

**HOLLIS SCHOOL BOARD
NOVEMBER 4, 2020
MEETING MINUTES**

A regular meeting of the Hollis School Board was conducted on Wednesday, November 4, 2020 at 6:00 p.m. at the Hollis Upper Elementary School.

Robert Mann, Chairman, presided:

Members of the Board Present: Brooke Arthur, Secretary
 Amy Kellner
 Carryl Roy

Members of the Board Absent: Tammy Fareed, Vice Chairman

Also Participating: Andrew Corey, Superintendent
 Gina Bergskaug, Assistant Superintendent of Curriculum and Instruction
 Tiffany Testa, Co-Facilitator, Diversity, Equity & Inclusion Adv. Cmte.

AGENDA ADJUSTMENTS - None

CORRESPONDENCE/RESIGNATIONS/NOMINATIONS

Superintendent Corey informed the Board of the letter of Intent to Retire received from Nancy Crane Burns effective at the end of October.

**MOTION BY MEMBER KELLNER TO ACCEPT THE LETTER OF INTENT TO RETIRE RECEIVED FROM NANCY CRANE BURNS WITH AN EFFECTIVE DATE OF OCTOBER 31, 2020
MOTION SECONDED BY MEMBER ROY**

ON THE QUESTION

The Board spoke of how Ms. Burns will be missed, congratulated her on her retirement, and thanked her for her years of service.

**MOTION CARRIED
4-0-0**

Superintendent Corey informed the Board Brittany Ducharme will be taking a leave of absence (January to May) to welcome her first child.

There are a few members of the staff currently out on FMLA. The District anticipates further information from those individuals with regard to whether they have the ability to return to work or would select the option of a leave. Each of the positions already has coverage in the classroom. Vacancies would not result. The Board will be kept apprised of their status.

APPROVAL OF MINUTES

Hollis School Board [September 30, 2020](#)

The following amendments were offered:
Page 1, Line 24; replace “spoke of” with “stated”
Page 3, Line 28 “school” should be plural

- 1 Page 4, Line 27; replace “American” with “America”
- 2 Page 5, Line 28; replace “many” with “may”
- 3 Page 12, Line 36; delete the word “provided”
- 4 Page 15, Line 10; insert “she responded” before “she would do”
- 5 Page 17, Line 20; replace “facility” with faculty”

6
7 **MOTION BY MEMBER ARTHUR TO ACCEPT, AS AMENDED**
8 **MOTION SECONDED BY MEMBER KELLNER**
9 **MOTION CARRIED**
10 **4-0-0**

11
12 Hollis School Board – **Non-Public** [September 30, 2020](#)

13
14 **MOTION BY MEMBER ARTHUR TO ACCEPT, AS PRESENTED**
15 **MOTION SECONDED BY MEMBER KELLNER**
16 **MOTION CARRIED**
17 **4-0-0**

18
19 Assistant Superintendent Bergskaug provided the Board with a summary of the request for acceptance and
20 expenditure of unanticipated revenue that is the subject of the Public Hearing. At this time, funding is
21 anticipated to come from the remote learning grant, the CARES Act, and additional monies for COVID relief.

22
23 The unanticipated revenue; specifically that from the CARES Act and the additional \$200/student can help with
24 costs related to COVID, e.g., legal fees, additional personnel, Personal Protective Equipment (PPE).

25
26 There is an additional \$10 million in funding at the State level. If able to demonstrate that costs incurred by the
27 District exceed the \$200/student, the district can apply to become eligible for additional funding.

28
29 ***There being no objection, the Board went out of the regular order of business to take up the Principals***
30 ***Report.***

31
32 **PRINCIPALS’ REPORT**

33
34 Superintendent Corey thanked Principals Izbicki and Fowler, Anne Elser, Special Education Administrator, and
35 Nicole Tomaselli, Curriculum & Instruction Administrator, for all of their efforts. When COVID related
36 difficulties were encountered, these individuals worked with the SAU Administration to address the protocols
37 put in place. The teacher and students quarantined were connected to and utilizing remote learning by the next
38 morning.

39
40 He has received positive feedback on what is occurring both in the classroom and online. The District recently
41 reached an agreement through the Professional Growth Model (how we observe teachers), and is beginning the
42 process of observing both in-person and remote learning teachers.

43
44 Superintendent Corey highlighted items from the Principals Report included as part of the [agenda](#).

1 The recent Professional Development day focused on Social Emotional Learning (SEL) and ways to promote
2 more robust online resources. The Hollis and Brookline School Districts work collaboratively. The sessions
3 were led by our own teachers, which resulted in the ability to put on many more workshops that could have
4 been done separately.

5
6 Both schools are working on virtual programs in celebration of Veterans Day.
7

8 The Board was provided with information on enrollment projections received from NESDEC (copy attached),
9 which look similar to the past; growing over the next few years. This is a very difficult year because of the
10 larger home-school population due in part to the pandemic, and encountering a number of families in the
11 process of building or moving into homes in the community.
12

13 Both the Hollis Primary School (HPS) and Hollis Upper Elementary School (HUES) have had their lights
14 replaced. There remain only 16 fixtures to complete (backordered). It is anticipated the new lighting will result
15 in an energy cost savings of approx. 15%. The lighting is programmed and will be put on timers.
16

17 The Principals wished to share with the Board that they continue with their various awards in recognition of
18 student performance.
19

20 October 13th was the first opportunity for a change in enrollment status. There were approx. 12 requests to go
21 from remote to in-person. Ultimately, around 7 families took advantage of the opportunity to change their
22 status. There were no requests to go from in-person to remote. November 30th will be the next opportunity for
23 a potential change. Anyone interested in considering a change at that time should make that desire known to the
24 school to be placed on a waiting list.
25

26 Asked, Superintendent Corey noted there was a single student who changed status from in-person to remote
27 over the past 30 days; a request to accommodate a family's schedule. Asked if accommodating the additional
28 in-person students was a challenge, he stated, for the most part, the students were in grades where there was
29 room to accommodate while continuing to maintain social distancing. In another district, there was a request
30 that was able to be accommodated by allowing siblings to sit closer together.
31

32 Superintendent Corey noted, across the SAU, there have been 7 total cases; one was a remote student. There
33 have been some students who have had to quarantine. The families have been tremendous, and the experience
34 has gone extremely well.
35

36 The fall athletic season is wrapping up. The middle and high schools are working on plans for the winter. The
37 SAU continues to look at what can be done, whether in-person or remotely, to offer opportunities for our
38 students K-6.
39

40 Member Roy commented on discussion at the previous meeting around travel over the holiday season, and
41 questioned if there is anything new to report around that.
42

43 Superintendent Corey stated Assistant Superintendent Thompson participated in a discussion with NH DHHS
44 earlier in the day. There has been no change. They hope to come out with something in a few days. It does
45 appear there is the potential to see reduced travel in New England because of the way numbers are trending.
46 Each of the schools has put into their newsletter a request to be notified if a family is traveling so that
47 arrangements can be made. There are a few families that will be forced to travel due to circumstances out of
48 their control. The SAU will make accommodations for the student to go into remote and stay in remote upon
49 returning. At the same time, as it will be during that transition period where more students may be returning to
50 in-person, families have been notified they risk the potential of having to stay remote until the next opportunity

1 to change enrollment status. Member Roy questioned if those families would be giving up their in-person spot,
2 and was told there is that potential.

3
4 Some families tend to extend the vacation period, and as a result if you look at where they extend to and where
5 the resulting quarantine period would extend to, it only makes sense for them to wait until the next opportunity
6 to change enrollment status to look to return to in-person. He believes there to be a high probability they would
7 be able to return to in-person; however, it is not a guarantee. Asked if the next opportunity for a change in
8 enrollment has been identified, he stated it to be November 30th. An additional date is being discussed.

9
10 Member Howie requested clarification none of the 7 cases experienced in the SAU were in-school transmission.
11 Superintendent Corey responded from everything they know through working with DHHS, they all came to the
12 buildings and we had no transmission from classroom to classroom or child to child. He spoke of the efforts of
13 the students and families in following the guidelines in and out of school. The return to school has been
14 successful because we are working together as a community.

15
16 Member Roy commented her children are full remote at HPS and it is the only time a parent has the opportunity
17 to bear direct witness to their child's education. It is really fun to hear what is going on and the way they are
18 being spoken to by their teachers, which is extraordinary. To be able to talk about the curriculum, particularly
19 the social emotional learning, with your children and to see it being put into play with the students is pleasing.

20
21 Superintendent Corey noted, as part of the SAU's protocols, the ventilation system will be retested over the
22 Thanksgiving holiday. The system is still circulating three hours before and three hours after the school day.
23 With the colder weather approaching, there will be less opening of windows and doors. From his conversation
24 with the HVAC consultant, the system is designed for that (windows and doors can hinder that airflow). That
25 has been communicated with teachers. A Zoom session will be conducted before the holiday break to discuss
26 HVAC with the teachers and provide an opportunity to address any questions.

27
28 Member Roy questioned how long the tents would be utilized, and was told they will be taken down during
29 Thanksgiving week, and have tentatively been scheduled to return around the end of March, depending on the
30 data available at that time.

31
32 Member Howie questioned if there are plans to continue with additional time outdoors or if we are returning to
33 standard practices. Assistant Superintendent Bergskaug replied it is weather dependent. Certain aspects such as
34 sitting on beach towels outdoors reading will likely not occur, but students will be outdoors as long as the
35 temperature permits, e.g., may take strolls, etc. to get fresh air and take a mask break.

36
37 *The Board returned to the regular order of business.*

38
39 **PUBLIC HEARING**

40
41 **MOTION BY MEMBER HOWIE TO RECESS UNTIL THE CONCLUSION OF THE PUBLIC**
42 **HEARING**

43 **MOTION SECONDED BY MEMBER KELLNER**

44 **MOTION CARRIED**

45 **4-0-0**

1 *The Board recessed at 6:25 p.m.*

2 *The Board reconvened at 6:34 p.m.*

3
4 **PUBLIC INPUT** - None

5
6 **DISCUSSION**

7
8 - COVID 19 Update

9
10 Being seen is a trend in overall cases. The SAU follows that data very closely. Superintendent Corey and
11 Assistant Superintendents Bergskaug and Thompson participate in weekly remote meetings with three different
12 organizations where updates are provided by surrounding towns and districts. At any point, if necessary, the
13 district can transition to fully remote. There is the desire to be able to provide as much advance notice as
14 possible so that families can prepare.

15
16 The SAU will continue to reach out to families regarding travel plans. Superintendent Corey commented on
17 starting to see people change their plans given the current trend.

18
19 The SAU continues to follow the protocols for masks, social distancing, and outdoor time.

20
21 Superintendent Corey spoke of the yeoman's work done by the nurses. That was one of the strengths of the Re-
22 opening Plan was putting our nurses in the position of serving as our professionals around the medical pieces. He
23 thanked the parents for all they have done to keep our students safe and help ensure this process continues to
24 go well.

