

**Approved  
Candia Budget Committee  
Meeting Minutes  
November 29, 2012**

**Members Present:** Matt Broadhead, Lynn Chivers, Paul LeBlond, Todd Allen, Carla Penfield, Christine Watson, Judith Szot, Emily Roster, School Board Representative, and Richard Snow, Board of Selectmen Representative.

The meeting was called to order at 7:00 at the Moore School Library. Matt led the Pledge of Allegiance.

Matt asked everyone to introduce themselves. The Budget Committee members introduced themselves. Then the following members from the school/SAU introduced themselves:

Michelle Lavalley	-	Moore School Assistant Principal
Bob St. Cyr	-	Moore School Principal
Nash Ready	-	Director of Student Services
Marge Polak	-	Assistant SAU Superintendent
Karen Lessard	-	SAU Business Administrator
Dr. Littlefield	-	SAU Superintendent
Deb LeBlond	-	School Board Member
Kim Royer	-	School Board Member
Nicole LaFlamme	-	School Board Member

Matt started by saying that his goal of this meeting is to restore trust between the Budget Committee and the School Board/SAU/School Officials and Town Officials. There has been rancor in the past and that is not necessary. He wants to improve the transparency of the process and the level of dialogue. He feels there has been good participation from both sides. Matt wants everyone to understand that this is an information gathering session, not a time to debate policy. The Committee is here tonight to listen.

**1. In reference to the last paragraph of the cover letter to the Budget Committee dated 11/15/12, please explain your calculations described in the last paragraph. What is it that you are explaining?** Karen explained that the budget is down \$578,629, if you look at the bottom line. But that is a little misleading because the budget this year includes some one-time expenses. The boiler warrant article that was \$357,960, the warrant article to add funds to the building maintenance fund of \$20,000, and the two additional buses that weren't utilized because they didn't change the schedule. When you add those three things you get \$467,330. She subtracted that from the \$8,291,855 budget for this year, to get an apples-to-apples comparison. That left \$7,824,525. Then she subtracted the proposed budget that was presented to the Committee of \$7,713,225 and that leaves a decrease of \$111,300. **Dick asked what is the intent of the School Board and the Administration this year with this budget?** Dr. Littlefield stated that this budget is a status-quo request to maintain programs and personnel currently in place this year and carries them forward. It addresses issues of the cost shifting of retirement costs from the State to the local communities. It addresses some building costs, health insurance increases and it seeks to begin the implementation of federally imposed curriculum changes in the form of the Common Core. That is reflected in the request for a Common-Core compliant math program and the re-allocation of an existing position in the district from classroom teacher to Common Core Facilitator. It keeps in place what we have in place and it prepares us to deal with the challenges of the Common

Core. Several years ago, the State received stimulus money. That money was awarded to the State with certain conditions attached to it. One of those was that the State would adopt the Common Core. The Governor agreed and the stimulus money came to the state. The state, rather than allocating that money to local communities, used the money to fund its adequacy aid for education. So now they are in a position where they are mindful of the challenges that families and taxpayers have. They are not looking for anything new or imaginative in budget requests, but simply to accomplish those things that are in place today, or those things that are imposed on us by the Federal Government.

**2. How often during the course of a fiscal year do you add line items in the budget? And how many times in the last 4 years?** Karen explained if they are sub-lines, then they add them as necessary, as their needs change. The budget they are developing now will take them out to 2014, so at this point in time it is a little tough to know exactly what needs are going to come up next year. They may need to adjust some things next year. They may need to add a line to charge the expense to the appropriate account number. For example, if we put together the budget for this year and didn't think that we needed any music supplies, and all of a sudden something came up and we needed to replace some supplies, we would add that line, or if the line exists but has no amount in it, we would expend the funds out of the appropriate line. Matt clarified that they would create a line to make sure the expense was properly labeled. Matt said that he was under the impression that once a budget is approved, lines cannot be added unless there is at least \$1 in a line. Karen said only for the function code level of the account structure. For example, if she had money in the 1100 function code, she can add lines within the 1100 function code. If she didn't have any money in the 1100 function code, she could not spend any money for anything under that function code. She added that it is based on how they report their budgets to the State and they are reported on the function code level. Todd asked if there is a difference in budget law between the school and the town, because the town cannot add to their budget unless there is at least \$1 in a line for that item. For example, the town cannot buy a Police helicopter if there was no such line item in the budget that was approved. Karen said that they have a code for supplies. The SAU chooses to break that out between music supplies, phys ed. supplies, math supplies...etc. If they didn't plan on buying music supplies, but during the year they end up needing to, as long as they have funds under the 1100 function code, they can move the funds around. The details of the "no means no" law doesn't go any deeper than the function code level. She added that the Department of Revenue will agree with that statement and their legal counsel agrees with that statement. Karen went on to say that she wouldn't be buying a school bus with that, but music supplies vs. math supplies is Ok because they are under the same function code. Nicole asked if this means that the SAU is being more transparent than they need to be. Karen agreed. Karen went on to say that if they want to move funds between function codes, they can also do that provided that there is at least \$1 in the code it is being moved into. For example, when the school bought the land, they needed to charge that cost under function code 4000. If there was no money under the 4000 function code that year, they would not have been able to buy the land. When funds are moved from one function code to another, a budget adjustment is done and it is approved by the School Board and reported to the Budget Committee.

