

**Minutes**  
**Watertown Board of Education**  
**Budget & Finance Subcommittee Meeting**  
**Tuesday, June 2, 2020 – 5:30 p.m.**  
**Virtual Meeting**

**Members Present:** Diane Bristol, Chairman  
Cathie Rinaldi, Committee Member  
Leslie Crotty, Committee Member

**Members Absent:** Janelle Wilk, Committee Member  
Josephine Rosa, Committee Member  
Thomas Lambert, Committee Member

**Others Present:** Dr. Rydell Harrison, Superintendent of Schools  
Tom DiStasio, Business Manager  
Rob Makowski, Board of Education  
Jason Malagutti, Board of Education  
Cindy Eastman, Board of Education

**1. Convene Meeting**

Ms. Bristol, Chairman of the Committee, convened the meeting and immediately turned the meeting over to Dr. Harrison.

**2. Discussion Regarding Fiscal Year 2020-2021 Budget Cuts Recommendations**

**Dr. Harrison** – Thank you. This is not the meeting we were hoping that we were having. We started working in a spreadsheet looking for potential cuts and had some discussion with our administrators with what some of their needs are, where they have flexibility....and I will share my screen so you can see the document we are working off of. You can see that the total number to cut is at the top (\$263,000) and we created a formula so that as we made cuts, they would come off the total to calculate what we would have left. They are as follows:

- Supt. Salary/Benefits (1%) - \$1, 749 – Each year, as we do the budget, we have to put in placeholders for the nonaffiliated contracts increases. Knowing where we were as a town and the importance of coming in at a zero percent increase, I was willing to do a zero percent increase for salary. I feel it is important from a leadership standpoint symbolically to make sure I am modeling the sacrifice to make sure our students have what they need.

- AASA - \$4,162 – The membership to the National Organization of Superintendents. There are many subscriptions that includes journals, or correspondence, but in order to attend the national conferences, you have to be a dues paying member. I have not attended a national conference for AASA, so it made sense to eliminate that membership. There are some of the benefits for the membership that are online (webinars), so I can participate that way.
- Field Trips - \$5,000 – Going through this area line by line, we pulled together \$5,000 here. The decision to pull from here is going with the current CDC recommendations for the next school year that would eliminate field trips, or at least, significantly reduce them. If that changes, it is something we can come back to look at later in the year.
- Chromebooks - \$5, 588 – The music teacher at Swift wanted to do music production with chorus and creating a music lab with the addition of Chromebooks. We still plan on going forward with that, however, instead of paying for the Chromebooks here, one of the things we have decided to focus on with the use of the CARES Act funding, was to use it to purchase additional Chromebooks for the district so that we can be 1:1. In the event we open with a modified schedule where some kids were learning in person and some are virtual, we can make sure all students have their own devices. With these funds available, it accelerates this for us.
- Chromebooks - \$4,200 – With the same explanation as above, the money will come from the CARES Act to replace the additional third grade Chromebooks at Polk to make also 1:1. Just as a note, next year we are projecting that we will have an additional third grade at Polk then we had the prior year based on students coming up from John Trumbull. That will not cost us another teacher because we have the flip side of that at Judson will we will have one less class.
- Security Guard (HS) - \$22,500 – We have lots of conversations regarding security guards. We always knew that if there were cuts that were needed, the security guard would be considered based on already having a lean budget. We are proposing here that we will move forward...we initially had three security guards in our budget, one at Polk, one at Judson, and one in the evenings at the high school. Going forward with this recommendation, we will keep the one at Judson and Polk so that all five of our schools would have security in place all day long. Rather than start the night time security guard at the high school at the beginning of the year, we will start it mid-year. That guard would be for an afternoon/evening shift and many of the activities are after school and right now we are not sure of what that will look like in the fall with building restrictions/use and gatherings. If we start mid-year, rather than the beginning of the year, we can save half the salary there.
- Athletics - \$14,200 – We went through and looked at all of the line items in this area. When we talk about the uncertainty of the next year, athletics is one if the areas where we are in a wait and see mode. We are planning for some version of fall sports, but I spoke with our AD and looked for some cuts. We were able to identify uniforms. The sports teams are usually on a rotation for replacement of uniforms and we were able to eliminate that for this next year. It could be that if he spends less money because of how the fall season plays out, that there could be an opportunity to move forward with purchasing uniforms for spring sports.