25
26 Member Roy questioned the benchmark that would push the District into full remote. Superintendent Corey
27 stated it to be the positivity rate. You also have to drill down into that. A few days ago there was a day when it
28 went up to 2.4%, but for whatever reason we only tested 3,900 people in the State. We had been testing 9,000
29 people. If we had tested our normal number we would have probably been at about the same positivity rate. He
30 would need to see the positivity rate go up and stay up. It is interesting sitting in between Nashua and
31 Manchester. Because of the nature of the cities, their cases are going to be higher. It would have to be
32 something that indicates it is now either impacting our communities or our schools. Parents that are doing
33 remote learning have been kind enough to inform the District if their child has COVID. Just because a student
34 is a remote learner does not mean that they are not in contact with in-person students who reside in their
35 neighborhood. When the school has been informed of a positive case of a remote learner, the neighborhood
36 children who are in-person students are quarantined.

37
38 Assistant Superintendent Bergskaug stated there to have been 7 total cases within the SAU. There has been no
39 evidence that it has been spread in school. They are seemingly completely unrelated. When schools opt to
40 close there is evidence of something different.

41
42 Superintendent Corey stated his belief the first call would be a 2 week closure. During that two-week
43 quarantine, is when we would make the decision of whether we would be staying out longer. There are a
44 number of districts that are going to close from Thanksgiving to January. If we believe our kids and staff are
45 safe, we would like to get in every day we can.

46
47 Member Howie asked if there have been discussions around when there would be an indication to return to fully
48 in-person. Superintendent Corey remarked if everything were to play out in a favorable way; if there was a
49 vaccine that came out and people were willing to take it, that would start to work in our favor. One of the
50 statistics out there is we're still seeing a lot of cases, but the fatality rate has gone down. That is something we

1 may have to look at because this may be with us for multiple years. He would love to get everyone back in the
2 buildings and return to normal as soon as we can. At the same time, the way the children are responding and
3 the teachers delivering instruction, we will stay with this model until we are certain we can deliver everything
4 safely.

5
6 - Calendar Discussion; January 2021 – June 2021
7

8 Superintendent Corey spoke of the Martin Luther King, Jr. holiday in January and adding a remote day to the
9 calendar either before or after. He is leaning towards the 19th as the Friday before would be a half a day, and
10 utilizing the 19th as a remote day would provide for several days to conduct a good cleaning of the buildings. It
11 would bring us back from the December break, put us into that 14-15 day range and would allow time to see if a
12 spike is experienced. If a spike is seen, the remote learning period could be extended.
13

14 Looking at February, he is considering a remote week after February vacation. March is the traditional worst
15 time for sickness in the SAU. The first week of March may be a remote week. Because March is annual
16 meeting time, consideration is being given to a remote day following annual meetings, particularly at the high
17 school as that is where the majority of meetings are being moved to. It would not necessarily impact the Hollis
18 School District.
19

20 At the end of March, there may be a few remote days (perhaps around weekends). Some positive trends were
21 seen last year as the weather started to warm. It may not be necessary. It is likely the Administration will bring
22 forward recommendations for January and February in the November/December timeframe, and look further
23 into the calendar at a later date.
24

25 Discussions are also occurring around remote snow days. They will look to balance that. They are putting
26 together information on what a remote snow day would look like, e.g., it would automatically be made a late
27 start, staff would start with PLC or Professional Development and students would join around 9:30 at the high
28 school and middle school and 10:00 a.m. at the elementary level.
29

30 - Diversity, Equity and Inclusion Committee Update
31

32 Superintendent Corey introduced Tiffany Testa, the co-facilitator of the Advisory Committee. Tiffany has
33 come to meetings and spoken as a parent. She works at the Parker Charter School. She has done extensive
34 work and a great deal of facilitating around this topic.
35

36 Ms. Testa stated there to be 7 members of the Committee. The Committee has had the opportunity to meet
37 twice. The intent is to meet every other Thursday. To date, the work of the Committee has been focused on
38 building bridges/trust and sharing information on why each individual came to this work. This effort has
39 highlighted where there is commonalities and differences among the members. As a result, the Committee has
40 recognized some of the most immediate needs. This work is a bit different than committee work done in the
41 past around education where it is pretty linear, and you begin with identified goals.
42

43 Feedback provided by the school boards and communities in response to the proposal of a resolution
44 highlighted the need to define terms, e.g., diversity, equity, and inclusion. Another short-term goal of the
45 Committee is to edit and address the resolution; the next two meetings will be committed to that. A third short-
46 term goal is agreement on vision, purpose, and goals of the Committee.

47 The Committee is an advisory group able to provide the Superintendent with diverse community perspective
48 surrounding the student experience. The Committee sees clear limits as to what actions it can take beyond
49 framing the next steps. For instance, although they do not know exactly what they will be able to do, they do
50 know they are not going to and cannot give a professional opinion or advice as to how to address diversity,

1 equity, and inclusion. Though some have extensive experience and expertise in education, equity work or both,
2 as a collective whole, that is not who they are. They are a representative group from the community.

3
4 They can serve as a thoughtful sounding board to the District and to propose a frame for the next steps in
5 developing the student experience with regard to DEI. Ultimately, those next steps would be voted on by the
6 boards. They see their aim to gather community data.

7
8 The Committee vies the resolution as important to the foundational steps of this work. They are hopeful it will
9 serve as a statement for the beginning work for the District to improve learning experiences of every student in
10 regard to DEI, but they also see the need to build capacity and consensus. It is this idea to go slow, make
11 progress, and go fast later on in the work. They are still at that consensus building place in the process.

12
13 They are focused on the students and building bridges, and want the Board and community to know the
14 Committee is made up of a diverse group of opinions and perspectives. For those who spoke against the
15 resolution in the beginning, know there are members on the Committee that are further articulating their reasons
16 and details why they were against it, and for those that were in support, there are people on the Committee that
17 are also supportive. Together they are focused on finding some common ground and ultimately serving the
18 kids. They want to give the Board a resolution that reflects consensus at least within the Committee, which is
19 representative of very diverse opinions and experiences and perspectives of student experience. The resolution
20 is the Board's statement of support to this work.

21
22 The work of the Committee is fully intended to be inclusive of all of the voices in the community throughout
23 the process. They will purposefully give structure to receiving feedback.

24
25 It is important that the community and boards recognize the positive impact of this discussion within the SAU;
26 it is just opening the dialogue and conversation, which is what this work is really about. Because this has been
27 out in the public, students are coming forward and sharing their narratives and experiences.

28
29 Superintendent Corey spoke of information shared by a 17-member group at the high school. To date, that
30 group of students has met with Principal Barnes once via Zoom and once under the tent. They continue to
31 move forward with their work.

32
33 At the recent professional development day, a Brookline teacher, who has a background in this work conducted
34 a presentation for faculty for any member of our schools. A number of people attended, and he received a
35 number of emails saying we need more of this. Assistant Superintendent Bergskaug has reached out to some of
36 the graduate school colleagues she teachers with, and been informed of recommended readings, etc.

37
38 There are so many things happening simultaneously. Part of the goal of the Committee is to gather all of the
39 information and identify where we are today and where we want to be in five years. He commented on it being
40 really surprising, in a great school system, some of the things the 17 students highlighted; areas where we need
41 to improve. Part of it is understanding that a piece of this is the developmental ability of students from 6th grade
42 to 10th grade. Their brains are physically changing and not functioning totally. That is when some of these
43 comments come out and some poor decisions are made. Part of the talk of the Committee is recognizing this is
44 going to happen, but how do you change it from a one-time occurrence to something that is talked about so that
45 it isn't validated if it was inappropriate or it was addressed if needing to be.

46
47 Member Howie questioned if there already exist opportunities for community feedback. Ms. Testa responded
48 one of the things the group will get into is trying to bring out the narratives of all of the different perspectives of
49 our students. They have done that by modeling that within their own group. At some point, the group will

1 consider how to hear all of the stories, narratives, and perspectives. Currently they don't have a way they can
2 do that formally. She does believe that is where the group will go.

3
4 Member Kellner questioned if there is a way to communicate to the larger population contact information for
5 the Committee membership. Member Howie commented on being in favor of information provided through the
6 Principals' newsletter. Superintendent Corey stated the Administration could look to establish an email address
7 for the Committee and get the information out to the community through the Principals' newsletter. It could
8 also be shared through the newsletter of the Rotary as their audience is different than the school's.

9
10 - FY22 Budget Overview

11
12 Superintendent Corey stated information pertaining to round 2 of the budget review process will be brought
13 before the Hollis Budget Committee. The Budget Committee works alongside the SAU to drive the budget.
14 The School Board is kept informed and determines educational programming. The formula used by the Budget
15 Committee is referred to as Guidance, and allows for the prioritization of needs. Excluded from Guidance are
16 increases in expenses associated with special education costs as those costs are mandated. The intent being that
17 costs outside of our control do not take away from offerings to the regular education population.

18
19 From the standpoint of personnel, it is believed there are appropriate class sizes in place to meet the educational
20 specifications. No additional staffing is being requested. There may be the need for some adjustments, e.g.,
21 move a teacher from one grade to another.

22
23 Last year, at the SAU level, a directed Nurse substitute was put in place, and shared across the SAU. That has
24 been a great way to get a quality individual who is now part of our staff.

25
26 Originally placed into the budget for this year were a directed food service substitute, directed classroom
27 substitute, and directed facilities substitute. One of the things learned during COVID, is the belief there is
28 funding available in the substitute line for a directed substitute. If that works out as it is believed it will, the
29 District will likely continue to do that. Having that steady individual assigned to the building is a great benefit
30 for the students.

31
32 Being made a priority is the directed facilities substitute. The Hollis School District share of that cost is
33 approximately \$18,000 (salary and benefits). Superintendent Corey spoke of situations that have occurred with
34 regard to positive cases of COVID; the available custodians from within the SAU are sent to whatever building
35 requires action be taken. This position would further expand that coverage model, e.g., should a custodian be
36 out sick, etc., there would be a known person on-staff to cover that need. With the size of the SAU, there is
37 generally the need for coverage due to an absence for one reason or another. In addition, facility related
38 projects are ongoing and could be supported were there not an absence.

39
40 An increase is being requested for a position in the area of special education for the self-contained preschool
41 program at HPS. That position will come at a cost of approximately \$70,000. By comparison, to bring those
42 services in-house would be a cost of \$200-\$300/hour. The least expensive out-of-district placement (if not
43 having services available in-house) is in the area of \$80,000 up to the most expensive of \$450,000.

44
45 With regard to computer replacement, the budget addresses the regular rotation of teacher laptops, a request for
46 Chromebooks (backordered). Every student who needed a Chromebook has one. The desire was to get ahead
47 of the curve, and we are currently in the midst of that with all other districts. The Administration is looking to
48 add a piece of filtering software to further enhance safety for students online.

1 Principal Izbicki has requested playground equipment at HUES. That area has not been addressed in a number
2 of years. At HPS, two water bubblers are currently being replaced with water bottle fillers. A proposal is in to
3 do away with water bubblers and move to the water bottle fillers.

4
5 Preliminary Guidance was set at an approximate 2% increase. The budget, in its current draft form, is at an
6 increase of slightly over 2.75%. The desire is to complete the budget as quickly as possible not knowing what
7 March will look like. The Administration also wishes to provide the Board the ability to determine if there is a
8 desire to reduce the number of warrants, e.g., only address essential items.