**3. Mileage lines throughout the budget, please explain the basis for projecting these line items. What are you using to project these costs?** Bob St. Cyr explained that since they are planning about a year and a half out, they try to create all the mileage reimbursements and what they think they are going to be for all of their projected means of travel. They use the current federal reimbursement rate. Mileage reimbursement is not in any of the Collective Bargaining Agreements.

**4. Could you please provide the Committee with the projected federal funds and food service figures that are added to the budget that is submitted at the deliberative session?** Karen submitted a summary of what was requested in the general fund, which is the proposed operating budget. In addition, there is the special revenue fund (which is the federal funds) and the food service fund. These three together would make up the amount that the voters would see in the warrant article. The proposed operating budget is \$7,713,225. The projected federal funds budget is \$185,000. The projected food service budget is \$167,201. Lynn asked if there was a way to get a subtotal on the budget that shows the budget without the federal funds, the food service budget, and any warrant articles. Karen said she would not be able to do that out of the accounting system because that is set up according to how she has to report to the State – and that has to include everything. Emily said that the School Board had decided to provide reconciliation information at the Deliberative Session of those numbers so that it is clear to the voters when they look at the warrant article.

**5. Please explain the need and purpose for a facilitator, i.e. job description. Is this an additional position?** Dr. Littlefield said that the facilitator position would be filled by an existing teacher, so the number of positions requested for '13-14 is exactly the same as '12-13. Marge Polack said that in 2010 the Dept of Ed adopted the common core statement of standards. There are 47 states who have adopted the common core standards to provide some consistency across the nation. The standards are primarily in the area of language arts and math. What is known as next generation Science should be coming out in the next year. The Language Art also mixes into science and social studies. It is important for the Committee to know that these standards are not just attempting to have a new name for an old way of doing things. The standards are dramatically different. They emphasis different cognitive skills. There is an expectation that you will still memorize your number facts, and you will still continue to do some rote processes, but it really spends time on demonstrating your understanding of analyzing written text. They have talked to employers and they want skilled workers who can read complex manuals, synthesize that, and apply skills and problem solving. What was once set as a benchmark for grades 6 through 7 is now expected at grades 4 and 5. We looked at how we support our teachers so that our students will be prepared for the next high stakes assessment on these standards. There will be implementation during the '13-14 school year. In the spring of the next year will be the first high stakes assessment of these standards. So, they are looking at a three year position. The first year would be guidance and implementation of the common core standards. In the '14-15 school year, it would be continued implementation of the smarter balance assessment. In the '15-16 school year, we will analyze the assessment results and make necessary instructional changes. Marge passed out a potential job description for the position. Matt asked if the Common Core standards were not an issue, would the SAU have been looking at cutting a position in this budget. Dr. Littlefield said yes, he would have after looking at the enrollment numbers. Lynn asked if they are going to buy a new Language Arts program to meet the Common Core. Marge said they are not planning on buying a new Language Arts program because they just recently purchased one. They are transitioning this program into the Common Core standards. Lynn asked if the teachers are trained in the Common Core in Language Arts. Marge said no, not fully. **Carla asked why the salary for the facilitator is not wrapped into the contracted salary amount.** Dr. Littlefield said it would be a position that is covered by the teacher's contract, but he thought that in the interest of transparency and honesty they should high-light it because they are doing something new. This will not be a permanent position. It is for three years only. Once the Common Core State Standards are implemented, our teaching staff should be able to continue on their own. There was further discussion of how the Common Core Standards will be implemented and the increased levels of expectations of basic skills. It is a lot of work for the teaching staff and the students. Judith asked if we have hired new teachers out of college recently, wouldn't they already know about the Common Core Standards. Dr. Littlefield said that he asked the applicants about that. He said they

