hubert stated his opinion regardless of national or state standards we want to make sure we are focused on achieving
8 excellence. Mr. Beauregard added we have to compete internationally and we ought to be reverse engineering from that
9 to determine what it takes for us to compete with the top developed countries in the world. Principal Goyette informed the
10 board, when the diary maps were created they embedded goals and have had to add goals from language arts curriculum
11 as work done here locally surpassed GLEs.

12
13 Mr. Manley questioned if the data gathering done for the Hollis School District would work well for the other two districts or
14 if that determination has not yet been made. Superintendent Hodgdon responded that determination has not yet been
15 made, but there is a lot of interest in utilizing what has been done and a firm commitment to having a seamless system so
16 that we can all utilize the same system.

17
18 Superintendent Hodgdon stated the support of the board for the five-year plan would be needed. As other initiatives or
19 projects come along they would either have to be rejected or set aside if they could not be incorporated into the plan due
20 to the amount of work *the plan* will require.

21
22 Chairman Milkowski questioned if the plan takes into consideration instances such as a sudden influx of students.
23 Principal Fowler explained the data system would be more global (SAU wide). Work done in assessing children at risk for
24 example would not be lost when the student transitions from one school to another. They would be able to utilize pre-
25 assessments no matter what level the student is at.

26
27 Chairman Milkowski remarked it is then believed, with the information and tools available, an influx of students is
28 something that could be managed because of the retention of historical analysis information. He questioned if there is
29 any attempt within the team to forecast and predict growth. Mr. Beauregard commented the SAU belongs to NESDEC,
30 which does the forecasting for us. They use cohort survival rates to predict, which is accurate for about 5 years. We
31 receive updates every year. They survey birth rates in and out of state.

32
33 Superintendent Hodgdon remarked having a cohesive well-articulated plan of assessment, student achievement and
34 performance, and teacher instruction, benefits whatever might come through our door.

35
36 Mr. Solon asked, as the major resource needed is time, does implementation of this plan require a commitment from staff
37 that would exceed what is currently covered under any existing contract? Superintendent Hodgdon responded, like
38 anything in this environment we are in, it will be a mix of re-allocating time in different ways as well as being creative and
39 finding additional time with our current schedules. It would not require anyone to commit to anything that exceeds what is
40 included in existing contracts.

41
42 Mr. Partridge commented we need to adopt the plan as *the plan* so that anything new would have to go through an
43 approval process and either be added to the plan or we simply would not do it.

44
45 Mr. Manley questioned what the plan means for individual districts. Superintendent Hodgdon responded she sees it as
46 working to help boards make some decisions as well as to give her the filter to say to other initiatives is this something
47 that can help us and can be added to the plan. Mr. Manley questioned how much leeway the individual boards would
48 have in setting individual goals, etc. apart from the five-year plan or would it be that all boards would be working under this
49 umbrella. Mr. Solon stated the COOP would work under the umbrella of the plan. Mr. Partridge stated, in his view, if a
50 particular district wanted to take on a major initiative that does not fall under the plan that is the right of district as long as
51 they don't want SAU resources to do it. If an initiative would affect the entire SAU it would have to be presented and, if
52 appropriate, added to the plan. Mr. McCann commented on the use of administrative time in that if one district wanted to
53 take on additional initiatives outside of those included in the plan, the resources of their administration would be taken
54 away from *the plan*.

1 Mr. Beauregard questioned whether consideration has been given to bringing the district into the 21st century in terms of
2 how information is processed. Superintendent Hodgdon stated strategic planning is being launched in the district. The
3 leadership team is represented in that group and would be bringing that aspect of the plan with them to be worked on with
4 that group. The understanding is the two streams will run parallel with and support one another. She does not believe
5 there is anything in the plan that is not what everybody wants to have happen in education, but she agrees they do not
6 have the big over-arching picture. They are looking to the strategic planning process to define that.

7
8 **MOTION BY MEMBER BEAUREGARD TO ENDORSE AND SUPPORT THE SAU41 LEADERSHIP TEAM**
9 **FIVE-YEAR PLAN**
10 **MOTION SECONDED BY MEMBER O'SHEA**
11 **MOTION CARRIED**
12 **11/0**

13
14 FY11 PROPOSED BUDGET

15
16 - Presentation of proposed FY11 budget for the SAU Office

17
18 Chairman Milkowski commented the draft budget indicates a \$217,000 increase over last year's budget. He identified
19 three key areas of increase as special education, fiscal services, and employee benefits (those three areas account for
20 approximately \$192,000 of the increase).