9
10 An agenda item for next month's meeting is the barn at 4 Lund Lane.

11
12 Chairman Mann requested information be shared with the Budget Committee around the year-end fund balance,
13 which will be returned to the tax base to offset the amount that has to be raised through taxes as well as
14 information on savings achieved through the lighting change.

15
16 Superintendent Corey stated an HSMART update can be brought to the Budget Committee noting the lighting
17 has been completed, the planning phase is in process for the sprinkler system at HPS, the new heating units for
18 HUES are in process, etc. It is a much slower process than desired given the length of time for delivery of
19 products due to COVID.

20
21 Chairman Mann commented on looking forward to information around savings achieved through the lighting.

22
23 - FY20 Revenue and Expense Report

24
25 Superintendent Corey remarked, as a result of steps taken beginning last March, the District was able to achieve
26 savings in a number of areas; special education, transportation, student support services, positions going
27 unfilled, professional development. On the expense side of the ledger, the District ended the year \$666,533.30
28 under budget. On the revenue side, the year ended with \$84,052.52 more than budgeted, resulting in an
29 unreserved fund balance of \$750,586.11. Monies were allocated to the various trusts (as approved by the
30 voters); SAU Building Trust (\$23,970.00; rental rate for 4 Lund Lane), Maintenance Trust (\$120,000), and
31 Special Education Trust (\$25,000). Working with the Budget Committee and Board, the decision was reached
32 to fund the Retained Fund Balance at the maximum (\$284,000). The remaining \$297,616.11 will be returned to
33 the tax base (originally projected \$100,000).

34
35 - SAU Rent/Long Term Lease – SAU Bond for Renovations of 4 Lund Lane

36
37 Superintendent Corey stated the barn, if renovated, would provide 4,400 sq. ft. of additional space. The
38 basement would provide necessary space for required record retention (temperature controlled, environmentally
39 safe). The first floor would provide 1,500 sq. ft. of office and meeting space, and the second floor 1,400 sq. ft.
40 of office space and a smaller meeting space.

41 The present facility functions well, but is not designed to be a commercial building. In many cases, there are 2-
42 3 employees sharing a 200 sq. ft. space. This renovation effort started due to an unacceptable weight load in the
43 attic area (record retention). The hope is that the Board will support putting forward a bond article. A lot of
44 work was put into this effort last year, but due to a technical glitch, the article was pulled. One of the
45 discussions that has come up is that the space is utilized by three districts, and one district was being asked to
46 assume the brunt of the cost. That district does own the building and property, and if at any point the SAU were
47 to decide to vacate the facility, the Hollis School District could do with it what it wished. The Budget
48 Committee supports the concept of a long-term lease. Many districts who rent facilities enter into a 10-year
49 lease.

1 Presently, the usable space in the farm house is 5,868 sq. ft. at a cost of \$4.08 sq. ft. That cost provides for the
2 necessary maintenance of that facility. The cost associated with rental of an additional 4,400 sq. ft. that would
3 result from a renovation, is revenue that could be utilized to offset the cost of the bond. As an example, a
4 proposal could be to increase the rate to \$5.00 sq. ft. in FY23 (would cover interest only portion of bond), in
5 FY24, FY25, and FY26, the rate could increase to \$7.00 sq. ft. In FY27, FY28, and FY29, to \$9.00 sq. ft. and
6 FY30-FY32 a rate of \$10.00 sq. ft. The price provided last year for the renovation was in the area of \$1.3 -\$1.4
7 million. Over the ten-year lease, at a very competitive and below-market rate, the revenue generated would be
8 approx. \$400,000, which could go towards the cost of the bond.

9
10 Superintendent Corey remarked, we're looking at a facility, after the bond is retired, that would have a value (if
11 sold), that would recoup all taxpayer monies expended on the renovation.

12
13 There is also the potential to utilize excess revenue towards the cost of the bond. He requested feedback from
14 the Board as to whether there was support for moving in this direction.

15
16 Member Roy stated she is in favor of the approach noting a preliminary discussion of this was had at the last
17 SAU 41 Governing Board meeting. Member Kellner stated agreement with the approach commenting is
18 appears to address the concerns expressed by the Budget Committee and community members.

19
20 Chairman Mann commented last year there were extenuating circumstances that added complexity for the
21 voters. From what has been heard through debates, etc., there is a need to have a lease agreement to protect the
22 investment on the property. There was the desire for a better understanding of the financing. Those areas can
23 be addressed in how the lease and bond are structured. The lease could break out both a rental rate and a bond
24 assessment. Another way would be to increase the rental rate to address both the ongoing maintenance costs
25 and the ability to offset some of the cost of the bond. When doing those calculations himself, when getting
26 closer to covering 80-90% of the cost of the bond, the rental rate increased to \$13⁺ sq. ft. That is beyond the
27 \$10-\$11 that was being used as a benchmark for commercial space. That is one concern he has. Another
28 concern around incorporating everything into the square footage cost is that, after the bond is retired, what
29 would need to be generated in revenue would be an amount that would cover the cost of ongoing maintenance
30 alone. A policy could be created that dictates a cap.

31
32 Member Roy commented on discussions around separating the field from the building. Superintendent Corey
33 stated whether deciding to move forward with a bond or not, legal counsel should be retained to subdivide the
34 property.

35
36 Member Howie asked for clarification, the long-term lease is being worked on now. The stakeholders would be
37 asked to sign onto the lease before the bond is brought to the taxpayers. Chairman Mann stated the lease would
38 be contingent on the passage of a bond article.

39 Member Roy commented if the need of the SAU is greater than what can be provided without an enhanced
40 facility, there would not be a benefit to signing a long-term lease.

41
42 Member Howie questioned if legal counsel would determine the rate of increase that would best address the
43 cost of maintenance and bond payments.

44
45 Superintendent Corey responded he would utilize numbers identified through research based on commercial
46 real estate costs and the desire to remain below market. He would look to have the lease language identify
47 periods (every couple of years) for review. The figures he cited suggested reaching a rate of \$9-\$10 in ten
48 years' time where commercial rental rates are already at that amount. The desire is to ensure the tenants wish to
49 remain.

1 Chairman Mann remarked he can see the opportunity for policy around this issue, e.g., every so many years the
2 board needs to review the rental rate. Assistant Superintendent Bergskaug stated the Policy Committee has
3 drafted a sample policy around the issue of reviewing the rental rate on a periodic basis.

4
5 Asked if the SAU 41 Governing Board would be asked to approve the lease noting there to be conflicts of
6 interest. Superintendent Corey stated the conflicts will be removed by having two different attorneys provide
7 representation. The Governing Board would have to agree to lease the property from the Hollis School Board,
8 and the Hollis School Board would have to be willing to be the owner and proprietor of the property.

9
10 Member Roy noted the Hollis School District pays its share of the lease cost.

11
12 Superintendent Corey explained the legislative body for the SAU is the SAU41 Governing Board. The Hollis
13 School Board has been renting the property. There is nothing new the voters would have to approve. It would
14 simply be locking into an agreement having a longer term, rental structure.

15
16 The concern was raised of the time available before Annual Meeting. Chairman Mann suggested bond approval
17 could be sought contingent on a long-term lease agreement. Superintendent Corey remarked, even if a
18 renovation did not occur, there should be a long-term lease for the facility as a matter of good practice.

19
20 *The consensus of the Board was to move forward.*

21
22 - Governor's Proposal to Allocate \$200/Student (based on 2019 enrollment) Directly to School Districts

23
24 *This topic was discussed fully during the Public Hearing.*

25
26 **DELIBERATIONS**

- 27
28 • To see what action the Board will take regarding the receipt and expenditure of Fiscal Year 2021
29 unanticipated revenue associated with the CARES Act and any other local, state or federal resources set
30 forth in RSA 198:20-b.

31
32 **MOTION BY MEMBER KELLNER TO APPROVE THE ACCEPTANCE AND EXPENDITURE OF**
33 **FISCAL YEAR 2021 UNANTICIPATED REVENUE ASSOCIATED WITH THE CORONAVIRUS**
34 **AID, RELIEF, AND ECONOMIC SECURITY (CARES) ACT AND ANY OTHER LOCAL, STATE OR**
35 **FEDERAL RESOURCES SET FORTH IN RSA 198:20-B. THE BOARD TO BE PROVIDED WITH A**
36 **FULL ACCOUNTING OF THE REVENUE AMOUNT AND EXPENDITURES**

37 **MOTION SECONDED BY MEMBER ROY**

38 **MOTION CARRIED**

39 **4-0-0**

- 40
41 • To see what action the Board will take regarding the policy memo submitted by the Policy Committee.

42
43 **Policy EEA – Student Transportation Services**

44 1st Reading; 11-6-19

45 2nd Reading: 12-4-19

46 *Given its third reading;*

47
48 No changes have been made since the time of the 2nd reading.

1 **MOTION BY MEMBER KELLNER TO ACCEPT THE THIRD READING AND ADOPT POLICY**
2 **EEA – STUDENT TRANSPORTATION SERVICES**

3 **MOTION SECONDED BY MEMBER ROY**

4 **MOTION CARRIED**

5 **4-0-0**

6
7 **Policy JFAA - Admission of Resident Students**

8 1st Reading; 11-6-19

9 2nd Reading; 12-4-19 (as amended)

10 *Given its third reading;*

11
12 **MOTION BY MEMBER KELLNER TO AMEND BY REPLACING “HIS/HER” WITH “THEIR” AND**
13 **BY CORRECTING THE REFERENCE TO THE “NEW/RETURNING” STUDENT REGISTRATION**
14 **SECTION OF THE SAU41 WEBSITE, ACCEPT THE THIRD READING AND ADOPT POLICY**
15 **JFAA - ADMISSION OF RESIDENT STUDENTS, AS AMENDED**

16 **MOTION SECONDED BY MEMBER ROY**

17
18 ON THE QUESTION

19
20 An additional amendment noted was to insert “families” following “All new” in the first sentence under the
21 heading “New Resident Students”.

22 **MOTION CARRIED**

23 **4-0-0**

24
25 **Policy JICK - Pupil Safety and Violence Prevention – Bullying**

26
27 Assistant Superintendent Bergskaug noted the policy has been updated with changes in the law. The policy is
28 before the Board for a first reading. It will be posted to the District’s website for public viewing, and will be
29 before the Board for a 2nd and 3rd reading to allow opportunity for review by the Board and public comment.