know the Common Core is coming and that it is revolutionary. But in terms of at the college level, they don't have a course on the scope and sequence of curriculum – it is not part of the teacher prep work. They have a conceptual understanding of what Common Core is, but they don't have a working knowledge of how to implement it. Christine said that for someone that is new, it is one thing to take exactly what you learned in college and go into a system that is all set and running; but it is another thing entirely to figure out how to bring these children through the grades and achieve at each benchmark. Dr. Littlefield agreed and said that the curriculum a child needs to learn is already in place with a sequence. With the Common Core, the scope and sequence will change. What we teach and when we teach it changes. There are new topics. There are topics that have changed grade levels. There are topics that won't be taught anymore. That coordination effort is not only a classroom effort, but it's a whole school effort. Like, who makes certain that the 4<sup>th</sup> grade skill is moved to second grade. That the fourth grade teacher knows not to teach it and the second grade teacher knows to teach it. And some of those skills can't be taught the way you used to teach it. There is a great deal of change that has to take place in curriculum, scope and sequence, and instruction. Dr. Littlefield went on to say that there is very little help from the State level and you have to do a lot of digging to find out what you need to know. He doesn't expect the teachers to do the digging – they are busy teaching every day. They need to be given something to follow and that doesn't exist yet.

**6. Why not increase the Improvement of Instructional Services line instead of hiring a staff member as a facilitator?** Marge said they had considered everything when they looked at implementing the Common Core. They believe that they need someone here consistently because it is going to affect every teacher, every staff member. It is a school-wide change and having someone in the building every day, working with teachers in the classroom, helping to model lessons, is going to give them the kind of support and guidance to make this transition effective.

**7. Explain the expense related to math textbooks.** Marge said the last time they bought math books was 2003. This program does not support the Common Core Standards. It was time for a math textbook review anyway. They were actually two years late on that because the Language Arts program was so expensive. They had to put off the math textbooks. This is a program for K – 8. It includes all the textbooks, the online subscriptions, everything needed to implement a K – 8 math program. Their current materials do not even come close to support the standards the students will be expected to know.

**8. Does the purchase of textbooks mean that the school will be foregoing the purchasing of tablets in the future?** Dr. Littlefield said they will go to tablets when they can get the curriculum they need on a tablet. This will not be in the foreseeable future. Right now some books are available in tablet and some are not. Having a tablet for every student becomes a major expense, along with the challenge of a tablet going back and forth to school every day on a bus.

**9. In the past, the health insurance budget has been higher than actual expenses, and the money has not been fully spent. Please explain the basis for this projected expense.** Karen said that to get the budget dollars, she takes what the current staff has elected for coverage and she applies the new insurance rates. She assumes no changes to anyone's coverage. In the past the insurance rates were not ready until May, so they had to budget for the maximum. The company they use now has their rates now, so they will be spending very close to what is budgeted. The only difference is if employees make changes to their coverage.

**10. Explain the health insurance structure. Is there an enrollment period? Can people change into/out of it during the year? On what terms?** Karen said there is an open enrollment period in May. Anybody can make any changes then that will be effective July 1<sup>st</sup>. After that enrollment period closes, the employee has to have a qualifying event to make any changes. A qualifying event could be divorce, marriage, loss of insurance, birth of a child, adoption of a child, and gain of insurance.

**11. Has the amount of the health insurance buyout increased, or is it the same from last year?** Karen said the insurance buy-out amount is based on the difference between the cost of the insurance and another figure. So, if the insurance rates go up, the buy-out goes up also.

**12. What is the substitute salaries figure based on? Please explain.** It was level funded from the prior budget. Karen stated it is very hard to determine who will be out sick next year.