21
22 The Assistant Director of Special Education position represents 90% of the increase in special education. That new
23 position was approved and welcomed by the SAU41 board. The approximate \$32,000 increase in fiscal services is
24 largely due to the increase in salary of the Business Administrator position.

25
26 Mr. O'Neill provided the board with spreadsheets outlining the draft FY11 budget (copies attached). Page 1 provides a
27 recap of where funding is allocated by function. The bottom of the page indicates the dollar and percent change. This
28 represents appropriations only and does not include revenue in the calculation. The change in revenue shows a decline
29 in fund balance due to the \$10,000 transfer made to defer costs of the previous year's budget.

30
31 The following page identifies distribution of funds by district. The FY08/09 numbers are not available on the web site at
32 this time. There could be a minor change, however, it should not affect the overall allocation. He does not believe the
33 allocation changed on a percent basis from where it was last year.

34
35 Next is a summary by category. Approximately 87% of the total budget represents benefits and wages.

36
37 Page #4 is detailed by expense category. This ties in with the previous page and gives budget percentages by benefits,
38 wages, travel, etc. Basic increases:

- 39
40 - Wages - wages were updated with actuals for FY10 and reflect a variable of 3% for FY11.
41
42 - Benefits - the guaranteed maximum increase for health is 17.7% and for dental 5.5%. Those maximums have
43 been utilized in the calculation. The FICA increase is driven by the change in wages. As the state changed the
44 funding method for retirement, the district will see more of an increase (district contribution increased from 70% to
45 75%). It is believed this allocation will increase next year as well.
46
47 - Operation & Maintenance of Plant – Indicates a decrease mainly due to the decrease in budgeted price for
48 propane and oil.

49
50 Mr. McCann commented page 4, contracted services, should show 0% change as is indicated on page 8.

51
52 *There was confusion on the salary line item increases identified within the spreadsheets. Mr. O'Neill explained the FY10*
53 *numbers reflect actual current compensation, which includes the merit increases that took affect July 1, 2009. The FY11*
54 *numbers reflect a 3% increase over FY10 numbers.*

55
56 Mr. O'Neill was asked to provide clarification on the total expense for Internet access and how that expense is split
57 between the districts.

1 Chairman Milkowski stated his opinion the budgeted amount for equipment repair and replacement (\$1,000) is insufficient.
2 Mr. Partridge pointed out the amounts spent in the past two years. It appears the amount is sufficient.

3
4 Mr. Hubert questioned how the equalized valuation of each district with regard to distribution of funds to be raised is
5 derived (page 2). Mr. O'Neill explained the calculations come from the Department of Education web site.

6
7 Mr. Beauregard commented the items included within the budget are non-discretionary with the exception of the merit
8 increase pool (\$25,782). Chairman Milkowski requested the administration suggest cost saving ideas.

9 Mr. Partridge questioned why the bottom line numbers of pages 6 and 8 are different, and was informed pages 4, 5, and 6
10 include revenue amounts.

11
12 Mr. McCann stated his desire for the working spreadsheet to exclude any assumptions with regard to potential merit
13 salary increases. Mr. O'Neill will provide an amended draft version of the budget to Chairman Milkowski who will in turn
14 distribute to the rest of the board so that any questions can be posed prior to the next meeting.

15 Building Repairs

16
17
18 Mr. O'Neill provided the board with a listing of maintenance projects for 4 Lund Lane. He has reviewed the Hutter report
19 and has had extensive experience as a contractor. He has contacted several companies to obtain hard quotes.

20
21 With regard to the fire protection system, the current system is out of compliance and needs to be updated. A heat
22 detection system is needed. The building has 3 smoke detectors, however, a carbon monoxide detection system should
23 be in place considering the status of the chimney. Mr. Hubert asked if the costs for the maintenance and improvement
24 items were born by the SAU41 district as tenants.

25
26 Mr. McCann explained as the building is owned by the Hollis School District that board could decide all of the
27 maintenance items listed need to be performed and return to the SAU board with a lease payment amount that would
28 cover the expenses. The intent was to involve the SAU in the consideration of the maintenance items to be performed.
29 After the discussion takes place at this level, the Hollis School Board will utilize that feedback in their determination.