- Health Teacher - \$46,917 – The reason we put the health teacher in the budget for the high school was because of the health mandate where all students starting with the current freshmen, have to have an additional half credit of health. We talked about deferring this position for a year, and rather than taking their half credit as sophomores, they will take it as juniors. While it made it a little tougher to take other elective courses, it was a good enough trade off because it is only a half year course and it opens a good amount of space in their schedule for space. We also did discuss the foods teacher, but this was a really attractive course to some of our students. Currently, we have close to 300 kids that have signed up for the course and with only one teacher, there will be some that don't get that course this year. When we looked at the foods teacher, it was to open up more pathways for our students to align with our ideals with being a comprehensive high school. With that number of students signed up for it, it shows that our students are very interested in it. When we considered deferring the foods teacher for a year, we looked at the fact that we have a good number of rising seniors that have signed up and this would be their last opportunity to take that course. We didn't want to limit them from that experience, if possible, so we felt it was better to defer the health position for one year.
- HS Math Resource - \$33,629 – This was a new resource for Algebra I, Algebra II and Geometry. Lisa Fekete started a process with the HS teachers to make that decision for this year and started looking at resources for the year to determine what would be the best. We stopped mid process with not being able to have the vendors come in and present to us. We were also looking at the professional development piece, as with the new resource, we would provide training with that as well. When we think about our situation next year, with math teachers teaching part time or full time virtually, it is a really bad time to unpack new curriculum as well. We felt that this was an area to hold on. One of the primary resources that was a strong consideration for the math department was by Pearson and we are finding that the virtual component of it is not meeting our student's needs. So let's pause, look at some of the internal resources that we have, and we will have better information going forward.
- .5 Network Coordinator - \$30,254 – We talked about starting this position mid-year so that we only have half the salary to begin with. We made a really great case on why this position is needed, especially when we are thinking about having more devices in district next year, this position is even more important.
- Speech Teacher - \$34,801 – You can see that the full salary of this teacher is estimated at about \$60,000 and what we did was to cut a portion of the salary and move it from the general fund to the IDEA grant. That is the federal grant we get on a two year cycle that is set aside for students with disabilities. This is a practice we have done in the past when we have to cover all or part of a salary. When we looked at some of the expenditures from the grant from this year, we can roll some more into this grant than anticipated.
- Maintenance & Supplies - \$60,000 – Compilation of cuts to this area includes some changes in irregular lines that change frequently. For instance, with the pool maintenance, some years you may have a line, some years you may have zero. Typically, we look at a three year

average to come up with an estimate to budget. We relooked at this area to try to make cuts and when we looked at historic data, we found some areas that we could cut just a little bit more. An example of this is that one year in the past, we had \$17,000 of pool maintenance and last year, we had \$300. So, we reduced that line more. We built the gym floor into next year's budget, but since school was shut down, we used some of this year's funds to get it complete while we could. That was \$30,000 to come off. The rest of the amount is small, various lines from all five schools.

### **Question & Answer Session**

**Ms. Rinaldi** – I mean no cuts are good, we don't like any of them, but I have the same concern about the math resource as we do about the health teacher. It's something that I know we need and would that be something that would be, and that's something that we know that we need in the budget for next year. It's along the same lines as the health teacher.

**Dr. Harrison** – That's a good point. Initially, we were talking about whether or not to move forward with purchasing that math resource, even before that we found out that we were going to be cut. We were trying to figure out with where we are, if the timing is right. I will say that if the budget hadn't been cut, and we decided that the timing wasn't right, I would've said for us to leave that in there because that still allows us to make a big year purchase even if we are not implementing that new curriculum until the following year, there is still the option there. The obvious challenge is anything that gets cut, when we're building a budget where we are saying I really do need all of these pieces, essentially anything that gets cut, there's the expectation that if it is being cut now its cut forever. But its more being delayed because it is still going to be in there going forward.

**Ms. Rinaldi** – I understand about we may not have purchased it this year, but at least the money, like you said, is still in there. But unfortunately, in our track record, when things get cut, they don't always go back. Look at the foods program for example, we are putting it in this year and it's been years since we have been trying to get that back in there. So unfortunately, that's not how it has worked here. That's one thing just like everyone else that scares me. That's one of my concerns.

**Mr. Makowski** – Yes Cathie I agree with you like I already said. To expand on what you were saying, the challenge is we don't know what other fires we are looking to put out next year. We don't know what our SPED population is going to look like. All of these things, the unknowns, and as Cathie said our track record, we get hit with things that we will just put off for another year. And all of the sudden we are here 5,7,10 years later and you still haven't brought it back. It's the hardest part with the cuts.