**13. Does the instructional supplies include the buying of all the supplies for the students again? Has there been any effort to reclaim binders or folders? What would the budget amount be if the school wasn't buying all the supplies for students and were instead relying on parents to pay that cost?** Bob St. Cyr said that it does include buying all the supplies for students this year. They try to reclaim binders and folders in the lower grades. In the upper grades they are usually not worth reclaiming. Often they need to be replaced during the year as well. If they were not buying the supplies, the amount would be about \$15,000. Kim Royer said that the School Board put that policy in place two years ago because some classrooms had a small list and others had two pages of lists. Public school is a free education that the children deserve and the idea that they have to buy supplies seemed out of control. Emily added that it adds consistency in the classroom because everyone has a red binder for English, or blue binder for math. It streamlined the classroom for a lot of the teachers. Nicole LaFlamme said that there has been a lot of positive feedback on that as well. Community members were appreciative of it and it does promote equality amongst all the students. There is a big fluctuation between the haves and have-nots and this brings equality and consistency. Christine feels that the binder idea promotes everyone to be organized and teaches them a way to organize themselves. Deb LeBlond said that if a student is not organized, they cannot stay on top of their stuff. Being organized is an important skill that must be learned. This helps with that.

**14. How many more classrooms need to be converted to new desks?** Bob St. Cyr said seven in addition to the ones asked for in this current proposed budget. They propose to do two every year.

**15. Please explain the Childfind Clinic.** Nash explained that the Childfind Clinic is something that Federal law requires they have in place. Sometimes the funding for that is different from year to year because we never know what we are going to find in the Childfind Clinic. **The Committee asked what the Childfind Clinic is.** Nash said that it provides the community a place to go if they have concerns that their child is not developing at the proper level. The parents can contact the school and they will perform some evaluations and pre-assessments to see if there is some kind of a need. This is ultimately to prepare them to be successful when they come to Kindergarten. Sometimes the needs are pretty substantial and it is important as a school system to know that and plan accordingly. Not everyone takes advantage of the option. Usually these assessments are done by the staff here as part of their regular duties, but if particular issues come up that require more skilled assessments, then they will be done by outside services. That is where the expense of that line comes in. Dr. Littlefield wanted the Budget Committee to understand that the school system picks up challenged children from age three and they are in the system until age 21, or through a high school diploma, whichever comes first. **Todd asked when charges are incurred against this expense line.** Nash said that every year could be

different. It depends on the requests from the public, referrals from doctors or agencies, or siblings of current students. Some years they do it once a year, some years they do it twice. Nash said if there is a year when there were no charges against that line, it is because there were no cases that year that required an outside evaluation.

**16. How many SPED telephones are there and why is the cost so high?** Nash reported that in the Special Education office there are three phone lines. One is a fax line. One is Nash's line. The last line is the Secretary's line. It basically figures out to \$48.72 per line, per month.

**17. Please explain the increase in the SPED Public Academy tuition over the actual spent and the projected amount.** Nash explained that last year they had one student. This year they have two.

**18. Please explain the increase in the Co-curricular supplies despite no recent actual expenses.** Bob St. Cyr said that for some years now the First Lego League has used their stipends to pay for supplies and registration fees. Also in the past they have had robotics supplies donated. This is the first year they have budgeting to purchase the needed supplies. The registration fees have increased this year as well and this is the first year they have budgeted for those.

**19. Please explain the Dues & Fees increase in the school sponsored co-curricular.** Bob St. Cyr said the dues and fees are another part of the membership. We have to be a member to participate in the Lego League. There is an additional \$965 fee for registering an additional team.

**20. Are stipends tied into the CBA/contract?** Bob St. Cyr said that the stipends are tied into the Collective Bargaining Agreement. They added a new public speaking club this year. Since the CBA is not finalized for this coming year, they do not know yet what those increases will be.

**21. The Athletics section is up about 10,000. Is this due to adding lacrosse, or other increases?** The Athletic stipends are not going to be increased. The increase in the budget is due to adding lacrosse. Bob St. Cyr stated there were a lot of requests to add lacrosse. It is a very up and coming sport in the area. **Carla asked with declining enrollment, are they going to be able to fill all these teams.** Bob reported that soccer, basketball, and lacrosse are all in different seasons. Baseball is the only team they have had problems filling. This is the third year that they have not had a baseball team.

**22. Please explain the increase in referee costs.** Same as above. Referee costs are included for baseball and lacrosse.

**23. The Guidance achievement scoring line has doubled. Please explain.** Nash said that they have added a grade. They used to do grades 3 through 8, now they do 2 through 8.

**24. Please explain the purpose of the Vision Services line.** This line is to cover services for students who are legally blind.