30
31 Mr. McCann remarked there is \$33,408.06 currently available through the expendable trust fund and \$65,000 in
32 uncompleted projects. What is not determined is the timeframe necessary to complete all projects. Mr. O'Neill provided
33 his opinion the window replacement could wait beyond the FY11 budget, however, the fire protection system, basement
34 mold mitigation, and boiler replacement projects are critical and should be considered for inclusion in the budget for the
35 coming year. Mr. Hubert questioned if there were current tax incentives that could be considered, and was informed the
36 SAU would not qualify because they are tax exempt.

37
38 Mr. Beauregard brought up the need for radon testing. Mr. O'Neill responded radon testing couldn't be performed when
39 there is a large hole in the structure. Mr. Beauregard questioned whether infrared scanning has been considered to
40 determine the amount of insulation and where heat is escaping. Mr. O'Neill responded there were questions of where that
41 was done. It has only been done at HPS. He believes the windows may be a source of heat loss. He has seen evidence
42 of blown insulation in the attic and other locations. Without ripping the siding off the building he has to assume insulation
43 was blown there as well. The infrared scanning would be at an approximate cost of \$3,000.

44
45 Mr. Hubert questioned the return on investment that would be derived from the repairs.

46
47 Chairman Milkowski asked for clarification on the amount needed, whether it is the \$31,802.94 or the \$65,211.00. Mr.
48 McCann responded the need is for \$31,802.94 if all projects are to be completed. He explained there is \$33,408.06
49 currently in the expendable trust fund. Chairman Milkowski asked for two plans to be provided for the December meeting;
50 one outlining a prioritized listing of projects that could be completed with existing funds and one outlining a prioritized
51 listing of projects the Hollis School Board determines need to be completed in the coming year.

52
53 Mr. McCann remarked it would not be assumed the fund balance should be zeroed out. Mr. Partridge questioned whether
54 \$8,000 would be carried over from last year. Mr. O'Neill responded the \$8,000 transfer is not included in the \$33,408.06
55 balance listed.

1 Mr. Hubert questioned if consideration has been given to whether 4 Lund Lane is the right building to continue to house
2 the SAU staff. Ms. Tremblay questioned who might be able to look into what other options might exist. Mr. Beauregard
3 suggested a few individuals could identify the number of people the building houses, the amount of square footage
4 required for those individuals, the need for conference rooms, etc., contact a real estate agent, see if there are
5 comparable buildings within Brookline or Hollis, and determine the sq. ft. rental cost.

6
7 Mr. Partridge felt there would be nothing available where the district would retain the same dollar value. Mr. Hubert felt it
8 would have to be another municipal property. The general consensus was that the current facility is likely the most cost
9 effective.

10
11 Additional Expense Items

12
13 Mr. O'Neill provided a proposal from the Superintendent with regard to two additional positions: full-time Associate
14 Superintendent and part-time Director of Technology.

15
16 Associate Superintendent

17
18 In looking at the workload within the Superintendent's line of responsibilities, even if we were in the circumstances we
19 were in a year ago, it is an unattainable workload. That is a concern. There is a need for interim leadership if there were
20 to be a temporary, planned or unplanned, absence of the superintendent. There is no such interim leadership at this time.
21 This fall has been a particularly good test for what happens when that workload combines with nobody else to pick up
22 some of the pieces. There have been a number of crucial things all of equal importance land on the same day and it has
23 been a matter of just which one does the Superintendent tend to. There is also concern with what would happen if a
24 health issue arose with a superintendent.

25
26 Currently there is an absence of succession planning for the continued stability of the SAU. Superintendent Hodgdon
27 informed the board of a number of superintendent retirements occurring this year. She has been made aware of six (6).
28 She remarked the wise district is the district that does succession planning and grooms a replacement person early to
29 ensure ease in transition.

30
31 Director of Technology

32
33 Superintendent Hodgdon informed the board there is continued growth of needs for oversight and coordination of
34 technology across the three districts of the SAU as well as academic and financial benefits of moving towards blended
35 learning environments, which suggests to her the time has come or is close where we need a Director of Information
36 Technology.

37
38 For network administration the district has a very capable individual, however, that person is being asked to not only do
39 the network administration but applications, reviewing and being part of some of the systems we are entertaining or are in
40 the process of getting (data management, content management and an on line learning management system).

41
42 Adequate coordination and oversight is needed to have all systems work well and smoothly together to produce the
43 desired results. Being proposed is a part-time position, however, as we move towards a blended learning environment
44 the need will grow.

45
46 Mr. Peterson questioned if information could be obtained on what similar districts have for per employee cost within their
47 SAU. Superintendent Hodgdon responded Amherst has three districts and about the same number of students. Mr.
48 Partridge felt a cost comparison on a per student basis would provide a potential metric. Superintendent Hodgdon will
49 gather that information.