**Dr. Harrison** – You know one of the things that we also considered, the information that we got from the Commissioner of Education regarding the CARES Act funding, there was a partial that was given. The first thing was in considering how to use that money, consider technology needs for the district. So obviously part of the basis of our sketch of additional chrome books. The

second piece was being able to use some of that funding and some of that federal funding in the future for curriculum and resource needs. So, the math curriculum or the math resources could potentially fall under that battle. I don't want to potentially earmark that money for things because I think that we are under so much uncertainty about what to expect. But I know that in the past, for instance for any other of our federal funding grants, we were limited on the kinds of things that we could purchase for that. So, wouldn't have, in the past, been able to use for instance idea funds or Title 3 funds for purchasing a math resource. With the Care's Act there is a little more flexibility. There could be potential down the road for using some of that funding. And again, I say that because I know that it is a potential option not because I know that it's an absolute certainty. It's really difficult to figure out what to be certain next year.

**Ms. Crotty** – I think that in regards to what we have here, I think that you have found scenarios where we can realize the savings or cut without having a huge impact on students because ideally we want to find the things that have the least impact on our students. It's hard not to think about next year's budget when we are doing this like what I've also said. And Cathie, I think the worst of this for me is people. Any of the salaries that are on here and then probably the math that we've had where we have worked to build that department to give the high school a new direction and continue to grow that department. That's hard but I, given what we have in the budget, I'm sure that you all have quests to find any other areas where we could find some closest to cut without having a larger impact on the students.

**Dr. Harrison** – Correct. When we were going through line by line and looking at what are some other things that we can put on this list, keeping the calculations going. Tom and I and then also Lisa was part of that conversation and had administrators as part of that conversation. We were talking about what's the criteria that we are using to make these decisions. One of the main ones was the potential direct impact on students. That's the challenge with cutting positions or programs because students feel that first. Students aren't necessarily going to feel a cut around a line item around pool maintenance in the same way that some of the others would potentially impact them. That was definitely one of the pieces that we kept coming back to, looking at that potential impact.

**Ms. Bristol** – Dr. Harrison, from a salary perspective, appreciate you taking the hit and being willing to give up your increase. What is the total amount of salary increases that we have built into the budget that are now contractual?

**Dr. Harrison** – The unaffiliated contracts, Tom, can you?

**Mr. DiStasio** – Yes, I am looking at it right now.

**Ms. Crotty** – Can we just remind everybody, Dr. Harrison, what positions that we have in our district that are not affiliated with the union contract?

**Dr. Harrison** – Yes. Not affiliated positions are the Superintendent, the Business Manager, the Director of Curriculum and Instruction, the Director of Student Services, the Facilities Manager, the Superintendent’s assistant Elise, the Food Services Director, and the Director of Technology.

**Mr. DiStasio** – Yes, the food services director is paid out of the cafeteria fund so there wouldn’t be an impact on the general.

**Ms. Rinaldi** – But there is also some paras and things that are in the job category that are not in the union, right?

**Mr. DiStasio** – That is correct. They are generally paid off of the union rates that are tied to the union contract. They work under 20 hours so they are not under the union.

**Ms. Bristol** – And I think the reason that I ask is because if we are talking about delivering to our children and if we could save something or add something back in or add a piece of the math resource back in by not doing raises I think that it’s something that we have to consider. It’s everywhere, it’s not just to the Watertown administrative staff, its people are not taking raises but taking job cuts. It is something that we should consider.

**Ms. Rinaldi** – For the new Facilities Manager, did we look at that salary as well? Have we lowered it maybe or did we not put one out there yet seeing who the applicants are first?

**Mr. DiStasio** – Yes. When we built the budget, we built it off of the previous salary with a 1% increase. I think based off of the market that we have out there, I wouldn’t be comfortable lowering it just because that salary is on the lower end of what you see for a Facilities Manager and a district of this nature. Having said that, we really don’t know at this point what that salary is going to be. I got a calculation; I took all of the non-affiliated positions and most of them were the central office administrator positions as well as the executive assistant to the superintendent and facilities manager. I put those together and I budgeted a 1% increase for those positions anyway. So, if you total the increase associated with those, it amounts to \$8,316.30.

**Dr. Harrison** – Tom can you say that number one more time?

**Mr. DiStasio** – \$8,316.30.

**Ms. Bristol** – I’m sorry, I know that it’s not a huge dollar amount. It doesn’t bring a position back but I don’t know what other board members think about that.

