I. CALL TO ORDER

II. APPROVAL OF AGENDA ................................................................. pp. 1-2

III. PRESENTATIONS
a. Retirees ................................................................. p. 3

IV. PUBLIC COMMENT – agenda items only

V. APPROVAL OF BOARD MINUTES
a. Regular monthly meeting (May 7) ........................................ pp. 4-16
b. Special Board meeting (May 16) ........................................ pp. 17-18

VI. RECOGNITIONS / REPORTS
a. Student representatives
b. Superintendent report

VII. PERSONNEL
a. Leaves of absence
b. Staff confirmations ................................................................. pp. 19-20

VIII. NEGOTIATIONS
a. Committee meeting report (May 9)
b. Committee meeting report (June 4)

IX. COMMUNICATIONS & POLICY
a. Committee meeting report (May 14) ........................................ pp. 21-23
   • Policy #411 Physical Examinations (2nd reading) .................. p. 24
   • Policy #423 Placement on Salary Schedule Steps (2nd reading; recommended for deletion) p. 25
   • Policy #423.1 Vocational Teachers, Creditable Experience (2nd reading; recommended for deletion) p. 26
   • Policy #423.2 Salary: Advancement to a Higher Degree Category (2nd reading; recommended for deletion) p. 27
   • Policy #423.3 Advance to Higher Salary (2nd reading; recommended for deletion) p. 28
   • Policy #424 Family and Medical Leave Act (NEW – 2nd reading) p. 29
   • Policy #424.1 Military Leave (NEW – 2nd reading) p. 30
   • Policy #424.1 Leaves of Absence for Health Reasons (2nd reading; recommended for deletion) p. 31
   • Policy #424.2 Leaves of Absence for Military Obligations (2nd reading; recommended for deletion) p. 32
• Policy #424.3 Leaves of Absence for Military Service ....................... p. 33
  (2nd reading; recommended for deletion)
• Policy #424.4 Unpaid Leaves of Absence (2nd reading) .................... p. 34
• Policy #425 Subpoena/Jury Duty (2nd reading) .............................. p. 35
• Policy #426 Guidance Counselors (2nd reading) ............................ p. 36
• Policy #429 Instruction of Temporarily Home-Bound Students .......... p. 37
  (2nd reading; recommended for deletion from Section 400)
• Policy #521 Sexual Harassment - Students (NEW - 2nd reading) ....... pp. 38-41
• Policy #681 Instruction of Temporarily Home-Bound Students ........ p. 42
  (2nd reading)

X. INSTRUCTIONAL
 a. Committee meeting report (May 16) ........................................ pp. 43-44

XI. PROPOSED CALENDAR OF MEETINGS ....................................... pp. 47-48

XII. PUBLIC COMMENT – any subject, in accordance with Board Policy #132

XIII. ADJOURNMENT
CONCORD
SCHOOL DISTRICT

Retirees

Linda Becker
Peter Bombaci
James Harvey
Nancy Keane
Jonathan Kelly
Miriam Lebby
Katherine Mitchell
Sharon Nicosia
Marianne LaPlante
Luanne Snow

Jill Whitmore
Laurie Earp
Lorna Austin
Mary Barnum
Diane Fink
Deborah Converse
Joan Kirkpatrick
John Moss
Deborah Schulte
Concord School District  
Board of Education  
Regular monthly meeting  
May 7, 2018

Board members: Clint Cogswell, Tom Croteau, Chuck Crush, Nathan Fennessy, Jennifer Patterson, Liza Poinier, Maureen Redmond-Scura, Jim Richards, Pam Wicks; student representatives Logan Stevens and Helen Massah

Administrators: Superintendent Terri Forsten, Assistant Superintendent Donna Palley, Business Administrator Jack Dunn, Director of Facilities Matt Cashman, Director of Human Resources Larry Prince

Agenda Item 1. Call to Order
Board President Jennifer Patterson called the meeting to order at 7:00 p.m.

Agenda Item 2. Approval of Agenda
The Board voted 8-0 to approve the agenda with several modifications: move Item VI.c. to the end of the agenda after public comment, and add under VII. Personnel a request for permission to hire during the summer months (motioned by Ms. Patterson, seconded by Maureen Redmond-Scura).

Agenda Item 3. Presentations
National Merit Scholar from Concord High School
CHS Principal Tom Sica spoke about the National Merit Scholar program and CHS’ semifinalist, Grace Venator. From 1.6 million students in the U.S. who entered this program, only 16,000 were named semi-finalists. To advance, one must complete the detailed scholarship application and maintain a record of very high academic performance. Grace has elected to attend the University of Southern California and will spend her first year deciding whether to major in biomedical, environmental, or another type of engineering. She thanked her sophomore Math and English teachers (Bliss and Watson), and her junior year teachers (Mr. Mercier and Ms. Vaught), particularly.

Distinguished Educators
Abbot-Downing School – Nathan Shartar-Howe
Mr. Shartar-Howe is an art teacher, but also a tremendously talented artist in his own right. Throughout the halls of ADS, his beautiful artwork is displayed without signature, for he is not one to call attention to his own talent, saving that for his students. This artwork consists of paintings big and small, colorfully themed hand-built benches with mosaic seats, window paintings, and of course the beautifully designed and built Friendship Bench inspired by a former student's "I have a dream ..." speech and now in a special place on the ADS playground. When the PTO asks for help decorating for an event, it's Nate who constructs giant spaghetti and meatball structures to decorate the tables, helping to make Spaghetti Night an even more special event. When one of our treasured staff members was struck with the horrid disease ALS, Nate was there again, helping with a giant fundraiser, and building the most beautiful end table for her newly-done home – part of the gift from ADS. Scraping ice off sidewalks, directing a traffic log in a snowstorm, somehow when there is a need, you turn around and Nate is there.

Broken Ground School – Liz Finney

Liz Finney is a creative educator who inspires students to do their best and challenge themselves every day – her positive energy is contagious. She consistently uses cooperative learning structures as well as hands-on project-based activities that captivate students' natural curiosity. Visiting her classroom, fully engaged students work in groups and solve real-world problems with excitement and enthusiasm. This year alone she has mentored two teachers new to the grade level, sharing her expertise, materials and ideas, and taking time during the school day (as well as after hours) to support teachers in preparing for their classes. Ms. Finney has been a valued member of the Language Arts Curriculum Committee for many years and serves on the grade 5 ELA PACE committee, conscientiously helping staff both at BGS and across the District to implement new standards and curriculum initiatives. Each summer, she has supported the BGS school-wide Read Aloud Initiative by developing lessons that will hook students' interest and emphasize reading comprehension strategies and close reading skills. She also leads the BGS Climate Committee, publishing periodic news updates and making sure staff are recognized for their contributions and life changes throughout the year. Ms. Finney has been a steady and caring colleague and friend in her support of families with life challenges. Each year she is a key player in organizing the Lip Sync Skit for Spirit Night; all these activities positively improve the BGS culture and community. Ms. Finney organized a BGS Student Council to provide increased student voice in planning and decision-making in the school, attending an intensive two-day training to help them develop their skills as leaders in supporting a positive school. This initiative took extensive time beyond her teaching responsibilities and allowed 12 students the opportunity to challenge themselves. Finally, Ms. Finney is an open and honest communicator with parents, valuing their input as partners in helping their children develop their talents. She reaches out to all families and welcomes their contributions throughout the year. Parents request her as their child’s teacher, trusting her guidance and admiring her teaching style.
Beaver Meadow School – Kathy Donovan