30
31 **MOTION BY MEMBER KELLNER TO ACCEPT THE FIRST READING OF POLICY JICK - PUPIL**
32 **SAFETY AND VIOLENCE PREVENTION – BULLYING, AS PRESENTED**

33 **MOTION SECONDED BY MEMBER ROY**

34 **MOTION CARRIED**

35 **4-0-0**

36 **Policy DD - Funding Proposals and Applications**

37
38 **MOTION BY MEMBER KELLNER TO ACCEPT THE FIRST READING OF POLICY DD -**
39 **FUNDING PROPOSALS AND APPLICATIONS, AS PRESENTED**

40 **MOTION SECONDED BY MEMBER ROY**

41 **MOTION CARRIED**

42 **4-0-0**

43
44 **Policy ECAD - Security Camera System**

45
46 **MOTION BY MEMBER KELLNER TO ACCEPT THE FIRST READING OF POLICY ECAD -**
47 **SECURITY CAMERA SYSTEM**

48 **MOTION SECONDED BY MEMBER ROY**

49 **MOTION CARRIED**

50 **4-0-0**

1
2 **Policy ECAD-R - Security Camera System Administrative Procedure**

3
4 **MOTION BY MEMBER KELLNER TO ACCEPT THE FIRST READING OF POLICY ECAD-R -**
5 **SECURITY CAMERA SYSTEM ADMINISTRATIVE PROCEDURE**
6 **MOTION SECONDED BY MEMBER ROY**

7
8 ON THE QUESTION

9
10 The date of the first reading should be corrected in the policy.

11 **MOTION CARRIED**
12 **4-0-0**

13
14 **Policy EFD -Wellness**

15
16 **MOTION BY MEMBER KELLNER TO ACCEPT THE FIRST READING OF POLICY EFD -**
17 **WELLNESS**
18 **MOTION SECONDED BY MEMBER ROY**

19
20 ON THE QUESTION

21
22 Assistant Superintendent Bergskaug noted the policy was accepted and replaced a former policy a few years
23 ago. We have since received annual feedback from the DOE and have been put on notice that we need to accept
24 these updates that include goal setting, in order to be part of the school lunch program.

25 **MOTION CARRIED**
26 **4-0-0**

27
28 **Policy DAF - Administration of Federal Grant Funds**

29
30 **MOTION BY MEMBER KELLNER TO ACCEPT THE FIRST READING OF POLICY DAF -**
31 **ADMINISTRATION OF FEDERAL GRANT FUNDS**
32 **MOTION SECONDED BY MEMBER ROY**

33
34 ON THE QUESTION

35
36 Assistant Superintendent Bergskaug stated the need for the policy to be in place in order for the District to
37 continue receiving federal grant funds such as Title II, Title IV, and IDEA (hundreds of thousands of dollars).
38 It identifies procedures that are already in place and states they are the procedures followed.

39 **MOTION CARRIED**
40 **4-0-0**

41
42 NON-PUBLIC

43
44 **MOTION BY MEMBER ROY THAT THE BOARD GO INTO NON-PUBLIC SESSION PURSUANT**
45 **TO RSA 91-A:3 II (a) THE DISMISSAL, PROMOTION OR COMPENSATION OF ANY PUBLIC**
46 **EMPLOYEE AND (c) TO DISCUSS A MATTER, WHICH IF DISCUSSED IN PUBLIC, WOULD**
47 **LIKELY AFFECT ADVERSELY THE REPUTATION OF A PERSON, OTHER THAN A MEMBER**
48 **OF THE BODY OR AGENCY ITSELF**
49 **MOTION SECONDED BY MEMBER KELLNER**

1
2 *A Viva Voce Roll Call was conducted, which resulted as follows:*

3
4 Yea: Amy Kellner, Carryl Roy, Brooke Arthur, Robert Mann

5 4

6 Nay: 0

7 **MOTION CARRIED**

8
9 *The Board went into non-public session at 8:03 p.m.*

10 *The Board came out of non-public session at 8:13 p.m.*

11
12 **ADJOURNMENT**

13
14 **MOTION BY MEMBER KELLNER TO ADJOURN**

15 **MOTION SECONDED BY MEMBER ROY**

16 **MOTION CARRIED**

17 **4-0-0**

18
19 *The November 4, 2020 meeting of the Hollis School Board was adjourned at 8:14 p.m.*

20
21
22
23 Date _____ Signed _____



Hollis, NH Historical Enrollment

School District:

Hollis, NH - SAU #41

10/26/2020

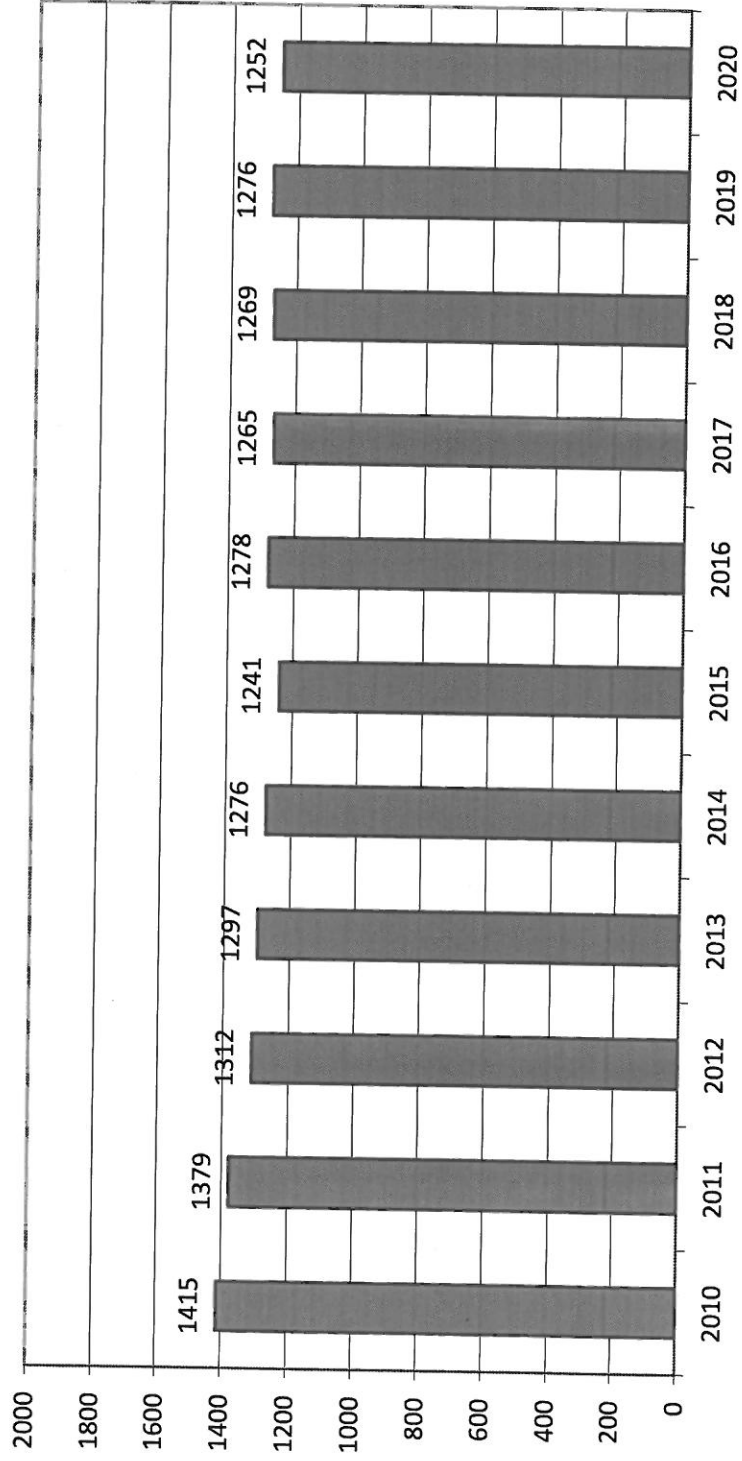
| Historical Enrollment By Grade | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--------|-------------|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-------|
| Birth Year | Births | School Year | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UNGR | K-12 | PK-12 |
| 2005 | 54 | 2010-11 | 26 | 53 | 83 | 90 | 106 | 106 | 88 | 131 | 106 | 139 | 135 | 125 | 131 | 138 | 0 | 1415 | 1441 |
| 2006 | 51 | 2011-12 | 24 | 60 | 79 | 82 | 93 | 97 | 103 | 96 | 129 | 106 | 144 | 134 | 124 | 132 | 0 | 1379 | 1403 |
| 2007 | 41 | 2012-13 | 24 | 62 | 77 | 86 | 85 | 91 | 98 | 108 | 97 | 129 | 94 | 142 | 121 | 122 | 0 | 1312 | 1336 |
| 2008 | 46 | 2013-14 | 18 | 69 | 92 | 82 | 95 | 91 | 96 | 104 | 107 | 93 | 118 | 91 | 130 | 129 | 0 | 1297 | 1315 |
| 2009 | 49 | 2014-15 | 19 | 54 | 82 | 106 | 92 | 100 | 93 | 99 | 94 | 110 | 93 | 127 | 89 | 137 | 0 | 1276 | 1295 |
| 2010 | 39 | 2015-16 | 18 | 49 | 81 | 92 | 105 | 95 | 106 | 95 | 100 | 101 | 109 | 90 | 124 | 94 | 0 | 1241 | 1259 |
| 2011 | 37 | 2016-17 | 18 | 59 | 79 | 86 | 95 | 117 | 94 | 106 | 101 | 100 | 99 | 112 | 99 | 131 | 0 | 1278 | 1296 |
| 2012 | 37 | 2017-18 | 11 | 65 | 80 | 89 | 90 | 101 | 123 | 98 | 111 | 99 | 101 | 101 | 112 | 95 | 0 | 1265 | 1276 |
| 2013 | 40 | 2018-19 | 18 | 80 | 71 | 80 | 94 | 96 | 107 | 125 | 75 | 106 | 110 | 114 | 108 | 103 | 0 | 1269 | 1287 |
| 2014 | 34 | 2019-20 | 17 | 68 | 90 | 83 | 86 | 97 | 101 | 102 | 121 | 100 | 112 | 105 | 102 | 109 | 0 | 1276 | 1293 |
| 2015 | 50 | 2020-21 | 13 | 70 | 74 | 93 | 83 | 86 | 94 | 103 | 87 | 127 | 102 | 112 | 105 | 116 | 0 | 1252 | 1265 |

| Historical Enrollment in Grade Combinations | | | | | | | | | | |
|---|-----|-----|-----|------|-----|-----|-----|------|------|--|
| Year | K-3 | 4-6 | K-6 | PK-6 | 5-8 | 6-8 | 7-8 | 7-12 | 9-12 | |
| 2010-11 | 316 | 325 | 641 | 667 | 464 | 376 | 245 | 774 | 529 | |
| 2011-12 | 314 | 296 | 610 | 634 | 434 | 331 | 235 | 769 | 534 | |
| 2012-13 | 310 | 297 | 607 | 631 | 432 | 334 | 226 | 705 | 479 | |
| 2013-14 | 338 | 291 | 629 | 647 | 400 | 304 | 200 | 668 | 468 | |
| 2014-15 | 334 | 292 | 626 | 645 | 396 | 303 | 204 | 650 | 446 | |
| 2015-16 | 327 | 296 | 623 | 641 | 402 | 296 | 201 | 618 | 417 | |
| 2016-17 | 319 | 317 | 636 | 654 | 401 | 307 | 201 | 642 | 441 | |
| 2017-18 | 324 | 322 | 646 | 657 | 431 | 308 | 210 | 619 | 409 | |
| 2018-19 | 325 | 328 | 653 | 671 | 413 | 306 | 181 | 616 | 435 | |
| 2019-20 | 327 | 300 | 627 | 644 | 424 | 323 | 221 | 649 | 428 | |
| 2020-21 | 320 | 283 | 603 | 616 | 411 | 317 | 214 | 649 | 435 | |

| Historical Percentage Changes | | | |
|-------------------------------|------|-------------|---------------|
| Year | K-12 | Diff. | % |
| 2010-11 | 1415 | 0 | 0.0% |
| 2011-12 | 1379 | -36 | -2.5% |
| 2012-13 | 1312 | -67 | -4.9% |
| 2013-14 | 1297 | -15 | -1.1% |
| 2014-15 | 1276 | -21 | -1.6% |
| 2015-16 | 1241 | -35 | -2.7% |
| 2016-17 | 1278 | 37 | 3.0% |
| 2017-18 | 1265 | -13 | -1.0% |
| 2018-19 | 1269 | 4 | 0.3% |
| 2019-20 | 1276 | 7 | 0.6% |
| 2020-21 | 1252 | -24 | -1.9% |
| Change | | -163 | -11.5% |