**Ms. Eastman** – I would be in favor of keeping the 1% in and looking somewhere else. I think it says something to the people who are our staff and faculty and you know. I think we could find, especially if that is the number, I personally would like to look elsewhere and retain that 1% raise.

**Ms. Bristol** – Does anyone have any different thoughts?

**Ms. Crotty** – Diane, I guess my thoughts on it are we are down two cabinet members and while I know that Boards of Education across the state are asking for 0% increases of their non-affiliated and some are negotiating with unions when unions are willing to come to the table. Those are a lot of districts that have a lot more staff, even those who are top to our size. I know that, for instance, Tom I'm sorry to use you as an example for this here but you are doing the job as the facilities manager and the business manager right now and it's a hard time for me to think that at 1% or even 8,000, I feel like it's a hard time to set that message when I think that if it was a different dollar amount, if we had put in 3%, I would have some cause there. But at 1%, the job equates to, combined with the work that you have been doing since the closure, around the clock, it's just not a signal that I would want to send at this point.

**Ms. Bristol** – And you know what Leslie thank you. That helps us as board members when we got out to the public and if this is the decisions that we make and people ask why there were increases, those are great talking points and I appreciate that. That is a good point and being down to and Dr. Harrison's staff and the amount of work that people are putting in, I think that's its very valid and I appreciate that.

**Ms. Crotty** – And by no means do I think that any of the board members don't value the work or not to have a decrease in them. I just think, in the eyes of the committee meeting, these are the things that we get to talk and express. I think that it's the perfect environment to do that.

**Ms. Bristol** – Thank you.

**Ms. Crotty** – I have a question about the CARES Act. I know we talked about, Dr. Harrison, we have no idea what things that we might need that for and we also know that the chances are very likely that we will have to go to the town for any other Covid-19 related expenses- for PPE's, for equipment that we might need like technology, so I want to be really careful with how we use the CARES Act. It's hard to predict, as you said, can you think of anything else other than PPE's and other instructional supplies that we might need for students whether we are opened or closed, like plexi glass or thermometers, that we would need the CARES Act for?

**Dr. Harrison** – Yes. There's the technology, there's PPE or health related things so that if we did have to do the plexiglass or something like that, that would be a good use of those funds. PPE like we said, thermometers and other resources like even considering more sanitizing products or cleaning products as a possibility. And then there is the instructional supplies. Some of the things that we have talked about might be COVID related instructional supplies that are necessary now that will benefit us long term. But some things like a more robust assessment system to be able to get a picture of where our students are at the beginning of the year and then a framework or a data warehousing system that allows us to recall that data and be able to make more real time decisions about student learning. That is something that is important period but is also important for us kind of thinking about having a gap in typical instruction. Those are things that we have been looking at and pricing out as possible things that we will need to do or what we should really consider as uses for the funds.

**Ms. Crotty** – So then does the totality of what we are allotted in the CARES Act for Watertown cover the costs of going one to one with the chrome books?

**Dr. Harrison** – It won't cover it one to one. We have been exploring what other districts have been doing. You take the number of students and then add 5% on top of that for replacement and breakage with the assumption that at some place you have to replace them and have a bank available. Some districts have it where the student pays about \$50 if something were to happen to it. It may be smart to approach it the way we do free and reduced lunch, similar to athletics, where there is a cap per family. We also thought about adding in a bring in your own device option for some of our older students. That would be a way to mitigate the costs. The cases are included in the cost.

**Ms. Bristol** – What is the total we are getting from the CARES Act?

**Dr. Harrison** - \$197, 000

**Ms. Crotty** – We will also be able to go 1:1 because of all of the donations from the car companies, the PTOs...it's pretty amazing to say after this we could be 1:1.

**Dr. Harrison** – There are many 1:1 models out there. One model we are exploring, but aren't there yet, but often times a district will lay out a replacement plan, where you start in 9<sup>th</sup> grade, you get a fresh Chromebook, pay your insurance through the four years, and when you graduate it belongs to you. We have built in the replacement plan. It is something we will look into.

**Ms. Bristol** – The math resource is a software, correct?

**Dr. Harrison** – Yes, it is essentially books and resources and what comes with that is online models. There are four different companies we are looking at. What we built into the budget is the approx. cost of the most expensive one, but there is a wide range of what that could look like. The challenge is you buy it or you don't. You can't purchase it by the piece. We wanted to make sure we were prepared to make the purchase that was the best resource for the student, not just the one that was the cheapest. What we are finding is, because a lot of these companies have opened their resources to districts to use during COVID, we actually have explored the most expensive one and we don't love it. There are challenges there.