Kathy Donovan’s colleagues described her as inspirational, a mentor, an innovator, a leader, humble, creative, an ambassador, and a friend. Her passion and love for learning is contagious, and her never-ending desire to continue to grow as an educator and share her knowledge with others is exemplary. Walking into her classroom, one immediately feels the welcoming climate. Her students are joyfully learning, and she has mastered the “guide on the side” instructional approach. She models a growth mindset, and she teaches her students to persevere. Her classroom is organized and arranged in a kid-friendly manner, including alternate learning spaces that meet students’ sensory needs. She is the lead facilitator for the schools’ Universal Team but goes beyond the role of facilitating meetings to ensure that expectations embedded in positive behavior incentive system (PBIS) are implemented with consistency. She has created lessons for school-wide rollouts and incorporated literature to link expectations. Last summer, she asked to present her PBIS roll-out lessons and teaching videos and ideas at the annual PBIS Summer Summit, at which she received high accolades. She coordinates the BMS Title I summer academy, continuing to advocate for the support each student needs throughout the summer. Ms. Donovan is a true professional – with high expectations for herself, her colleagues, and her students, both seasoned and new teachers seek her advice and professional opinion. She continuously seeks ways to improve her pedagogy and strengthen her skills and the skills of her colleagues. Ms. Donovan is a passionate teacher and a pioneer when it comes to integrating technology; her lessons are creative and challenge her students to demonstrate their depth of knowledge in critical content areas. As a member of the Leadership Team, her talents and collaborative approach are an essential element in the school’s synergy. Her positive mindset is an integral component of the professional learning community: she sees the value of collaboration; her love for students is monumental; and her passion for excellence is compelling.

Rundlett Middle School – Victoria Hopkins

In Blue Duke Nation, many individuals show a daily commitment to the improvement and success of the school community, but this year, one person stands out in her ability to do it efficiently and effectively – Vicki Hopkins. She puts in an inordinate amount of time above and beyond her two contracted days. She is a part of the PBIS Tier II team, has helped spearhead the new weekly advisory program, created lessons, videos, and training for staff on the “Zones of Regulation,” co-facilitates a weekly advisory with an 8th grade group and implements the strategies and lessons that she shares with the rest of the staff. She also runs small groups in addition to her individual work with students receiving occupational therapy supports. Ms. Hopkins has an unwavering dedication to positive change and forward progress for the social, emotional and mental health needs of RMS students. The need for educators to be mentors who act in a therapeutic way while not being therapists has never been more important. Many students have traumatic backgrounds, emotional dysregulation and basic daily needs that are not being met. Having an Occupational Therapist such as Ms. Hopkins, with a
rich and skilled background in addressing students’ lagging skills, has been an invaluable resource to RMS. She is a key contributor and problem solver for the ever-evolving lives of middle school students.

Concord High School – Justin Bourque

Four years ago, Mr. Bourque, a CHS Social Studies teacher, left the classroom to begin a new adventure as the school’s Technology Integrator. His interest in and capacity for incorporating technology into his lessons was no secret, yet, despite the excitement that surrounded his new position, there were some – teachers, parents, and students – who lamented the loss of a gifted teacher with the ability to engage students and share with them his passion for history. The truth, however, is that he never left the classroom. His work as CHS’s Technology Integrator continues to tell the story of a teacher who is deeply committed to students and to the work of building a vibrant school community for all. What exactly does a technology integrator do? Perhaps, in Mr. Bourque’s case, the better question is, what doesn’t a technology integrator do?! CHS has deployed over 1700 Chromebooks in the past two years. Mr. Bourque has worked to develop and design the necessary management systems to support and sustain this massive undertaking. Most impressive is the way he has created an environment charged with the excitement of learning and of possibility. For him, the focus has always remained on how best to incorporate technology in such a way that it provides added value to both teaching and learning. While Mr. Bourke’s technological skills set him apart, it his approachability that makes him truly outstanding. Throughout the building, people often comment upon this. No matter how advanced or how basic a question may be, his approach remains consistent. He honors the question by respecting the person – it doesn’t matter if you come to him with the problem of a novice or an expert, he is committed to building capacity in all learners. Mr. Bourque gives generously of his time and talent to all members of the school community. Visit the Helpdesk at CHS and you will discover a hub of learning charged with the excitement of problem solving and innovation. He has established high expectations for all students, and his students embrace those expectations with the confidence that their teacher will be there to lead and to guide them on the journey. He is a master at building positive and productive relationships with students. His fundamental belief that all students can achieve at high levels of success inspires confidence and a willingness to attempt a task that might seem insurmountable. Outside of the classroom, Mr. Bourque seeks to provide opportunities for students to explore and develop their talents; over the years, he has shared his passion for hiking and rock wall climbing with students. He fosters a deep sense of belonging, and an understanding of what it means to be a member of a school community. He has served in a variety of roles in the district. He was a member of the Technology Committee that explored the 1:1 initiative that eventually introduced Chromebooks to all students at CHS. He is a valued member of the faculty who is unfailingly generous in assisting students and staff; recognizing him as a distinguished educator is a humble tribute for a teacher who has transformed the lives of so many.

Concord High School – Andrew Briers
It is with pride and celebration that we recognize Social Studies teacher Andrew Briers as a distinguished educator. Mr. Briers has taught at CHS for eight years and has consistently demonstrated the highest degree of commitment and professionalism. The positive impact that he has had on students is almost impossible to measure. If you talk with him, it doesn’t take long to figure out that he is not from around here. In 2005, he made his trip “across the pond” to attend UNH, earning a bachelor’s in history and a master’s in education. In 2010, he was hired by Gene Connolly as the newest addition to a strong, experienced, social studies department. Mr. Briers took no time immersing himself in CHS culture, and quickly became known as “that guy with the accent” to the student body. Mr. Briers’ passion for history and education is always at the forefront in his classes. When one student was asked about his experience with Mr. Briers, his response was simply “he’s just awesome ... you can just see in his eyes that he loves what he’s doing. I always looked forward to attending his classes.” Students have always noted Mr. Briers’ clarity and ability to take a complex task or idea and make it accessible to every student in the class. In addition, he has been instrumental in mentoring students in his role as a Social Studies Flex teacher, working with students at risk of failing a social studies course to meet competency. He understands how important it is to establish trust and positive relationships with students, while also providing them with the skills, concepts, and content they need to be successful in their course. His ability to establish a positive rapport with students has resulted in a highly engaging and fun classroom atmosphere. If you observe his class, you are guaranteed to see at least two or three former students of Mr. Briers pop their heads in just to say hello; this is always returned with a smile and a “great to see you, mate.” While Mr. Briers seems to display natural teaching talent, it should be noted that he works constantly to improve his craft. After observing his lessons, it is always impressive to listen to his reflections and the “on the spot” adjustments he uses to make the lesson even stronger. Mr. Briers takes a genuine interest in students’ lives outside of the classroom and does his part to get involved. For the last several years, Mr. Briers offered his time as an assistant coach for the Field Hockey team before taking the reins as head coach this past season. His players speak extremely highly of him, saying he is unlike any coach they have had before. He always pushes the team for its best, while remaining fun, encouraging, and selfless. One player stated that Coach Briers “wants every player on the team to find success. He’s in it for us, not for himself.” Mr. Briers has been a vital and valued member of the US History collaborative team. Part of this group’s work has been updating course competencies and instructional units that reflect the leading standards in social studies education and building relevant assessments. Mr. Briers’ participation in this group indicates a progressive and innovative educator. An obstacle working with “history buffs” can be sorting out what and what not to teach; we see it ALL as being important. Mr. Briers has been a steady voice of reason within curriculum planning, helping the group come to consensus around the most essential content to best help students acquire competencies and skills that will transfer to other facets of their education and lives. In addition to his work within the social studies department, Mr. Briers has extended
himself to other departments, and mentoring a new teacher in the CRTD. His mentee stated “The professional relationship I have established with Andy has been one of highlights of my year. He always gives me clear and constructive criticism while maintaining a great sense of humor. I have really tried to model my own practice based on what I have learned from him.” Mr. Briers has already provided many great years of service to CHS and we are confident he will continue to impact the lives of students and staff in this District. We honor him as a distinguished educator and wish him many more years of success.