**25. Please explain the variation in psychologist diagnostic testing amounts spent vs budgeted over the past 3 – 4 years. What is the difference between the salary arrangements.** Nash said that several years ago the Candia School Board decided to eliminate the position of full time psychologist as a cost saving measure. They chose to split the position between Candia and Auburn. The cost savings seen there were put into the psychologist diagnostic testing and consulting psychologist outside services so that the school could have access to funds to evaluate students when they were referred to them as

required by Federal law. These services are for children aged 3 through 21. This also explains the elimination of the contracted services line.

**28. Why the extra contracted services in Speech and Pathology Services?** Nash said they base this budget amount on the students that they currently have using the services. It is hard to guess what is coming down the line, so that is why they just base the amount on what they are doing now.

**29. Please explain the dues and fees for SERESC.** Dr. Littlefield explained that we are one of the founding districts for SERESC. It stands for the South East Regional Education Service Center. They pay annual dues of \$3.60 per pupil. For that, they are able to use the SERESC facility at no cost. They can use some professional development activities at reduced costs. Other professional development activities that some people pay for we can get for free. And a reduced rate on related services such as occupational therapy, physical therapy, services in Special Ed that they have to purchase.

**30. How often are library periodicals renewed? Is there a review on whether the periodicals purchased are being used?** Bob St. Cyr said they are renewed yearly. They are used daily. **Todd asked about periodicals and books being available on e-readers and if they were going in that direction.** Bob replied that currently they have about 80 titles on e-books and they have 18 Nooks. They are not allowed to go home, but are used in the library and the classrooms. Bob said they are constantly reviewing and evaluating the available e-books and as new titles become available they will look at them. Bob said that we are currently in the middle of the transition between paper books and electronic formats. The costs savings of having electronic media would be offset by the cost of purchasing enough readers for every student. There was further discussion of electronic vs. paper copy of books/periodicals.

**31. What is the current balance in the Technology Fund? Why wouldn't computer/electronic (non-print) services/Media AV expenses come out of that trust?** Karen reported that the Technology Fund has a balance of \$22,089. She added that at this time there are no more planned expenses out of that fund.

**32. How many electronic books/periodicals do we have? How many devices? Is there a plan to switch to 100% digital in the future? Are there duplicate subscriptions for electronic/print subscriptions?** Most of this answered above. There are no duplicate subscriptions between electronic and print versions.

**33. Please explain the \$3,000 expense for District Meeting Supplies.** Karen said the \$2,664 amount of the actual expenditures was made up of \$1,317 for the printing costs for the school's portion of the town report, \$1,184 for the printing of the ballots, \$163 for the printing of the informational booklets for the Deliberative Session. A projected increase in printing costs brought the proposed budget amount up to \$3,000. **Carla asked if they had gotten any feedback from the informational booklets as far as how helpful they are.** Karen has not received any feedback.

**34. Please explain what the executive services line covers. Who determines/allocated the expenses under this line?** Karen said this line is Candia's portion of the SAU budget. The SAU budget is determined by the SAU Board, which is made up of Candia, Auburn, and Hooksett School Board members. It is allocated based on a formula that is prescribed by law. A portion is by valuation and the other portion is by daily membership. Candia's portion has increased this year because the valuation increased by 10% this year. Auburn's increased by 2% and Hooksett went down by about 4%.

**35. Please explain the need for the increase in the printing line for the Principal.** Bob St. Cyr said that they have a number of things that need printing including forms and handbooks. They have exhausted the supply that they had this year and they need to replenish those supplies.

**36. Are the Assistant Principal raises discretionary, a COLA, or contractual?** Dr. Littlefield said the COLA is discretionary and based on his decision.

**37. Please explain the Course Reimbursements line item increase. Are there limits on how much course work will be paid? What policies/contracts apply to this line item?** Bob St. Cyr said that during the budget process, they try to get information from their professionals as to what courses they will be taking and the cost of the courses. It is contractual and there is a limit on how much will be paid. Dr. Littlefield said that there is a course limit, and the expense amount is based on the University of NH state college tuition amounts. So, if someone decides to go to a more expensive course, the maximum of the reimbursement will be the UNH tuition amount. **Todd asked if there is a requirement to stay in the town of Candia for a certain period of time if they are reimbursed for courses.** Dr. Littlefield said no. The retention rate is so stable in Candia that there is no need for an agreement like that.