**Mr. Malagutti** – Did you explore one you liked and what was the cost with that?

**Dr. Harrison** – I don't remember off the top of my head, Ms. Fekete has the form with all of the resources with independent scores on many pieces. It is ranked and it was narrowed down to four. I don't remember the range from least to most expensive. Like with everything else, there is a basic package and you can add on to it. We wanted a virtual option when we started, but now that we are spending most of our time in that virtual option, it is looking like this is not the bells and whistles that we thought it would be.

**Ms. Crotty** – If we are 1:1, would we have any snow day related savings next year?



**Dr. Harrison** – When we first started these discussions on distance learning, the Department of Education was very explicit that these allowances being made to trade seat time for virtual learning were specifically for COVID. It is not pre-approved for future snow days. I think it will change in the future, there is real potential there and seeing potential savings there in the future.... there is the overtime there in order to get the building ready. There is potential there.

**Ms. Bristol** – Let's say we have to do some distance learning in the future. And Math is the hardest lesson to teach yourself. Does the need to have this resource become a COVID issue as opposed to a different curriculum to teach with and can it go into a different bucket where we need to reach out to the town to cover a COVID need, or some other funding that is available?

**Dr. Harrison** – When we look at what to prioritize how to use the CARES Act fund....it sets a precedence on what we should be considering when we are itemizing what the COVID related expenses are. There could be specific math resources we want to make available to our students. Hypothetically, if in the past, some of the math resources we have purchased for the secondary level for graphing calculators, and then we had class sets of them, but then kids are learning at home, we can't use that. We may now have to now have to pay for an online version of a graphing calculator so they have access at home. That may be a resource related expense outside of this response to COVID that we would not be spending. There is the option of looking at some of that through a critical lens of would we be doing this anyway? 1:1 we were on a slow progression of getting there and now this accelerates that, so we were doing this anyway, but now it is a much more urgent issue in order to meet student's needs.

**Ms. Crotty** – As Board Chair, I know this is out there with the way we would like to operate, but can we talk about considering, since one or two of these item are things that we will have to do next year, (the budget), is there a way to say, we are going to have \$263,000 in cuts and here is the ones we know of, but we have X amount of dollars, based on the Superintendent's recommendation, that by, say, November 25<sup>th</sup>, hypothetically speaking, because I think we will have savings on substitutes, or over time, or athletics, if the schools are distant, or if we have to close, and my concern is that we are delaying it another year. How do we feel about the potential of putting in about \$50K or \$60K, by a certain date, of what those items would be once you know what the fall will look like?

**Dr. Harrison** – Having that level of flexibility would be very much appreciated because it allows for some time to unpack some of the unknowns. It would be important for you know that we meet, even virtually, every other week to talk about expenditures and get a sense of where we are. It would allow for us to be able to discuss the real time potential savings as the year unfolds. The potential that we have fall sports normally or modified, those small details have huge impacts financially. We have seen a decrease in the substitutes in distance learning and that could be impacted in the fall as well. It can also work the other way, if we go back in the fall. If we push it out to the end of the fiscal quarter, it would help to make modifications one the year gets under way.

**Ms. Bristol** – I actually love that idea. Would it then allow flexibility, once we find out the fall, can we then hire the health teacher and then have the cooking teacher come in the second half of the year?

**Dr. Harrison** – The challenge with being flexible with positions, that gets tough. The hard part, even if we could find a foods teacher that could start mid-year, that would be tough right there, but it would create a huge scheduling challenge. I met with Dr. Parlato and we looked at many options. Logistically, it creates more confusion in the schedule than easing it. With the network coordinator, there is nothing that necessitates it beginning at the start of the year, or the security guard, they don't need to start at the beginning of the year like a teacher does, so I would be more interested in the flexibility with the stuff, and get through the mid-year and realize we have more savings than anticipated, let's roll forward with math purchases with some of these resources, you can be more flexible than you can with positions.

**Ms. Crotty** – What concerns me about that is if we are too flexible, meaning, you go ahead and order the math instructional supplies mid-way through the year, something that wasn't budgeted for, as opposed to saying, listen (hypothetical) we are going to keep in the health teacher and the network coordinator and we will enter in the fiscal year with those positions in the budget, which is \$77,100. So, my thinking would be would you be comfortable going into the year saying the board has to make an additional \$77,000 of cuts in the fiscal year? That was what I was envisioning. I think it is a more responsible way to budget...that was more the direction I was comfortable with if we don't cut some of these items, then we have time to determine where we cut, and if we do more distance learning that anticipated, or we don't have sports, then we won't have to cut anything else because we realized the savings elsewhere. Do you feel that is too risky?