Concord High School – Kristina Peare

Kristina Peare’s professional commitment, integrity, passion and personality enters the room long before she does and remains long after. One needs to prepare themselves before entering her classroom. You must be willing to swear that math is the only true subject that should be taught. In addition, you need to speak her language – the language of mathematics. Kristina, thinks, speaks, and breathes in quantitative literacy. Who else could you email on a Saturday night asking for help with a common core math problem for your 7-year-old nephew? The answer to that question would easily point to Kristina Peare. The special education department as well as the math department are each extremely fortunate to have Kristina as a valuable member. She presents as a leader in both areas, consistently going above and beyond to ensure her colleagues view her as a resource for data-informed decisions. This school year, Kristina has taken on the additional role of liaison between the District’s math specialist and the CHS ACCESS Program, providing teachers with curriculum and teaching strategies that have enhanced student performance in math. Not only does her expertise shine through in math but she is also committed to providing students with educational disabilities the best education in the least restrictive environment. She is a wonderful observer, analytical thinker, reflective communicator and keen at interpreting academic assessments. Her commitment to every student and the community shows when she facilitates the CHS food and fund drive, organizes the holiday food basket project, collects prom dresses for those unable to afford them, leads students in social awareness activities and empowers them to use their voices and stand up for what they believe in. When it comes to solving for x, finding the slope, determining the area or a simple (to some) word problem, Kristina will have the answer you are looking for. In addition, she never settles for just providing an answer, but always wants to ensure that whomever her student is, adult or child, they have a full understanding of how they arrived at the answer. Kristina has inspired her colleagues in the special education department to continue to enhance their knowledge and understanding, and provides services that foster independence, and keep the lines of communication open. She is an exceptional educator, leader, co-worker and role model.

The Board took a brief pause to allow school staff and their families to leave.
Agenda Item 4. Public Comment—agenda items only

There was no public comment.

Agenda Item 5. Approval of Board Minutes

Ms. Patterson briefly reviewed the minutes of the April 2 regular Board meeting and the April 11 Special Board meeting.

The Board voted 9–0 to approve the minutes of the April 2 regular Board meeting and the April 11 Special Board meeting (moved by Nathan Fennessy, seconded by Clint Cogswell).

Agenda Item 6. Recognitions

Student Board representatives Logan Stevens and Helen Massah highlighted activities and accomplishments among CHS students since the last Board meeting:

- The Red Cross, with assistance from Health Science students, will hold a second blood drive on Wednesday May 16 in the CHS gymnasium. Everyone is welcome to donate from ages 17 and up (16 with parental consent) to support those in need.
- Today marked the first AP test over the next two weeks for CHS students. Today’s exams were AP Psychology and AP Chemistry. Tests end on May 18 with AP European History and Microeconomics.
- Earlier this month, a group of CHS students participated in the Rotary Club speech contest. Students wrote speeches addressing the Rotary’s four-way test. Skylar Matthews won with her speech about mental illness.
- On May 16, 8th graders will tour CHS, have a chance to ask current high schoolers questions, explore different locations of the school, and head to the Club Fair to sign up for clubs for the coming year.
- May 1 was national college decision day – seniors at CHS committed to their college of choice by this date.
- On May 6 a “Color Run” was hosted by 21C as a fundraiser. Six District schools will have this programming, in this first year of the second five-year grant.
- Earlier in the month, the NH Music Educators Association hosted the NH All State Music festival at CHS, at which talented musicians from all over the state performed.
- On May 17, CHS will host its first annual Job and Connections Fair. CHS students will have many opportunities to make connections with employers.
- Be the Change Club will host International Night at CHS on May 14 – experience other cultures by trying many foods and dance.
- NH Jump$tart Coalition recently held its annual NH Financial Capability Challenge to test NH teens’ financial literacy. The challenge began in early March with an online test, after which the top eight teams were invited to compete in
FinLit300 State Championship. On May 1, Business teacher Danielle Hilstro accompanied seniors Kasie Maloney (captain), Nora Kirsch, Skyelar Asselin, Joe Stanley, Jr., Aidan MacWhinnie, and Dalton Mutz to represent CHS in the competition. The team made quick work of the first three rounds and semi-finals, earning them a spot in the finals. It was a hard-fought battle, but the team was bested by quicker thumbs in the Jeopardy-style buzzer match and came home with the second-place trophy.

- Social action week: the Feminism Club, Environmental Club, Be the Change, and Tide Pride demonstrated their core values in this week of social action.

Mr. Fennessy attended Government and Politics Day as part of the Leadership New Hampshire training and noted the two CHS students who participated: Oliver Spencer and Rachel Ferrier.

Superintendent Forsten noted that the ADS Principal Search is well underway. A committee of 10 will represent school staff, the PTO and the School Board.

Kindergarten enrollments are currently 39, 44, 55 and 104 – with class sizes ranging from 13 to 19 students. She said she is keeping an eye on CMS, where another kindergarten teacher will likely be needed.

Agenda Item 7. Personnel

Larry Prince presented three professional leaves of absence from Jessica Anderson, Clint Klose, and Beth York, each one-year leaves from current assignments to take other assignments.

The Board voted 9-0 to approve the professional leaves of absence as presented (moved by Tom Croteau, seconded by Jim Richards).

Mr. Prince presented several teacher nominations for the 2018-2019 school year.

Fiona Quirk, Occupational Therapist, District, $70,685, M-11. Fiona replaces Miriam Lebby (M-14 = $80,665) – retirement. Budgeted at $80,665

Jessica Anderson, English Teacher, Concord High School, $10,146, 20% of M-3, one year only. Jessica replaces Elizabeth York (20% of M+30-14 = $16,632) – LOA. Jessica is requesting a leave of absence from her 20% ELL teacher position to continue in this assignment. Budgeted at $16,632

Nancy Emery, Latin Teacher, Concord High School, $25,613, B-10*. Nancy replaces Michael Brown (20% of M-2 = $9,647) and 20% new from reallocations. Budgeted at $25,780

Melissa Lou£, ELL Teacher, Concord High School, $8,815, 20% of B-2, one year only. Melissa replaces Jessica Anderson (20% of M-3 = $10,146) – LOA. This is in addition to Melissa’s 60% ELL teacher assignment. Budgeted at $10,146
Elizabeth York, English Teacher, Concord Regional Technical Center, $16,632, 20% of M+30-14, one year only. Beth is requesting a leave of absence from 20% of her CHS English teacher position to continue in this assignment. Federal Funds