Hollis, NH Historical Enrollment

K-12, 2010-2020



Hollis, NH Projected Enrollment

School District:

Hollis, NH - SAU #41

10/26/2020

| Enrollment Projections By Grade* | | | | | | | | | | | | | | | | | | | |
|----------------------------------|--------|----------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-------|
| Birth Year | Births | School Year | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UNGR | K-12 | PK-12 |
| 2015 | 50 | 2020-21 | 13 | 70 | 74 | 93 | 83 | 86 | 94 | 103 | 87 | 127 | 102 | 112 | 105 | 116 | 0 | 1252 | 1265 |
| 2016 | 47 | 2021-22 | 15 | 94 | 78 | 79 | 97 | 86 | 88 | 94 | 89 | 97 | 135 | 105 | 111 | 107 | 0 | 1260 | 1275 |
| 2017 | 53 | 2022-23 | 17 | 106 | 105 | 83 | 82 | 100 | 88 | 88 | 81 | 99 | 103 | 139 | 104 | 113 | 0 | 1291 | 1308 |
| 2018 | 48 | 2023-24 | 19 | 96 | 119 | 112 | 87 | 85 | 103 | 88 | 76 | 90 | 105 | 106 | 137 | 106 | 0 | 1310 | 1329 |
| 2019 | 50 | 2024-25 | 21 | 100 | 108 | 127 | 117 | 90 | 87 | 103 | 76 | 85 | 96 | 108 | 105 | 140 | 0 | 1342 | 1363 |
| 2020 | 50 | (est.) 2025-26 | 23 | 99 | 112 | 115 | 133 | 121 | 92 | 87 | 89 | 85 | 90 | 99 | 107 | 107 | 0 | 1336 | 1359 |
| 2021 | 50 | (est.) 2026-27 | 25 | 99 | 111 | 120 | 120 | 137 | 124 | 92 | 75 | 99 | 90 | 92 | 98 | 109 | 0 | 1366 | 1391 |
| 2022 | 50 | (est.) 2027-28 | 27 | 100 | 111 | 118 | 125 | 124 | 141 | 124 | 79 | 83 | 105 | 92 | 91 | 100 | 0 | 1393 | 1420 |
| 2023 | 49 | (est.) 2028-29 | 29 | 99 | 112 | 118 | 123 | 129 | 127 | 140 | 107 | 88 | 88 | 108 | 91 | 93 | 0 | 1423 | 1452 |
| 2024 | 50 | (est.) 2029-30 | 31 | 99 | 111 | 120 | 123 | 127 | 132 | 127 | 121 | 119 | 94 | 90 | 107 | 93 | 0 | 1463 | 1494 |
| 2025 | 50 | (est.) 2030-31 | 33 | 99 | 111 | 118 | 125 | 127 | 130 | 132 | 109 | 135 | 126 | 97 | 89 | 109 | 0 | 1507 | 1540 |

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

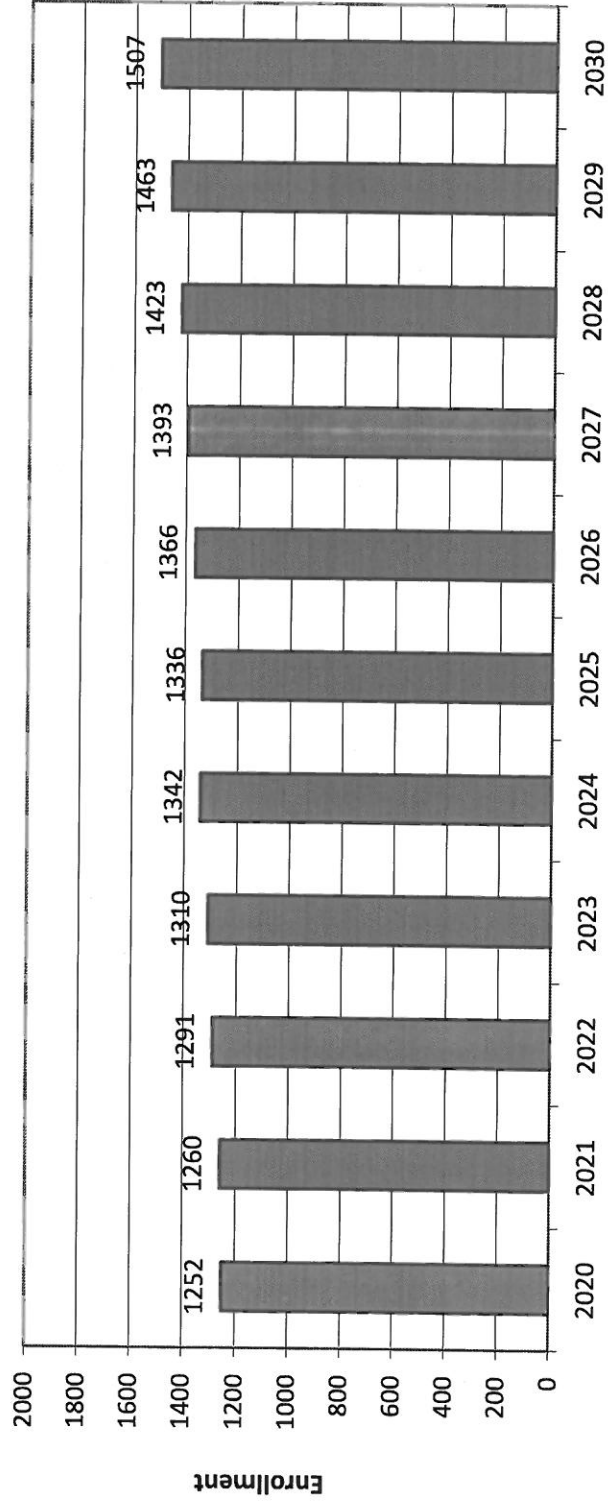
| Projected Enrollment in Grade Combinations* | | | | | | | | | | | |
|---|-----|-----|-----|------|-----|-----|-----|------|------|--|--|
| Year | K-3 | 4-6 | K-6 | PK-6 | 5-8 | 6-8 | 7-8 | 7-12 | 9-12 | | |
| 2020-21 | 320 | 283 | 603 | 616 | 411 | 317 | 214 | 649 | 435 | | |
| 2021-22 | 348 | 268 | 616 | 631 | 368 | 280 | 186 | 644 | 458 | | |
| 2022-23 | 376 | 276 | 652 | 669 | 356 | 268 | 180 | 639 | 459 | | |
| 2023-24 | 414 | 276 | 690 | 709 | 357 | 254 | 166 | 620 | 454 | | |
| 2024-25 | 452 | 280 | 732 | 753 | 351 | 264 | 161 | 610 | 449 | | |
| 2025-26 | 459 | 300 | 759 | 782 | 353 | 261 | 174 | 577 | 403 | | |
| 2026-27 | 450 | 353 | 803 | 828 | 390 | 266 | 174 | 563 | 389 | | |
| 2027-28 | 454 | 389 | 843 | 870 | 427 | 286 | 162 | 550 | 388 | | |
| 2028-29 | 452 | 396 | 848 | 877 | 462 | 335 | 195 | 575 | 380 | | |
| 2029-30 | 453 | 386 | 839 | 870 | 499 | 367 | 240 | 624 | 384 | | |
| 2030-31 | 453 | 389 | 842 | 875 | 506 | 376 | 244 | 665 | 421 | | |

| Projected Percentage Changes | | | |
|------------------------------|------|------------|--------------|
| Year | K-12 | Diff. | % |
| 2020-21 | 1252 | 0 | 0.0% |
| 2021-22 | 1260 | 8 | 0.6% |
| 2022-23 | 1291 | 31 | 2.5% |
| 2023-24 | 1310 | 19 | 1.5% |
| 2024-25 | 1342 | 32 | 2.4% |
| 2025-26 | 1336 | -6 | -0.4% |
| 2026-27 | 1366 | 30 | 2.2% |
| 2027-28 | 1393 | 27 | 2.0% |
| 2028-29 | 1423 | 30 | 2.2% |
| 2029-30 | 1463 | 40 | 2.8% |
| 2030-31 | 1507 | 44 | 3.0% |
| Change | | 255 | 20.4% |