**Dr. Harrison** – I will defer the first response to Mr. DiStasio who is less risky than I am.

**Mr. DiStasio** – I am not necessarily in favor of building a hole in the budget, but having said that, in my experience here, what I have seen is 78 – 79% of the whole thing is in salary & benefits. We usually start planning that everyone will come back to work and work every day. The reality is that it doesn't happen. Over the course of the years, that savings has built up over the course of every year. I don't bank on it, but \$79,000 is not a huge number, and if you start the year with that number in mind, it would be fairly likely we could close that hole while being mindful of the fact that it is there. When we see the savings, we can consciously make decision based off of them. If we are mindful that we have potentially budgeted some of the savings, we have to be intentional about not using those savings for other things. I am confident we could achieve that savings throughout the year.

**Mr. Makowski** – I am in favor of it. The positions are student facing, they involve state requirements and doing something that we have not traditionally done in the past, if we don't plan to have a plan to try to get it this year, we run the risk of being in the same boat next year and we don't know the other fires that are in the forest. I would support that knowing they are

comfortable and confident enough getting there without at the last minute, scrambling to do something else, then I support it.

**Mr. Malagutti** – I also agree with what Rob said. I am in favor.... I am listening in a lot and taking notes, listening and learning.

**Ms. Crotty** – I would want to double check with some of my policy books and what not to do when you're a Board of Education, talk to Jessica, have another conversation with Dr. Harrison about...I think it is a difficult position to put a Superintendent in and I want to make sure we think this through. I want to do some due diligence with it.

**Ms. Bristol** – I agree. We have so many unknowns right now that is so hard to make these decisions. I want to give Dr. Harrison the credit right now, the thought process, every nickel and dime you have found to save, and we would love to give you the flexibility until we know what the school year looks like.

**Dr. Harrison** – I think that is a great idea going forward.

**Ms. Crotty** – How much of a potential impact would new enrollees have on us? If we get an influx of, let's say 20 more students than we normally anticipate, what kind of impact would that have?

**Dr. Harrison** – New enrollees are much easier to absorb at the secondary level. Right now, with average class size, we have some space with 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> grade, the wildcards are always K-2, especially Kindergarten, as we have a lot of summer enrollments. That being said, there is no grade level where we are at a tipping point.

**Mr. Makowski** – What type of activity could we anticipate (real estate wise) in the next few months? What have you heard about a trend locally? Would it be a concern next school year?

**Dr. Harrison** – I have not seen a large shift in families moving into town.

**Ms. Bristol** – It sounds like we have landed with some step things we can cut back on. Leslie will do some due diligence with a placeholder with a sum of money to be determined how we would find the savings throughout the year, and then do we come back together once we have more information? What are the next steps?

**Ms. Crotty** – I think I can work with Tom and you and Dr. Harrison on that and I am not sure we need another meeting unless you think it is warranted, and based on what we find out, Dr. Harrison can take that information and make the recommendations he wants to the board. Are you comfortable with that?

**Ms. Bristol** – Yes.

**Ms. Crotty** – They could present one with a placeholder and one without.

**Dr. Harrison** – Just for my clarification, as I know Janet has already started with scheduling changes, and I want to put it out to her to say at this point, that we may still have that in.

**Ms. Crotty** – I would say respectfully that the changes presented to the board have not been approved yet. I know she has scheduling changes that she has to do and that is a huge undertaking, but I think everybody would be in agreement that what we would need to put into next year, should go back in. That is the health teacher. Things can change again Monday night depending on how the whole board feels.

**Dr. Harrison** – Absolutely.

**Ms. Crotty** – If we talked about another item, as we talked about, I think this is easier to do with personnel versus items. That would lead me to the network coordinator. We may not need the security guard, depending on how things go.

**Dr. Harrison** – The network coordinator would be an easy one, as there are no schedule changes with it, no other pieces connected to it.

**Ms. Bristol** – No other questions? Thank you again, Dr. Harrison and Tom.

### **3. Adjournment**

Ms. Bristol adjourned the meeting at 7:03 p.m.

She then called for a motion to adjourn.

Subject: Motion to Adjourn

Motion Presented by: Ms. Crotty

Motion Seconded by: Mr. Malagutti

Motion Passed

**Respectfully submitted by,**

**Mindi Davidson**

**Recording Secretary**