Emily Wilkes, Classroom Teacher, Abbot-Downing School, $50,728, M-3. Emily replaces Luanne Snow (M-14 = $80,665) – retirement. Budgeted at $80,665

Elizabeth Collopy, Preschool Teacher, Mill Brook School, $50,728, M+30-2. Elizabeth replaces Shira Siegal (60% of M-13 = $46,404) – resignation and Elizabeth Collopy (40% of M+30-2 = $20,291) – RIF. Budgeted at $66,695

P. Clint Klose, Theater Teacher, Concord Regional Technical Center, $73,182, B-13, one year only. Clint is requesting a leave of absence from his music teacher position to accept this assignment. Federal Funds

Sarah Hayes, German Teacher, Rundlett Middle School, $9,314, B-3*. New Position

Crystal O’Brien, Media Specialist, Rundlett Middle School, $74,011, M-12*. Crystal replaces Nancy Keane (M+30-14 = $83,161) – retirement. Budgeted at $83,161

The Board voted 9-0 to approve the teacher hires as presented (moved by Ms. Redmond-Scura, seconded by Chuck Crush).

Veteran Salary Scale list

Mr. Prince presented a revised Veterans Salary Scale list for the 2018-2019 and 2019-2020 school years, as Mary Palm declined the option. William Crowley is the next person in line to be offered this option.

The Board voted 9-0 to approve the participants on the Veterans Salary Scale as presented, with the addition of William Crowley (moved by Mr. Croteau, seconded by Ms. Redmond-Scura).

Larry Prince presented the request that the administration be able to hire during the course of the spring and summer months. Superintendent Forsten noted that this would be with the exception of the ADS Principal position.

The Board voted 9-0 to authorize the administration to make hires, subject to later Board confirmation, during the spring and summer months, with the exception of any administrator (moved by Ms. Redmond-Scura, seconded by Mr. Cogswell).

Agenda Item 8. Joint Finance/Capital Facilities Committee

Mr. Croteau reported that the Committee met on April 4 to discuss a possible use for the Stable building, with interest expressed by the Abbot-Downing Historical Association, the $12 million bond, and related expenditures to date. The $2 million set aside for technology and for buses has been spent to support related purchases. The steam-to-gas conversion was ongoing, with over $500,000 remaining in the $9 million
bond set aside for this project. The idea of repurposing $1 million in the bond that had been set aside for the Stable building to address CHS and BGS roof projects and HVAC and window replacement at the Eastman School building was discussed, as well as issues with a portion of the CHS and BGS third-grade wing roofs. The estimated cost for the CHS roof would be $685,000; the estimated cost for the BGS roof would be $250,000.

Mr. Fennessy said he was still concerned about the Board's long-term plan for the Eastman School building. Mr. Richards noted that the Capital Facilities Committee would like to tour that building to see what is needed.

The Board voted 9-0 to reprioritize $1,000,000 of bond funds originally voted on February 15, 2017 to replace the CRTC childcare building, to do roof repairs and replacement at CHS and BGS, and for HVAC and window replacements at the Eastman School building (moved by Ms. Redmond-Scura, seconded by Mr. Croteau).

Mr. Dunn reviewed the Public School Infrastructure Grant Funds for improved security and access at CHS. He reminded Committee members that this was a reimbursement grant, which meant that the District must pay the costs of the projects up front and then would be reimbursed from the State department for 80% of expenditures.

Mr. Cogswell noted that a bill might come before the Governor for $10 million to secure school buildings. He also referenced the bill that would give a charter school right of first refusal if the District should choose to lease or sell it (this has not yet been voted on). Mr. Crush asked if the District would collaborate with the Fire Department about security plans. He asked about the timeline for the demographic/enrollment survey; Superintendent Forsten noted the study should be completed in early fall.

The Board voted 9-0 to authorize the administration to use the Facilities and Renovation Expendable Trust to pay for security upgrades to CHS in an amount up to $943,721 under the following conditions:

- Upon completion of the project, the state portion of up to $754,976.80 or 80% of funds expended would be deposited back into the Facilities and Renovation Expendable Trust
- Upon completion of the project, the administration would present a plan to reimburse the District obligation of $188,744.20 or 20% to the Facilities and Renovation Expendable Trust
- The Capital Facilities and Finance Committees of the Board would be updated periodically on the status of the project (moved by Mr. Croteau, seconded by Mr. Richards).
The Board voted 9-0 to award a contract to Davis Demographics & Planning, Inc. for a demographic/enrollment study (moved by Mr. Crush, seconded by Mr. Croteau).

Agenda Item 9. Negotiations Committee
Mr. Fennessy reported that the Committee met on April 9 to discuss negotiations. The Teachers' and Food Service Workers' contracts are not yet settled.

Agenda Item 10. Communications & Policy Committee
Mr. Fennessy reported that the Committee met on April 18. They discussed the resolution related to the need for candidates who run for public office to submit financial disclosure information for spending above $500. The Committee brought the following policies to the full Board for a first reading.

Policy #411 Physical Examinations. Certain language was reviewed for potential liability for the District, and minor changes were made.

Policy #423 Placement on Salary Schedule Steps. As this policy is covered in several collective bargaining agreements, it was recommended for deletion.

Policy #423.1 Vocational Teachers, Creditable Experience. As this policy is covered in several collective bargaining agreements, it was recommended for deletion.

Policy #423.2 Salary: Advancement to a Higher Degree Category. As this policy is covered in several collective bargaining agreements, it was recommended for deletion.

Policy #423.3 Advance to Higher Salary. As this policy is covered in several collective bargaining agreements, it was recommended for deletion.

Policy #424 Family and Medical Leave Act. This policy would replace Policy #424.1.

Policy #424.1 Leaves of Absence for Health Reasons. This policy was recommended for deletion, to be replaced by a new policy, #424, based on the sample NHSBA policy, Family and Medical Leave Act.

Policy #424.1 Military Leave. This new policy, numbered #424.1, replaces the following two policy notations.

Policy #424.2 Leaves of Absence for Military Obligations. This policy was replaced by the new Policy #424.1 policy based on the NHSBA sample policy Military Leave.

Policy #424.3 Leaves of Absence for Military Service. This policy was replaced by the new Policy #424.1 policy based on the NHSBA sample policy Military Leave.

Policy #424.4 Unpaid Leaves of Absence. The Committee recommended a change of title to Unpaid Professional Leaves of Absence.
Policy #425 Subpoena/Jury Duty. The Committee reviewed this policy and made no changes.

Policy #426 Guidance Counselors. The Committee recommended several minor changes.

Policy #429/681 Instruction of Temporarily Home-Bound Students. Policy #429 will be deleted and Policy #681 will be retained. The Committee recommended a change to 10 hours of instruction rather than 5 hours.

Policy #521 Sexual Harassment – Students. The Committee spent considerable time discussing this policy, and decided to endorse, with minor changes, the NHSBA sample policy on this topic.

Mr. Crush commented on the proposed policy/resolution regarding disclosure of election spending, asking whether the dollar amount would mirror the City’s guidelines. Mr. Fennessy indicated that it likely would, and noted that the real question was whether the Board could enforce its policy. Mr. Crush asked whether to add text to Policy #424 Family Medical Leave Act about how to apply. He asked whether there should be a mechanism within Policy #521 Sexual Harassment – Students for psycho- or social support for the purported victim? Superintendent Forsten noted that the development of a related form could include this information.