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

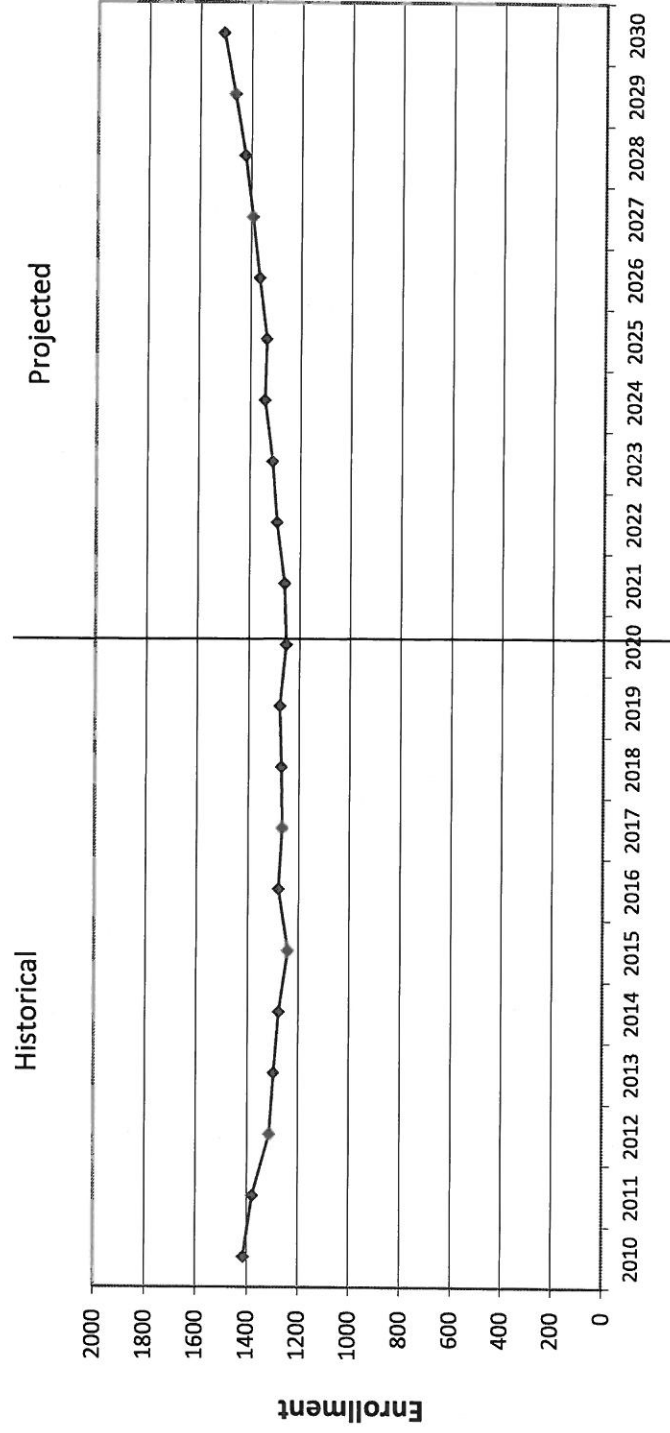
Hollis, NH Projected Enrollment

K-12 To 2030 Based On Data Through School Year 2020-21

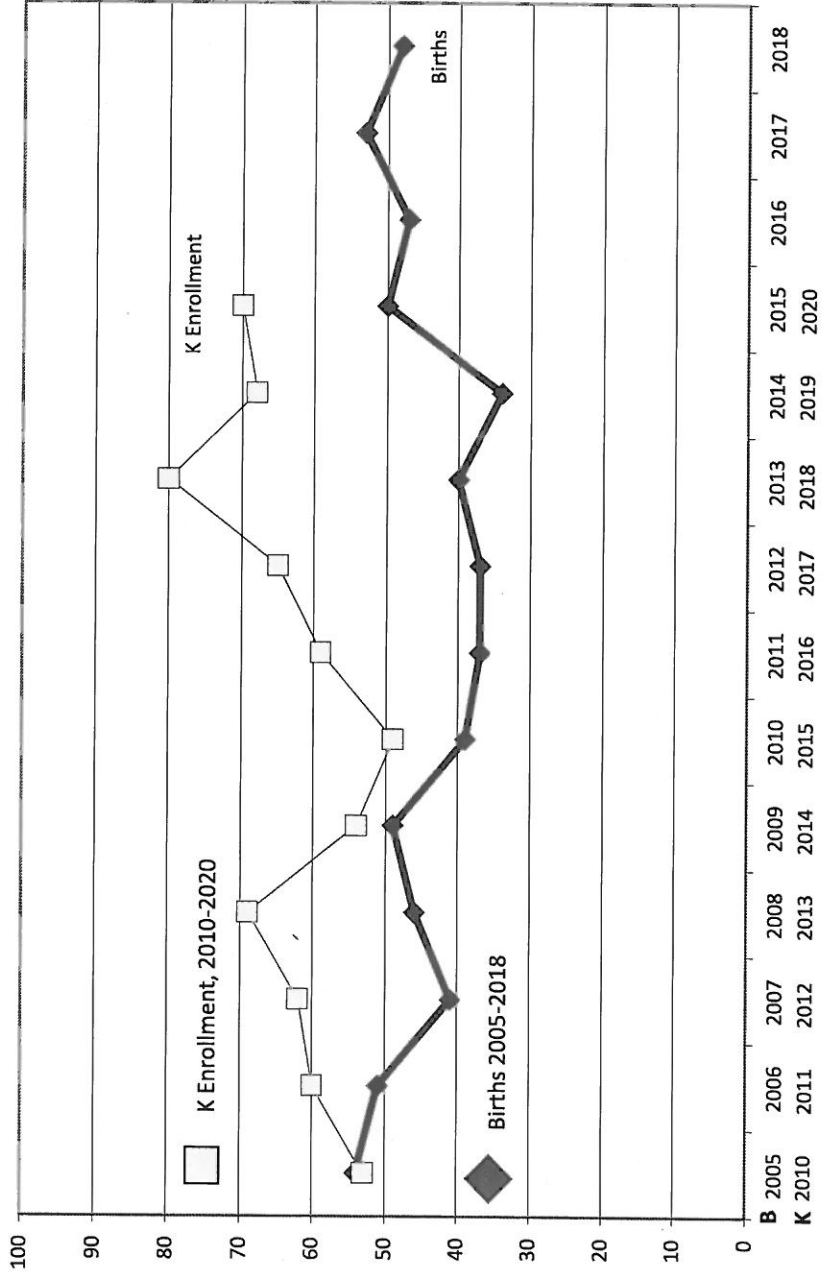


Hollis, NH Historical & Projected Enrollment

K-12, 2010-2030



Hollis, NH Birth-to-Kindergarten Relationship



Hollis, NH Additional Data

| Building Permits Issued | | |
|-------------------------|---------------|-------------|
| Year | Single-Family | Multi-Units |
| 2005 | 23 | 2 |
| 2016 | 12 | 0 |
| 2017 | 17 | 0 |
| 2018 | 34 | 2 |
| 2019 | 56 | 4 |
| 2020 | 0 to date | 0 to date |

Source: HUD and Building Department

| Year | Enrollment History | |
|---------|---------------------------|--------------------------|
| | Career-Tech 9-12 Total | Non-Public K-12 Total |
| 2005-06 | n/a | n/a |
| 2016-17 | n/a | n/a |
| 2017-18 | n/a | n/a |
| 2018-19 | n/a | n/a |
| 2019-20 | n/a | n/a |
| 2020-21 | n/a | n/a |

| Residents in Non-Public Independent and Parochial Schools (General Education) | | | | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------------|
| Enrollments as of Oct. 1 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | K-12 TOTAL |
| | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

| | |
|-----------------------------|----|
| K-12 Home-Schooled Students | 87 |
| 2020 | 87 |

| | |
|---|---|
| K-12 Residents in Charter or Magnet Schools, or "Choiced-out" | 0 |
| 2020 | 0 |

| | |
|---|---|
| K-12 Special Education Outplaced Students | 6 |
| 2020 | 6 |

| | |
|--|---|
| K-12 Tuitioned-In, Choiced-In, & Other Non-Residents | 6 |
| 2020 | 6 |

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



New England's PK-12 Enrollments The "Big Picture"

From 2016 to 2028, the US Department of Education anticipates changes in PK-12 enrollment of +5.4% in the South; +2.1% in the West; -2.1% in the Midwest; and -3.7% in the Northeast.

| State | Fall 2016 PK - 12 | Fall 2028 Projected | PK-12 Decline | % Change, 2016-2028 |
|-------|----------------------|------------------------|------------------|------------------------|
| CT | 535,118 | 471,100 | -64,018 | -12.0% |
| ME | 180,512 | 171,600 | -8,912 | -5.0% |
| MA | 964,514 | 939,400 | -25,114 | -2.6% |
| NH | 180,888 | 161,000 | -19,888 | -11.0% |
| RI | 142,150 | 135,700 | -6,450 | -4.5% |
| VT | 88,428 | 80,400 | -8,028 | -9.0% |

Source: USDE, National Center for Education Statistics, *Projections of Education Statistics to 2028*, Table 3, Pages 35-36; Published May 28, 2020.

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts are growing in PK-12 enrollment, and a similar number are declining (often in rural areas) with the other Districts remaining stable.



SAU #41, NH Historical Enrollment

School District:

SAU #41, NH

10/26/2020

Historical Enrollment By Grade

| Birth Year | Births | School Year | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UNGR | K-12 | PK-12 |
|------------|--------|-------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-------|
| 2005 | 99 | 2010-11 | 44 | 131 | 177 | 188 | 179 | 195 | 167 | 236 | 204 | 235 | 237 | 202 | 224 | 235 | 0 | 2610 | 2654 |
| 2006 | 112 | 2011-12 | 43 | 112 | 162 | 178 | 194 | 187 | 193 | 178 | 232 | 205 | 235 | 239 | 198 | 232 | 0 | 2545 | 2588 |
| 2007 | 96 | 2012-13 | 53 | 110 | 137 | 170 | 181 | 193 | 188 | 202 | 178 | 231 | 197 | 242 | 216 | 197 | 0 | 2442 | 2495 |
| 2008 | 82 | 2013-14 | 51 | 125 | 154 | 142 | 184 | 189 | 202 | 201 | 204 | 178 | 223 | 203 | 211 | 231 | 0 | 2447 | 2498 |
| 2009 | 99 | 2014-15 | 47 | 111 | 142 | 173 | 155 | 191 | 196 | 201 | 196 | 208 | 176 | 232 | 196 | 226 | 0 | 2403 | 2450 |
| 2010 | 82 | 2015-16 | 44 | 109 | 148 | 157 | 174 | 161 | 202 | 204 | 207 | 198 | 209 | 175 | 233 | 195 | 0 | 2372 | 2416 |
| 2011 | 75 | 2016-17 | 42 | 137 | 145 | 155 | 168 | 190 | 161 | 208 | 209 | 210 | 203 | 209 | 181 | 242 | 0 | 2418 | 2460 |
| 2012 | 80 | 2017-18 | 30 | 138 | 157 | 156 | 168 | 179 | 196 | 166 | 213 | 207 | 214 | 207 | 211 | 174 | 0 | 2386 | 2416 |
| 2013 | 76 | 2018-19 | 57 | 146 | 147 | 158 | 164 | 182 | 186 | 204 | 172 | 220 | 211 | 217 | 211 | 221 | 0 | 2439 | 2496 |
| 2014 | 81 | 2019-20 | 36 | 141 | 161 | 170 | 168 | 173 | 191 | 182 | 209 | 175 | 214 | 212 | 215 | 214 | 0 | 2425 | 2461 |
| 2015 | 100 | 2020-21 | 28 | 142 | 147 | 165 | 173 | 166 | 174 | 193 | 166 | 214 | 176 | 216 | 212 | 225 | 0 | 2369 | 2397 |