50
51 When asked, Mr. Manley stated SAU28 is in the market for an assistant superintendent. This position would be that of the
52 second assistant superintendent. The two districts combined have approximately 4,000 students. They also have two
53 Business Administrators, a Human Resources Manager, and a District Technology Director for each of the two towns.
54 That position also has under it 3 full-time employees and one clerical support position. One of the full-time employees
55 teaches teachers curriculum technology integration.

1 Mr. Solon questioned whether there were any thoughts on how this would be implemented, i.e. how activities would be
2 split between the superintendent and the associate superintendent. Superintendent Hodgdon informed the board she
3 reviewed a job description for an associate superintendent for the Nashua School District. It was a blend of those two
4 streams of thought; some common work across buildings working with the administrators, but also targeted areas such as
5 policies and job descriptions. This position would be the person who stands in for the Superintendent.

6
7 Mr. Partridge questioned whether that position would be utilized to alleviate the workloads of the Superintendent and the
8 Business Administrator, and was informed it would. Mr. McCann questioned how dependent the success of the five-year
9 plan was on this position. Superintendent Hodgdon's response was that the five-year plan did not include these positions,
10 however, as technology grows there will be a need for a Director of Technology in terms of time and her ability to be
11 Superintendent of schools instead of having the added responsibility of operations.

12
13 Mr. Peterson questioned whether a part-time Associate Superintendent would be feasible to which Superintendent
14 Hodgdon responded any assistance would be feasible. Mr. Partridge commented, if something is not done to create a
15 management workload, funds will be expended instead on superintendent and business administrator searches every
16 couple of years.

17
18 Mr. O'Shea and Mr. Solon shared the opinion this position cannot be part-time if the individual is performing business
19 administrator functions as well and being groomed for the superintendent position.

20
21 Mr. Partridge suggested a part-time position might be able to be filled more easily with a retired individual. Mr. Mann
22 commented that would not satisfy the long-term goal of grooming someone for the position.

23
24 Mr. Beauregard remarked whether part-time or full-time, a single technology person would not be successful. He believes
25 the district will be looking at staffing in this area next year particularly given the number of software packages being
26 considered, data warehousing, etc.

27
28 Mr. Solon stated, no one disputes the value of the positions. It is a question of whether the need can be presented and
29 defended. Mr. McCann commented, even with the inclusion of these positions, the burnout rate would not be addressed
30 for another 8 months.

31
32 Mr. Partridge offered a motion to support the position of Associate Superintendent. He wished to address the two
33 positions separately. Chairman Milkowski requested Superintendent Hodgdon gather requested the information and
34 present it at the December meeting.

35
36 December Meeting Date

37
38 The date of the December meeting was scheduled for Monday, December 14, 2009 at 6:30 p.m. at the Captain Samuel
39 Douglass Academy.

40
41 APPROVAL OF MINUTES

42
43 SAU 41 Board. October 15, 2009

44 ▪ **Held**

45
46 SAU 41 Board – Non-Public Session April 22, 2009

47 ▪ **Held**

48
49 SAU 41 Board – Non-Public Session June 8, 2009

50
51 **MOTION BY MEMBER TREMBLAY TO APPROVE AS WRITTEN**

52 **MOTION SECONDED BY MEMBER MCCANN**

53 **MOTION CARRIED**

54 **8/0**

55
56 SAU 41 Board – Non-Public Session June 18, 2009

1 **MOTION BY MEMBER PARTRIDGE TO APPROVE AS WRITTEN**
2 **MOTION SECONDED BY MEMBER HUBERT**
3 **MOTION CARRIED**
4 **9/0**

5
6 Superintendent Review Process

7
8 Chairman Milkowski requested Mr. Beaugard be provided with feedback from the board chairs by November 20, 2009.
9

10 **MOTION BY MEMBER PARTRIDGE TO ADJOURN**
11 **MOTION SECONDED BY MEMBER HUBERT**
12 **MOTION CARRIED**
13 **11/0**

14
15 The November 12, 2009 meeting of the SAU 41 Board was adjourned at 8:55 p.m.
16
17

18
19 **SAU Board Chair** _____ **Date:** _____

20
21 **Brookline School Board Chair** _____ **Date:** _____

22
23 **Hollis School Board Chair** _____ **Date:** _____

24
25 **H/B Coop Board Chair** _____ **Date:** _____