Mr. Richards asked whether the age-appropriate language for Section VIII. in Policy #521 has been done; Superintendent Forsten noted that this would occur when the policy has been approved.

Mr. Croteau noted that the Committee has undertaken a comprehensive overview of its entire set of policies, as some had not been reviewed in decades.

Agenda Item 11. City and Community Relations Committee

Mr. Cogswell reported that the committee (formerly the Joint City Council/School Board Committee) met on April 30. The Committee discussed its partnership with ConcordTV; ideas to advertise events in the schools; the development of a District brochure to highlight programmatic strengths in the District; and discussions with the Concord Monitor covering education.

Mr. Fennessy noted that the BIA is very focused on workforce development and suggested CHS explore becoming involved in this.

Agenda Item 12. Proposed calendar of meetings

Superintendent Forsten discussed the proposed Board calendars for May and June.

Agenda Item 13. Public comment
There was no public comment.

Non-Public Session per RSA 91-A:3, II (c, e)

Jennifer Patterson made a motion to move into non-public session at 7:55 p.m. under RSA 91-A:3 II (c), in part, “... Matters which, if discussed in public, would likely affect adversely the reputation of any person ...” and, in part, (e) “Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against the public body or any subdivision thereof, or against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled ...”.

The Board voted 9-0 by roll call to move into non-public session at 8:42 p.m. under RSA 91-A:3 II (c) and (e) (motioned by Ms. Patterson, seconded by Mr. Fennessy) to discuss matters under RSA 91-A:3 II (c) and (e).

Mr. Richards moved to come out of non-public session at 8:10 p.m.

The Board voted 9-0 by roll call to come out of non-public session (motioned by Mr. Richards, seconded by Mr. Fennessy).

Mr. Fennessy moved to seal the minutes.

The Board by roll call voted 9-0 to seal the minutes under RSA 91-A:3 II (c) and (e) (motioned by Mr. Fennessy, seconded by Mr. Croteau).

Agenda Item 15. Adjournment

The Board voted 9-0 to adjourn (motioned by Mr. Croteau, seconded by Ms. Redmond-Scura).

The meeting was adjourned at 9:30 p.m.

Respectfully submitted,

Maureen Redmond-Scura, Secretary
Linden Jackett, Recorder
Concord School District  
Board of Education  
Special Board Meeting

Date: May 16, 2018

Board members present: Jennifer Patterson, Maureen Redmond-Scura, Clint Cogswell, Liza Poinier, Pam Wicks, Jim Richards, Chuck Crush, Tom Croteau

Board member absent: Nathan Fennessy

District staff present: Superintendent Terri Forsten; Assistant Superintendent Donna Palley; Student Services Director Robert Belmont

Board President Jennifer Patterson called the meeting to order at 6:45 p.m. The purpose of the meeting was to consider a recommendation from the Instructional Committee regarding a contract for services to support students with autism and behavior challenges in Concord schools. She noted that a Request for Proposal (RFP) for these services was issued in March. The Board was seeking a vendor to provide services across the District, preschool through high school, for professional development, consultation and one-to-one student behavior specialists. Four proposals were reviewed for scope of work, staff qualifications, experience in public schools, references and cost of services.

Maureen Redmond-Scura presented the recommendation from the Committee that the contract be awarded to Bill White and Associates. She noted that the company was well-respected, providing support both in the area of autism and with emotional challenges, and currently worked in 25 school districts in the state. On the financial side, this proposal was closest to target as far as qualifications compared to cost of the services.

Clint Cogswell noted that Bill White’s proposed cost of $893,712 was slightly lower than the amount proposed for the 2018-2019 budget. This was a result of the fact that several fewer students will require direct one-to-one services than were anticipated in the fall when the budget was developed.

Chuck Crush requested information about the number of students who would receive services related to the contract. Superintendent Forsten will bring that information back to the Instructional Committee.

Tom Croteau requested that the Instructional Committee develop a timeline and process for monitoring the effectiveness of these services for students. He noted that, given the investment of funds for these services, it would be important to have evidence that progress was being made by the students.

Jim Richards indicated that he had additional questions and would like additional information about these services.
Mr. Crush asked whether this would be a formal, one-year contract. Superintendent Forsten responded that this would be a one-year contract. She noted that completing an RFP process every year would be challenging.

Pam Wicks noted the time-sensitive nature of these services, stating that staff needed to be hired to do this work. Students receive services over the summer; she was in favor of moving forward with the contract.

The Board voted 6-2 (nay votes: Mr. Richards and Mr. Crush) to award a contract for behavior and autism services to Bill White and Associates for the 2018-2019 school year in the amount of $893,712 (motioned by Ms. Redmond-Scura, seconded by Mr. Cogswell).

Board members expressed an interest in receiving additional information about student needs and services provided to them. Mr. Richards questioned whether this was the best and most cost-effective use of funds. Mr. Crush requested more information to develop a deeper understanding of the services being offered. Liza Poinier indicated she would like to review the RFP and Mr. White’s proposal, and would appreciate having Bill White present. Ms. Wicks appreciated that the contract offers support and training to District staff so eventually they would carry this work themselves, and was interested in hearing more about it.

Board members discussed possible dates for a meeting but deferred to Superintendent Forsten to set a date in June or July for this discussion.

The Board voted 8-0 to authorize the Instructional Committee to identify a timeline to evaluate autism and behavior services, including deciding what to evaluate, a means to do that, and how to share that information with the public (motioned by Mr. Croteau, seconded by Jennifer Patterson).

The Board voted 8-0 to adjourn (motioned by Mr. Croteau, seconded by Ms. Redmond-Scura).

The meeting was adjourned at 7:13 p.m.

Respectfully submitted,

Maureen Redmond-Scura, Secretary
Donna Palley, Recorder
TO: Members, Concord School Board  
FROM: Larry Prince, Director of Human Resources  
DATE: June 4, 2018  
REFERENCE: Teacher Confirmations 2018-2019 School Year

All salaries are based on the 2017-2018 CEA salary schedule. Steps reflect 2017-2018 placement unless otherwise indicated with an asterisk.

Alex Scarelli  
Manchester, NH  
Education: Concord High School  
English Teacher  
Franklin Pierce University, Rindge, NH, M.Ed./12  
University of New Hampshire, Manchester, NH, BA/09  
Experience: Campbell High School, Litchfield, NH  
English Teacher, 12-18  
Alex replaces Jonathan Kelly (M-14 = $80,665) - retirement  
Budgeted at $80,665  
Salary: $63,202  
Step: M+30-7*

John Giles  
Barrington, NH  
Education: Rundlett Middle School  
Special Education Teacher  
University of New Hampshire, Durham, NH, M.Ed./17  
University of Massachusetts, Boston, MA, GradCert/08  
University of New Hampshire, Durham, NH BA/88  
Experience: Timberlane Regional High School, Plaistow, NH  
Special Education Teacher, 17-18  
John replaces Amanda Knight (M-9 = $65,696) - resignation  
Budgeted at $65,696  
Salary: $48,234  
Step: M-2*

Michelle Mulligan  
Concord, NH  
Education: Kindergarten  
Enrichment Teacher  
University of New Hampshire, Durham, NH, BA/90  
Experience: Beaver Meadow School  
Classroom Teacher, 94-18  
New Position  
Budgeted at $46,569  
Salary: $73,182  
Step: B-13
Robert Fogg III  
Concord, NH  
Education:  
Experience:

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Position</th>
<th>Salary</th>
<th>Budgeted</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Fogg III</td>
<td>Beaver Meadow School</td>
<td>Music Teacher</td>
<td>$59,044</td>
<td>B-8</td>
<td>one year only</td>
</tr>
<tr>
<td></td>
<td>University of New Hampshire, Durham, NH, BA/92</td>
<td>Music Teacher, part-time, 17-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beaver Meadow School/Christa McAuliffe School</td>
<td>Music Teacher, 01-17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Derryfield School, Manchester, NH</td>
<td>Director of Instrumental Music, Middle School Band, Rock and Jazz Bands, Chamber Ensembles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rio Public Schools, Rio, WI</td>
<td>Band Instructor, 99-01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dodgeland School District, Juneau, WI</td>
<td>Marching and Concert Band Instructor, 92-98</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Robert replaces Clint Klose (B-13 = $73,182) – LOA to Concord Regional Technical Center theater arts position.  
Robert is requesting a leave of absence from his 40% music teacher position.  
Budgeted at $73,182

Kevin Parsons  
Sunapee, NH  
Education:  
Experience:

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Position</th>
<th>Salary</th>
<th>Budgeted</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin Parsons</td>
<td>Beaver Meadow School</td>
<td>Physical Education Teacher</td>
<td>$41,580</td>
<td>B-1*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of New Hampshire, Durham, NH, BA/92</td>
<td>Kevin replaces Sharon Nicosia (B-13 = $73,182) – retirement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budgeted at $73,182</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ernest Rowe  
Penacook, NH  
Education:  
Experience:

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Position</th>
<th>Salary</th>
<th>Budgeted</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ernest Rowe</td>
<td>Christa McAuliffe School</td>
<td>Special Education Teacher</td>
<td>$41,580</td>
<td>B-1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Southern New Hampshire University, Manchester, NH, BA/08</td>
<td>Ernie replaces Dana Davidson (M-10 = $68,191) – resignation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budgeted at $68,191</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mary Brown  
Melrose, MA  
Education:  
Experience:

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Position</th>
<th>Salary</th>
<th>Budgeted</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Brown</td>
<td>Mill Brook School</td>
<td>Classroom Teacher</td>
<td>$48,234</td>
<td>M+30-1*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drexel University, Philadelphia, PA, MS/15</td>
<td>Pre-K Teacher, 15-17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>West Virginia University, Morgantown, WV, MA/13</td>
<td>Mary replaces Nancy Bannon (M-14 = $80,665) – retirement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of New Hampshire, Durham, NH, BA/02</td>
<td>Budgeted at $80,665</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Courtney Giddis  
Pembroke, NH  
Education:  
Experience:

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Position</th>
<th>Salary</th>
<th>Budgeted</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courtney Giddis</td>
<td>Mill Brook School</td>
<td>Classroom Teacher</td>
<td>$41,580</td>
<td>B-1*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plymouth State University, Plymouth, NH, BS/17</td>
<td>New Position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budgeted at $46,569</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Concord School District
Board of Education
Communications and Policy Committee

Date: May 14, 2018

Committee members present: Nathan Fennessy, Chair; Maureen Redmond-Scura
Committee members absent: Tom Croteau; Jennifer Patterson
Administration: Terri Forsten, Superintendent, Larry Prince, Director of Human Resources

Nathan Fennessy opened the meeting at 5:30 p.m.

Campaign Expenditure Disclosure (new policy)

The committee members present agreed not to create this new policy as the District attorney advised there is no need for it. The District Charter recognizes the state regulations around voting.

Policies needing further review and development

Policy #521 Sexual Harassment

While this policy has gone forward for a first reading, additional recommended updates on this policy will be considered following a meeting with several administrators to be held on May 16.

Policy #428 Death Benefits (Sick Leave)

This policy is referred to in several contracts. Mr. Prince provided information on relevant CBA language as the Committee had requested. This policy will move forward to the full Board for a first reading with several changes, so that it more closely reflects contracted agreements.

Policy #530 Student Wellness

Feedback on the District’s Wellness policy has been received from the State Department of Education, which will allow relevant certification of the Food Services Program. Committee members agreed to recommend this draft to the full Board with subtle recommended changes to comply with federal expectations.

Section 700 Support Services and Facilities

Video and Audio Surveillance on School Grounds (proposed as new Policy #758)

The District does not currently have a policy related to video and audio surveillance. As substantial surveillance installation is planned for CHS, a policy regarding its use is
important. Committee members used the NHSBA draft policy and offered several subtle changes.

**Policies to be considered following training with NHSBA - public participation at Board meetings**

Committee members revised Policy #132 Agenda Preparation and Dissemination to include parameters for public participation at Board meetings.

**Section 400 Personnel**

Policy #430/#536.1 Restraint and Seclusion together with related forms and reference: Restraining/Seclusion Report Form, Intentional Physical Contact Form, RSA 126-U Limiting Child Restraint. This policy was created as revisions were made to associated laws. It is current, up to date and meets the needs of the school community. A review date will be added to each (identical) policy.

Policy # 431 Professional Expectations

In reviewing the current policy on professional expectations, it was noted that several components are addressed in the CEA CBA. Further, the current policy is focused on teachers. Committee members suggested that this policy should address professional expectations for all staff and modified it to include components of the NHSBA Policy GBEA Staff Ethics.

Policy #433/652/817 Acceptable Internet Use – Staff

As part of this review, a resource provided by District Technology Director Pam McLeod, “Rethinking Acceptable Use Policies to Enable Digital Learning,” NHSBA’s Acceptable Internet Use Procedures – Staff” and NHSBA’s “School District Internet Access for Staff” were used.

Policy #434 Social Media - Staff

Policy changes included several NHSBA recommended components. The District policy is seen as “user friendly” and easy to understand.

School District Social Media Websites (proposed as new Policy #436)

A policy on social media for staff exists (Policy #434), but not one that covers District social media websites. Committee members reviewed and recommended to the full Board the text of NHSBA Policy KD – District Social Media Websites, as new Policy #436.

Policy #441 Assignments, Secondary

This is an old policy that is neither relevant nor necessary. Assignments and the number of instructional periods is connected to the schedule. Currently the District uses an eight-period block schedule; however, that could change in the future. Committee members recommended to the full Board that this policy be considered for deletion.
Policy #441.1 Department Chairpersons/Coordinators

This is another old policy that is out of date and no longer relevant; the "teaching periods" are also different. Committee members recommended to the full Board that this policy be considered for deletion.

Committee members voted 2-0 to adjourn (moved by Mr. Fennessy, seconded by Ms. Redmond-Scura).

The meeting adjourned at 6:55 p.m.

Respectfully submitted,

Nathan Fennessy, Chair
Terri Forsten, Recorder
Concord School District Policy #411
Physical Examinations – Employees

1. Physical Examinations for School Personnel
   a. All school personnel shall be required to have a pre-employment medical examination by a licensed physician qualified to practice medicine in the United States. Any offer of employment is conditional upon successful completion of a medical exam. Any person who objects to all or part of any medical examination because of religious beliefs shall be exempt from said examination, except that no such exemption shall be granted if state or local authorities determine that such exemption would constitute a hazard to the health of persons exposed to the unexamined individual.
   