Historical Enrollment in Grade Combinations

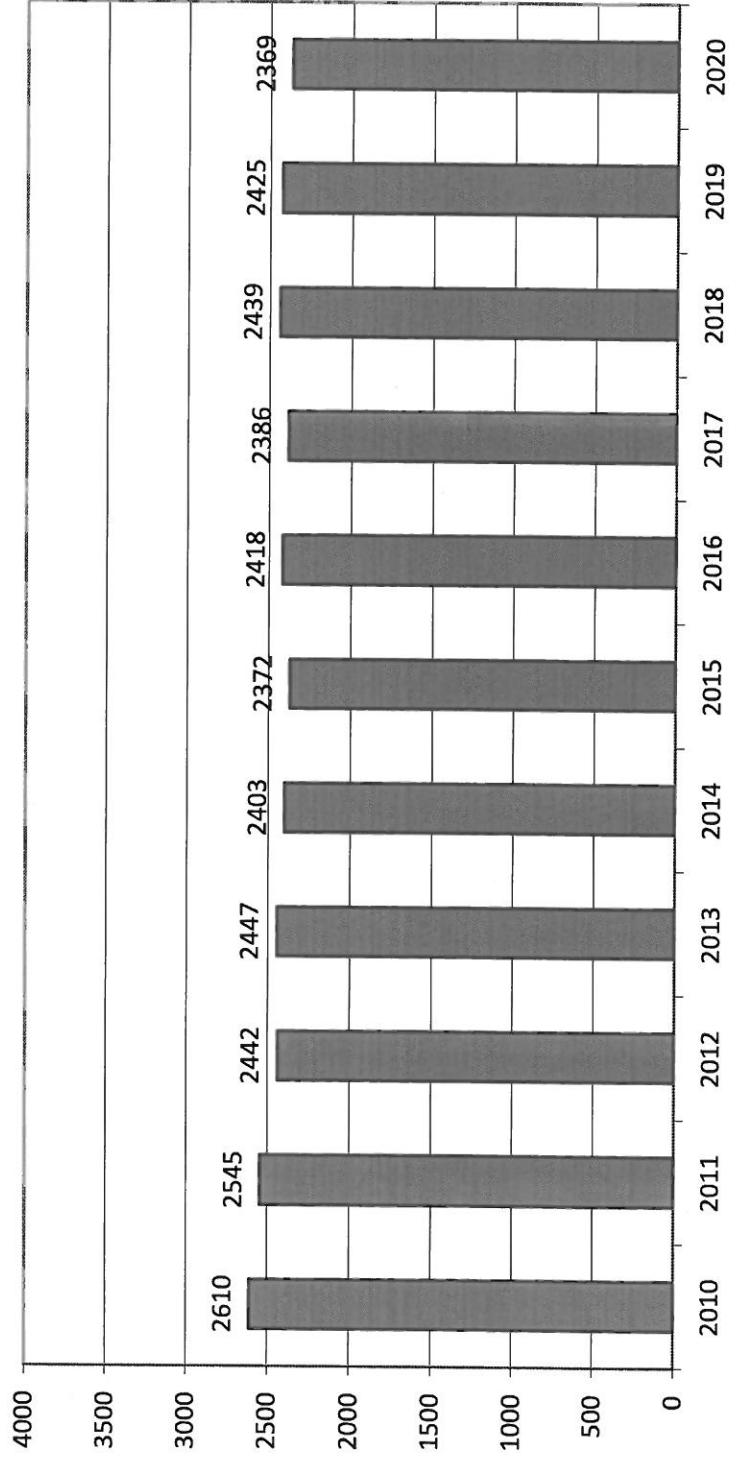
| Year | P/K-3 | 4-6 | K-6 | PK-6 | 5-8 | 6-8 | 7-8 | 7-12 | 9-12 |
|---------|-------|-----|------|------|-----|-----|-----|------|------|
| 2010-11 | 719 | 598 | 1273 | 1317 | 842 | 675 | 439 | 1337 | 898 |
| 2011-12 | 689 | 558 | 1204 | 1247 | 808 | 615 | 437 | 1341 | 904 |
| 2012-13 | 651 | 583 | 1181 | 1234 | 799 | 611 | 409 | 1261 | 852 |
| 2013-14 | 656 | 592 | 1197 | 1248 | 785 | 583 | 382 | 1250 | 868 |
| 2014-15 | 628 | 588 | 1169 | 1216 | 801 | 605 | 404 | 1234 | 830 |
| 2015-16 | 632 | 567 | 1155 | 1199 | 811 | 609 | 405 | 1217 | 812 |
| 2016-17 | 647 | 559 | 1164 | 1206 | 788 | 627 | 419 | 1254 | 835 |
| 2017-18 | 649 | 541 | 1160 | 1190 | 782 | 586 | 420 | 1226 | 806 |
| 2018-19 | 672 | 572 | 1187 | 1244 | 782 | 596 | 392 | 1252 | 860 |
| 2019-20 | 676 | 546 | 1186 | 1222 | 757 | 566 | 384 | 1239 | 855 |
| 2020-21 | 655 | 533 | 1160 | 1188 | 747 | 573 | 380 | 1209 | 829 |

Historical Percentage Changes

| Year | K-12 | Diff. | % |
|---------------|------|-------------|--------------|
| 2010-11 | 2610 | 0 | 0.0% |
| 2011-12 | 2545 | -65 | -2.5% |
| 2012-13 | 2442 | -103 | -4.0% |
| 2013-14 | 2447 | 5 | 0.2% |
| 2014-15 | 2403 | -44 | -1.8% |
| 2015-16 | 2372 | -31 | -1.3% |
| 2016-17 | 2418 | 46 | 1.9% |
| 2017-18 | 2386 | -32 | -1.3% |
| 2018-19 | 2439 | 53 | 2.2% |
| 2019-20 | 2425 | -14 | -0.6% |
| 2020-21 | 2369 | -56 | -2.3% |
| Change | | -241 | -9.2% |

SAU #41, NH Historical Enrollment

K-12, 2010-2020



SAU #41, NH Projected Enrollment

School District:

SAU #41, NH

10/26/2020

| Enrollment Projections By Grade* | | | | | | | | | | | | | | | | | | | |
|----------------------------------|--------|-------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-------|
| Birth Year | Births | School Year | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UNGR | K-12 | PK-12 |
| 2015 | 100 | 2020-21 | 28 | 142 | 147 | 165 | 173 | 166 | 174 | 193 | 166 | 214 | 176 | 216 | 212 | 225 | 0 | 2369 | 2397 |
| 2016 | 104 | 2021-22 | 31 | 191 | 153 | 156 | 172 | 181 | 171 | 177 | 195 | 173 | 218 | 179 | 217 | 219 | 0 | 2402 | 2433 |
| 2017 | 89 | 2022-23 | 34 | 167 | 205 | 162 | 162 | 179 | 187 | 174 | 179 | 201 | 175 | 222 | 180 | 224 | 0 | 2417 | 2451 |
| 2018 | 89 | 2023-24 | 37 | 166 | 182 | 218 | 169 | 169 | 185 | 190 | 177 | 184 | 202 | 178 | 222 | 186 | 0 | 2428 | 2465 |
| 2019 | 104 | 2024-25 | 40 | 192 | 180 | 194 | 228 | 176 | 174 | 188 | 196 | 182 | 185 | 205 | 179 | 229 | 0 | 2508 | 2548 |
| 2020 | 97 | 2025-26 | 43 | 180 | 207 | 191 | 203 | 238 | 181 | 177 | 189 | 200 | 182 | 188 | 206 | 185 | 0 | 2527 | 2570 |
| 2021 | 97 | 2026-27 | 46 | 179 | 195 | 220 | 199 | 211 | 245 | 184 | 181 | 195 | 199 | 184 | 189 | 213 | 0 | 2594 | 2640 |
| 2022 | 95 | 2027-28 | 49 | 177 | 194 | 207 | 279 | 207 | 218 | 249 | 187 | 185 | 196 | 201 | 185 | 196 | 0 | 2631 | 2680 |
| 2023 | 96 | 2028-29 | 52 | 179 | 192 | 206 | 216 | 239 | 213 | 219 | 254 | 192 | 185 | 199 | 202 | 192 | 0 | 2688 | 2740 |
| 2024 | 98 | 2029-30 | 55 | 181 | 194 | 205 | 215 | 225 | 246 | 216 | 214 | 260 | 193 | 187 | 200 | 210 | 0 | 2746 | 2801 |
| 2025 | 97 | 2030-31 | 58 | 179 | 196 | 206 | 214 | 224 | 232 | 250 | 214 | 224 | 260 | 196 | 188 | 207 | 0 | 2790 | 2848 |

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

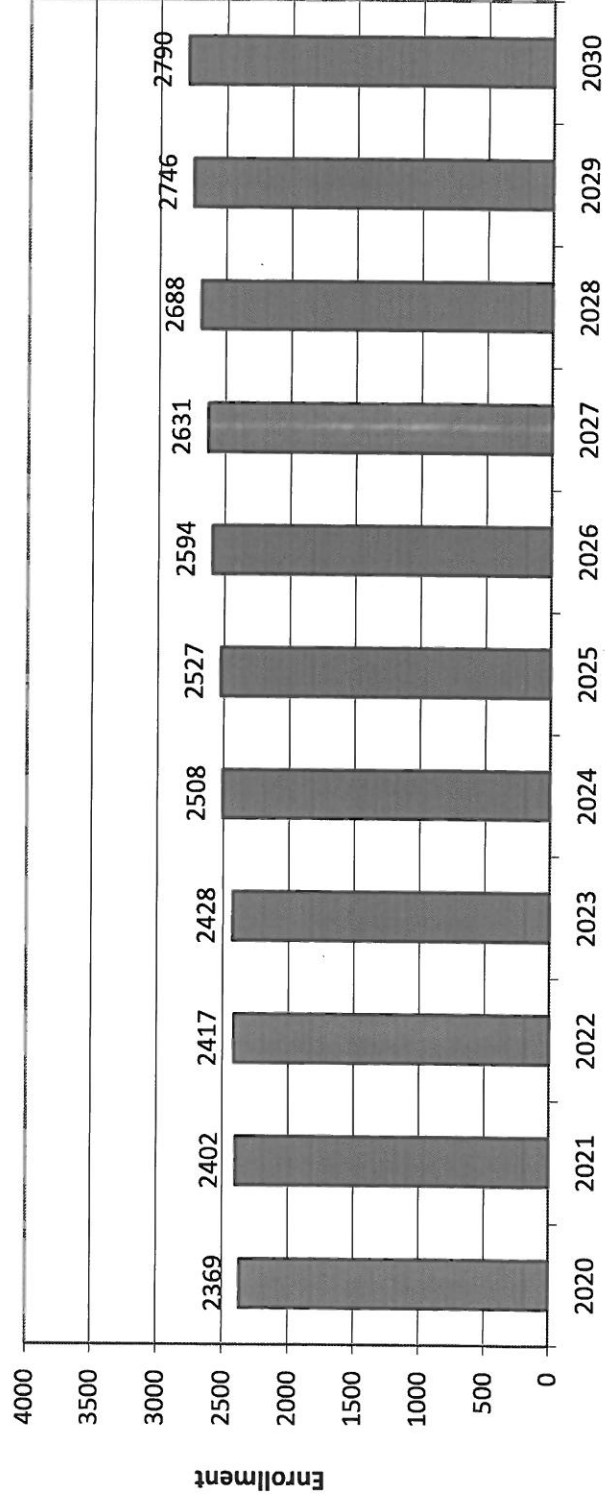
| Projected Enrollment in Grade Combinations* | | | | | | | | | | | |
|---|------|-----|------|------|-----|-----|-----|------|------|--|--|
| Year | PK-3 | 4-6 | K-6 | PK-6 | 5-8 | 6-8 | 7-8 | 7-12 | 9-12 | | |
| 2020-21 | 655 | 533 | 1160 | 1188 | 747 | 573 | 380 | 1209 | 829 | | |
| 2021-22 | 703 | 529 | 1201 | 1232 | 716 | 545 | 368 | 1201 | 833 | | |
| 2022-23 | 730 | 540 | 1236 | 1270 | 741 | 554 | 380 | 1181 | 801 | | |
| 2023-24 | 772 | 544 | 1279 | 1316 | 736 | 551 | 361 | 1149 | 788 | | |
| 2024-25 | 834 | 538 | 1332 | 1372 | 740 | 566 | 378 | 1176 | 798 | | |
| 2025-26 | 824 | 596 | 1377 | 1420 | 747 | 566 | 389 | 1150 | 761 | | |
| 2026-27 | 839 | 640 | 1433 | 1479 | 805 | 560 | 376 | 1161 | 785 | | |
| 2027-28 | 856 | 674 | 1481 | 1530 | 839 | 621 | 372 | 1150 | 778 | | |
| 2028-29 | 845 | 671 | 1464 | 1516 | 878 | 665 | 446 | 1224 | 778 | | |
| 2029-30 | 850 | 687 | 1482 | 1537 | 936 | 690 | 474 | 1264 | 790 | | |
| 2030-31 | 853 | 706 | 1501 | 1559 | 920 | 688 | 438 | 1289 | 851 | | |