**38. Why was the Building Improvements line cut by the SAU and School Board when the principal had requested over \$42,000? Shouldn't deferred maintenance be a recurring expense in the budget? The same questions also for the Additional Equipment line regarding the autoscrubber.** Dr. Littlefield said that this amount was reduced because it will be put in a warrant article. When something new is put on the table, he believes that the Candia community wants the opportunity to look at that new item specifically and vote yes or no. Kim Royer stated that in the case of specific maintenance items, they didn't want people to be against a specific maintenance item and therefore say no to the entire budget. **Todd asked if they were not planning on doing these deferred maintenance items, what would be the amount in this line item?** Dr. Littlefield said there are other building maintenance line items that have historically been in the budget that he level funded. The new projects he did not fund in the operating budget and he wants the voters to vote on them separately as warrant articles.

**39. Who recommended the maintenance items that formed the basis of the principal's proposed budget?** Emily said Peter Barbuto, Director of Maintenance. He came up with a five year plan, at \$35,000 each year. It will be a warrant article each year. Matt asked to get a copy of the five year plan. **Christine asked if any of these items are a result of Fire Marshall recommendations?** Dr. Littlefield said no. Karen said she would give a copy of the plan to the Budget Committee, but cautioned that it is a fluid plan and subject to change as things come up. **Judith asked the balance of the Building Maintenance Trust Fund.** Karen said about \$25,600. That fund was established for the purpose of repairing and maintaining the school building. She went on to explain that last year there was a cost overrun on the generator project of about \$16,000. The town paid half and asked the school to pay half. The SAU asked for reimbursement for that expense from the Trust Fund and the Trustees denied the request stating that the expense did not fall under the purpose of the fund. Dick said the Trustees denied it because they considered the generator as a capital purchase, not maintenance. There was further discussion about funds and their purposes and options for funding building maintenance and repairs. Carla said there are a lot of funds for the town and school that are holding a lot of money. Maybe it is time to clean up and streamline these funds. Nicole LaFlamme said that the School Board recently had a discussion about their assorted funds. They had talked about closing out the textbook fund. Todd commented that he is concerned that after the five year maintenance plan, is the amount in the budget going to be sufficient to maintain the building or are we going to fall behind again. Dr.

Littlefield said that his answer is yes, but he cannot tell what may go wrong within the next 18 month time period that this budget covers. His strategy is to let the voters decide on the maintenance items. He added that his goal in this budget process was to come in under budget, which he did. Then to take the other needs and say to the voters, we have a budget and he doesn't want to risk losing his common core math program because somebody has an issue with a maintenance item. So he separated them. **Carla asked what the \$4,900 on Building Maintenance Contracts covers.** Karen reported that the proposed budget line is for annual service for the boiler, handicap lift preventive maintenance, pest management services, fire extinguishers annual service, HVAC annual service, and the generator annual service.

**40. Please explain the calculation of the boiler heating oil line. Is the boiler more or less efficient than the prior one?** Dr. Littlefield said that the new boiler is more efficient than the old one, but a larger capacity boiler. He needs to see a history of running the new boiler before he can determine if that line can be reduced. For this budget, he used last year's history.

**41. What accounts for the increase from actual expenses from the 2011-12 budget to this proposed budget in both the Regular and Special Education Transportation lines? Why hasn't the regular education transportation line decreased by \$90,000 since the additional busses aren't being pursued?** Karen said the Committee is comparing amounts from two years apart, so it includes two years of increases. The contract is up with the end of this year and the School Board will be discussing at their next meeting whether they want to go out to bid or not. She built in an increase based on if they go out to bid, after talking with other Business Administrators about recent costs. The Special Education increases are due to student need. They are done through a different provider. Karen added that once the Board decides to go out to bid or not, she can adjust that line.

At 9:35, Christine made a motion to adjourn. Matt recognized the motion, but asked her to withdraw it for a moment. He thanked everyone for the very productive conversation. Dr. Littlefield said on behalf of the Board and Administration that he has been to a lot of Budget Committee meetings and this was the most beneficial and collaborative meeting since he has been in Candia. He said the Committee obviously put a lot of work into this and he appreciated the questions in advance. Christine made a motion to adjourn. Seconded by Emily Roster. All voted in favor. Motion carried.

Minutes respectfully submitted by  
Cheryl Eastman