   If the prospective employee has had a physical within one year prior to the start of employment with the District, the candidate may, as an alternative to a medical exam, have their physician complete the District’s “Health Examination Form.”
   
   b. Bus drivers must not only have a post-offer pre-employment physical examination, but in addition, bus drivers must thereafter complete physical examinations as required by state law at District expense.
   
   c. The District shall be responsible for the cost of required pre-employment physical examinations. Extra laboratory and x-ray procedures, not normally included in a routine physical examination, will not be paid for by the District.
   
   d. The Superintendent may require a medical examination for any employee if at any time he/she has reason to believe that the employee’s physical or mental health may be detrimental to the welfare of pupils or other employees. The District will bear the cost of any medical examination the District may require, but shall not be responsible for any costs for treatment(s) indicated by, resulting from or relating to such examination.

Legal References:
RSA 200:36, Medical Examination of School Personnel
RSA 200:37, Medical Examination of School Bus Operators

Corresponds to NHSBA Policy GBGA
Concord School District Policy #423
Placement on Salary Schedule Steps

A teacher's initial placement on an appropriate salary step will be determined by:

1—Degree Status

2—Experience. One year of credit will be given for each year's experience that exceeds one half-
of-a-school-year. This experience must have been full day and under contract. Experience-
credit will be granted for substitute teaching provided that the teaching was done with the-
same class/es for a period that exceeds 90 full days in a school year.

Exceptions to this policy will be found in Policy #423.1 Vocational Teachers, Creditable-
Experience.

Adopted 1975. Revised February 1984
Concord School District Policy #423.1
Vocational Teachers, Creditable Experience

Teachers certified in a vocational education area and hired to instruct students enrolled in
Concord Regional Technical Center will be allowed one (1) year experience on the current-
teachers' salary schedule for each two (2) years of job-related experience in the private sector.
This policy applies only to vocational instructors hired for the 1980-81 school year and-
thereafter.

Adopted November 1980, Revised January 1983
Concord School District Policy #423.2
Salary: Advancement to a Higher Degree Category

Written evidence of qualifications (e.g., transcript of credits) for a higher salary level will be submitted to the Superintendent. Upon acceptance, the teacher will be advanced to the appropriate track for the subsequent school year.

Additionally, to qualify for the M+30 level, graduate course work must receive prior approval of the Superintendent and commence after completion of all requirements for the Master's Degree.

Adopted 1966. Revised January 1984
Concord School District Policy #423.3
Advance to Higher Salary

The School Board reserves the right, on unanimous recommendation of the Superintendent, the assistant Superintendent, the Principal and the department head, if any, to hold an employee at the same salary provided a written warning signed by the administrators named above, and subsequent conferences including all parties concerned, have preceded the unanimous recommendation.

Adopted July 1983.
Concord School District Policy #424

Family and Medical Leave Act

Consistent with the federal Family and Medical Leave Act of 1993 (FMLA), the District recognizes that eligible employees have access to unpaid family and medical leave. Employees should consult regulations that implement the Act for more specific definitions and criteria for use. It is not the intent of this policy to provide additional or different provisions than those specified in the Act and its implementing regulations.

An employee may elect, or the District may require, an employee to use accrued paid vacation, personal, or family leave for purposes of family leave. An employee may elect, or the District may require, an employee to use accrued vacation, personal, or medical/sick leave for purposes of medical leave.

The employee shall notify the District of his/her request for leave, if foreseeable, at least thirty (30) days prior to the date when the leave is to begin. If such leave is not foreseeable, then the employee shall give such notice as is practical. The District may require a certification from a health care provider if medical leave is requested.

The District shall post a notice prepared or approved by the Secretary of Labor stating the pertinent provisions of the FMLA, including information concerning the enforcement of the Act. The user of this policy is also directed to the applicable provisions of any collective bargaining agreements in the District.

Legal References:

Title 29 § 2601 et. seq.

Adopted ____________, 2018
Corresponds to NHSBA Policy GCCBC
Concord School District Policy #424.1
Military Leave

An employee will be eligible for all considerations of military leave in accordance with applicable state statutes and the federal Uniformed Services Employment and Reemployment Rights Act (USERRA).

Uniformed Services consists of Army, Navy, Air Force, Coast Guard, Army Reserve, Navy Reserve, Marine Corps Reserve, Air Force Reserve, Coast Guard Reserve, Army National Guard, Air National Guard, State National Guard, and any other category of persons designated by the President of the United States in time of war or emergency.

The employee must provide to the Superintendent advance written notice, except in cases of emergency assignment or other conditions that make notice impossible or unreasonable. The employee must provide either written documentation evidencing performance of military duty or identify the military command in order for the school to verify the request.

Any employee who is a member of a reserve component of the United States armed forces or a member of the National Guard shall be entitled to a leave of absence without loss of pay or time.

Applicable state law and applicable provisions of the USERRA will govern any employee's re-employment with the District. Notwithstanding those provisions, the District may still exercise its rights under RSA 189:14-a.

Legal References:
38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act
RSA 110-C, National Guard; Rights and Protections
RSA 112, Public Officers or Employees; Military Leave

Adopted __, 2018
Corresponds to NHSBA policy GCCAD
Concord School-District Policy #424.1
Leaves of Absence for Health Reasons

Leaves of absence for health reasons may be granted by the Superintendent up to, and not exceeding, 190 school days. Requests for such leave must be accompanied by written documentation from the individual's physician, which may be subject to review by a School District-appointed physician. Time spent on leaves following use of accumulated sick leave will be without pay or experience credit.

Concord School District Policy #424.2
Leaves of Absence for Military Obligations

If an employee is required to perform military obligations as an Armed Forces reservist or National Guard member during the contracted school year, he/she will be paid the difference between that which is received in military pay and the pay that would be received as a School District employee for the same time period.

Adopted June 1971, Revised January 1984
Leaves of absence for military duty will be decided on an individual basis. The School Board may, under certain conditions, grant experience credit for salary schedule advancement.

Concord School District Policy #424.4
Unpaid Professional Leaves of Absence

Leaves of absence without pay may be granted for approved purposes by the School Board. Such request should be submitted to the Superintendent, who considers each request individually. Teachers requesting an unpaid leave of absence for professional purposes in duration of one full semester or longer must have been employed by the District for at least five (5) years, must submit the leave request at least ninety (90) days prior to the start of the leave and must demonstrate the leave will provide the following:

1. A benefit to the professional – how the results of their leave will benefit or improve their classroom teaching skills and/or technique(s); and

2. A benefit to the District – how the District will benefit from their having taken a professional leave of absence; or by introducing a new program or returning a discontinued program to the District.

Time away from the District for professional leave does not necessarily lead to an increase in salary.

Concord School District Policy #425
Subpoena/Jury Duty

An employee of the District who is subpoenaed to testify or requested to serve on jury duty will receive his/her regular pay from the District. An employee who receives recompense for jury duty will return it to the District.

Concord School District Policy #426
School Counselors – Additional Days

The Superintendent is authorized to have School Counselors work additional days beyond the established work year for teachers. Recompense for these additional days will be at a per diem rate according to an individual’s basic teaching contract.

Adopted 1974. Revised December 1983; __________, 2018
A School District student will be designated as home-bound when the student is not able to attend school on a short-term basis as a result of a temporary illness or injury, as certified by a medical professional. A home-bound student will be eligible to receive five (5) hours per week of tutoring by a District instructor, to be approved by the Superintendent.