| Projected Percentage Changes | | | |
|------------------------------|------|------------|--------------|
| Year | K-12 | Diff. | % |
| 2020-21 | 2369 | 0 | 0.0% |
| 2021-22 | 2402 | 33 | 1.4% |
| 2022-23 | 2417 | 15 | 0.6% |
| 2023-24 | 2428 | 11 | 0.5% |
| 2024-25 | 2508 | 80 | 3.3% |
| 2025-26 | 2527 | 19 | 0.8% |
| 2026-27 | 2594 | 67 | 2.7% |
| 2027-28 | 2631 | 37 | 1.4% |
| 2028-29 | 2688 | 57 | 2.2% |
| 2029-30 | 2746 | 58 | 2.2% |
| 2030-31 | 2790 | 44 | 1.6% |
| Change | | 421 | 17.8% |

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

SAU #41, NH Projected Enrollment

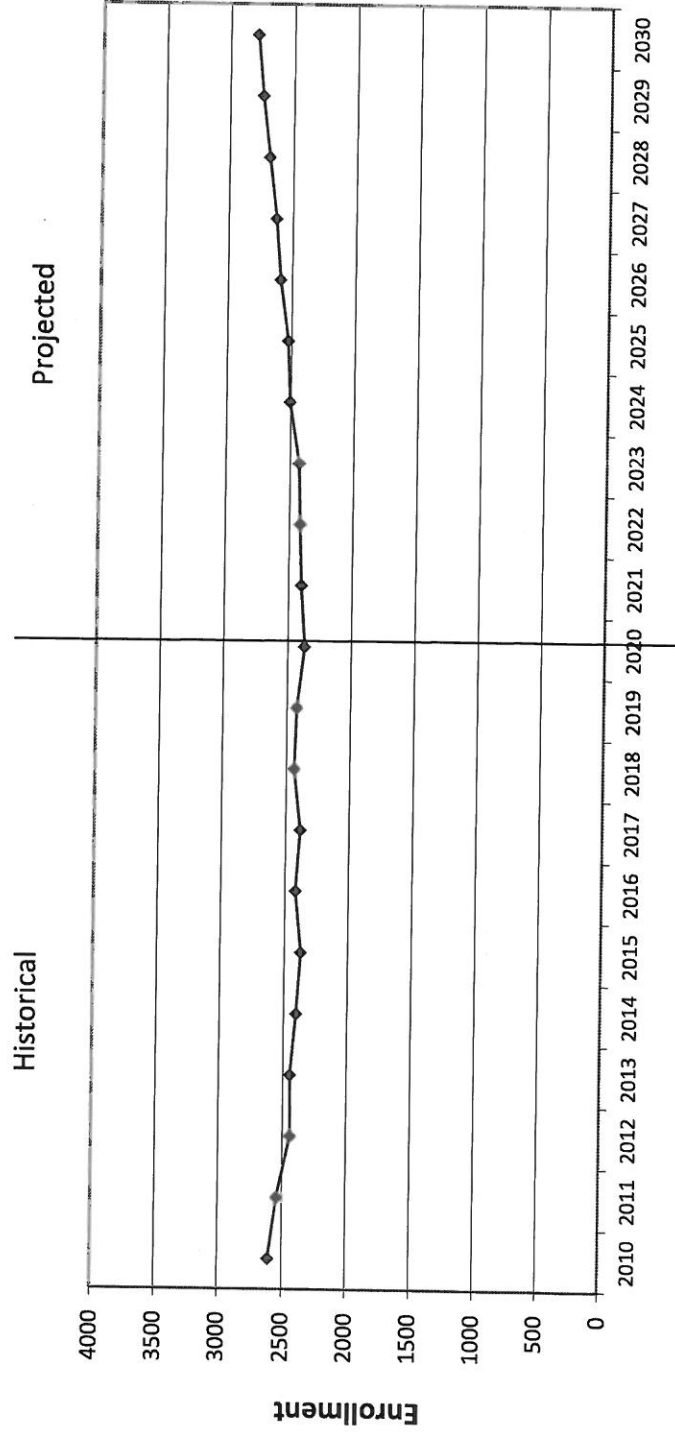
K-12 To 2030 Based On Data Through School Year 2020-21



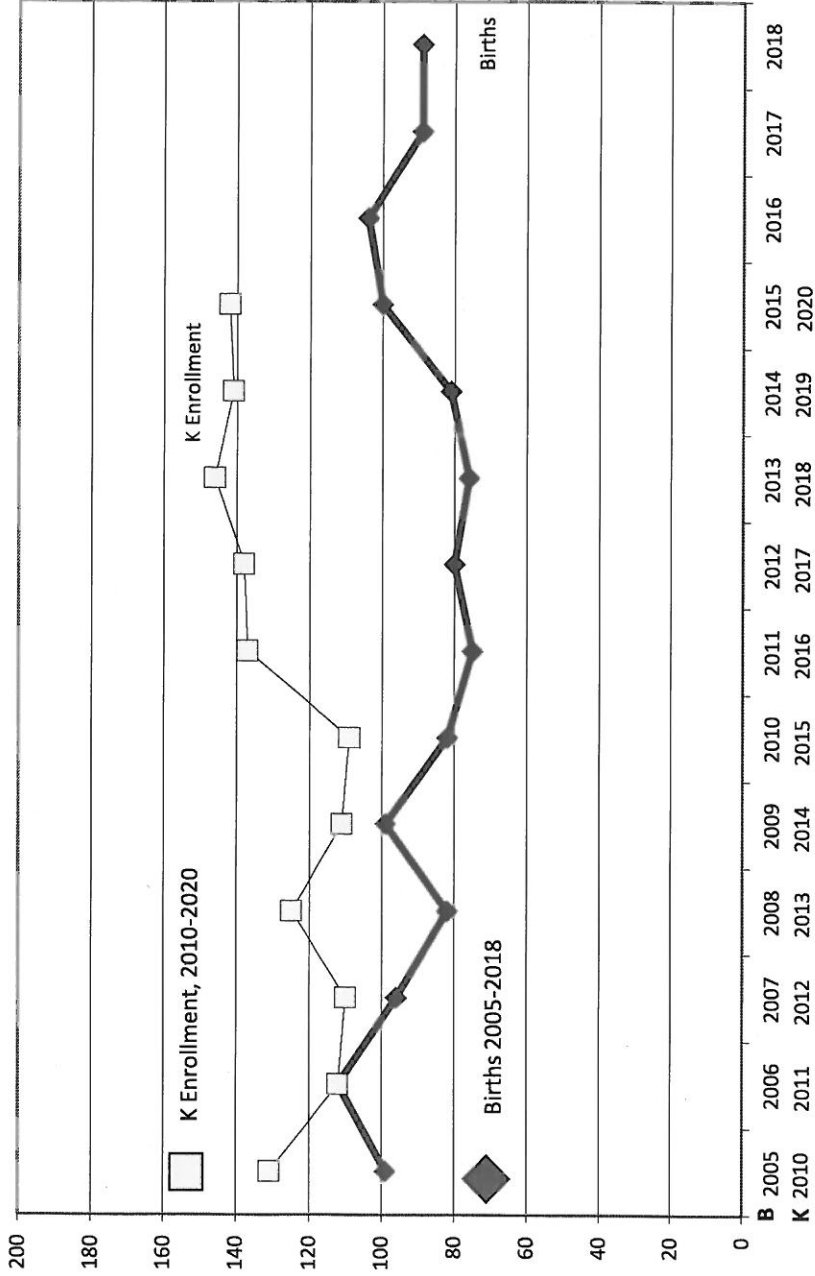


SAU #41, NH Historical & Projected Enrollment

K-12, 2010-2030



SAU #41, NH Birth-to-Kindergarten Relationship





SAU #41, NH Additional Data

| Building Permits Issued | | |
|-------------------------|---------------|-------------|
| Year | Single-Family | Multi-Units |
| 2005 | 0 | 0 |
| 2016 | 0 | 0 |
| 2017 | 0 | 0 |
| 2018 | 0 | 0 |
| 2019 | 0 | 0 |
| 2020 | 0 | 0 |

Source: HUD and Building Department

| Enrollment History | | |
|--------------------|---------------------------|--------------------------|
| Year | Career-Tech 9-12 Total | Non-Public K-12 Total |
| 2005-06 | 0 | 0 |
| 2016-17 | 0 | 0 |
| 2017-18 | 0 | 0 |
| 2018-19 | 0 | 0 |
| 2019-20 | 0 | 0 |
| 2020-21 | 0 | 0 |

| Residents in Non-Public Independent and Parochial Schools (General Education) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|------------|
| Enrollments as of Oct. 1 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | K-12 TOTAL |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| K-12 Home-Schooled Students | |
|-----------------------------|---|
| 2020 | 0 |

| K-12 Residents in Charter or Magnet Schools, or "Choiced-out" | |
|--|---|
| 2020 | 0 |

| K-12 Special Education Outplaced Students | |
|--|---|
| 2020 | 0 |

| K-12 Tuitioned-In, Choiced-In, & Other Non- Residents | |
|--|---|
| 2020 | 0 |

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



New England's PK-12 Enrollments The "Big Picture"

From 2016 to 2028, the US Department of Education anticipates changes in PK-12 enrollment of +5.4% in the South; +2.1% in the West; -2.1% in the Midwest; and -3.7% in the Northeast.

| State | Fall 2016 PK - 12 | Fall 2028 Projected | PK-12 Decline | % Change, 2016-2028 |
|-------|----------------------|------------------------|------------------|------------------------|
| CT | 535,118 | 471,100 | -64,018 | -12.0% |
| ME | 180,512 | 171,600 | -8,912 | -5.0% |
| MA | 964,514 | 939,400 | -25,114 | -2.6% |
| NH | 180,888 | 161,000 | -19,888 | -11.0% |
| RI | 142,150 | 135,700 | -6,450 | -4.5% |
| VT | 88,428 | 80,400 | -8,028 | -9.0% |

Source: USDE, National Center for Education Statistics, *Projections of Education Statistics to 2028*, Table 3, Pages 35-36; Published May 28, 2020.

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts are growing in PK-12 enrollment, and a similar number are declining (often in rural areas) with the other Districts remaining stable.