* Also Policy #681
Concord School District Policy #521 *

Sexual Harassment – Students

The purpose of this policy is to maintain a learning environment for students that is free from sexual harassment or other improper or inappropriate behavior that may constitute harassment as defined below. Sexual harassment is against the law and is against Board policy. Any form of sexual harassment is strictly prohibited. It is a violation of this policy for any student to harass another student through conduct or communication of a sexual nature as defined by this policy. The District will investigate all complaints, either formal or informal, verbal or written, of sexual harassment and will discipline any student who sexually harasses another student.

I. Sexual harassment/sexual violence defined

Sexual harassment of students shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;

2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student;

3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student’s educational performance or opportunities; or creates an intimidating, offensive or hostile educational environment.

Relevant factors to be considered will include, but not be limited to: did the student view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students.

Examples of sexual harassment may include, but not be limited to: physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

II. Reporting procedures

1. The Superintendent or his/her written designee is responsible for implementing all procedures of this policy. Additionally, the Superintendent may develop and implement additional administrative regulations in furtherance of this policy.
2. Any student who believes he or she has been the victim of sexual harassment should report the alleged act(s) immediately to any District employee or the building Principal. If a student initially reports the alleged act to a District employee, that employee shall immediately notify the Principal, who shall then immediately notify the Superintendent.

3. The Board encourages all students and staff members to use the report form available from the Principal or Superintendent.

4. In each building, the Principal is the person responsible for receiving oral or written reports of sexual harassment. Upon receipt of a report, the Principal will notify the Superintendent immediately without screening or investigating the report. If the report was given verbally, the Principal shall reduce it to written form within 24 hours and then forward it to the Superintendent. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the Principal, the complaint shall be filed directly with the Superintendent.

5. The Board designates the Superintendent as the District Human Rights Officer to receive any report or complaint of sexual harassment. If the complaint involves the Superintendent, the complaint shall be filed directly with the Board.

6. Submission of a complaint or report of sexual harassment will not affect the student's standing in school, grades, work assignments, eligibility for extra-curricular activities or any other aspect of the student's educational program.

7. The use of formal reporting forms provided by the District is voluntary. The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the District's legal obligations and the necessity to investigate allegations of sexual harassment and take disciplinary action when the conduct has occurred.

III. Investigation and recommendation

The Superintendent, as the designated Human Rights Officer, will authorize an investigation upon receipt of a report or complaint alleging sexual harassment. This investigation may be conducted by District officials or by a third party designated by the Board.

If District officials conduct the investigation, the investigation should consider the surrounding circumstances, the nature of the sexual advances, the relationship between the parties and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment requires a determination based on all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. Students who are interviewed may have a parent or other representative present.
In addition, the District may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment.

If the Board determines that a third-party designee should conduct the investigation, the District agrees to assent to that party's methods of investigation.

Upon completion of an investigation conducted by either District officials or a third party, the Superintendent will be provided with a written factual report and recommended action. The Superintendent shall update the Board annually on the number and disposition of complaints.

IV. District action

If the investigating party determines that the alleged conduct constituted sexual harassment, the Superintendent or Principal may discipline the offending student. Such discipline may include, but is not limited to, detention, in-school suspension, out-of-school suspension, or expulsion. Education on this topic will also be considered. Discipline will be issued in accord with other applicable Board policies. Due to FERPA and other privacy-related laws, the victim will not be informed of what discipline was imposed.

If the investigating party determines that the alleged conduct did not constitute sexual harassment, both the complaining party and the accused will be informed of such. No disciplinary action will be taken.

Conduct which does not rise to the level of sexual harassment as defined by the policy, but is nonetheless inappropriate or is in violation of other Board policies, will be addressed on a case-by-case basis by the Superintendent or Principal, who may still impose discipline or order the offending student to engage in some remedial action.

V. Reprisal

The District will discipline any student who retaliates against any other student who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment or sexual violence complaint. Retaliation includes, but is not limited to, any form of intimidation, threats, reprisal or harassment.

VI. Right to alternative complaint procedures

These procedures do not deny the right of any student to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

VII. Sexual harassment or sexual violence as sexual abuse

Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under New Hampshire law. In such situations, the District shall comply with all pertinent laws. Nothing in this policy will prohibit the District from taking immediate action to protect victims of alleged sexual abuse.

VIII. Age-appropriate sexual harassment policy
Per the requirements of Ed 303.01(j), the Board is required to establish a policy on sexual harassment, written in age-appropriate language and published and available in written form to all students. This policy is intended to apply to middle school- and high school-aged students.

The Superintendent and Principal(s) are charged with establishing policies, rules, protocols and other necessary age-appropriate information or materials for the District’s elementary schools.

IX. Bypass of policy

Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to: N.H. Commission on Human Rights, at 2 Chennell Drive, Concord, NH 03301, phone 603-271-2767 or US Department of Health & Human Services, Office for Civil Rights, Region 1, JFK Building, Room 1875, Boston, MA 02203, phone 617-565-1340.

Legal References:

Ed 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy
Ed 306.04(a)(9), Sexual Harassment
Appendix: GBAA-R, BBA-R

Adopted __________2018
Corresponds to NHSBA Policy JBAA
Concord School District Policy #681
Instruction of Temporarily Home-Bound Students

A District student will be designated as home-bound when the student is not able to attend school on a short-term basis as a result of a temporary illness or injury, as certified by a medical professional. A home-bound student will be eligible to receive ten (10) hours per week of tutoring by a District instructor, to be approved by the Superintendent.

Adopted 1970. Revised 1976; 1983; October 1, 2012; _________, 2018
Committee Chair Maureen Redmond-Scura called the meeting to order at 5:30 p.m. The agenda included a presentation by fifth grade students from Beaver Meadow and Christa McAuliffe Schools on their research and writing regarding the question of 5th graders attending middle school, a review of historical enrollment for Advanced Placement courses at Concord High School, and a review of proposals for behavior and autism services.

Fifth grade: elementary or middle school?
Fifth grade students from BMS and CMS Emily Pollack, Lila Doherty, Magnus Watkins, Rowan Arndt, Lillian Clark, Damon Corbett, Frances Lesser and Delia Mullins, and their teachers, Patricia Fahey and Rebecca Taylor, participated in the meeting. As part of their PACE writing assessment this spring, students in these two classes researched and then wrote argument pieces about the question of 5th graders attending middle school. They surveyed classmates, reviewed design plans for a new middle school and completed research on the topic. These students presented results from their recent research and excerpts from their writing pieces, noting strong points for both sides of this argument.

The students responded to questions from Committee members. Ms. Redmond-Scura asked whether any of the fifth graders had siblings at the middle school and whether that had informed their opinion. Some students thought it made them want to attend middle school because they know more about the school, and their siblings like it there.

Tom Croteau noted his appreciation for these various facts and opinions and said that the Board itself research this topic in the future. He also indicated that he would not forget the importance of having students come and share their thinking with the Board.

Advanced Placement enrollment
Ms. Palley provided a brief overview of the Advanced Placement (AP) program, noting:
• AP courses were created by the College Board to offer college-level curricula and examinations to high school students.

• American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.

• The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study.

• CHS has offered Advanced Placement courses for many years. Currently, 13 courses are offered within the science, social studies, language arts, math and music departments.

Ms. Palley provided ten years of enrollment data for AP courses at CHS. During the 2009-2010 school year, 395 students participated in AP courses. This year, 532 students took AP courses, and 635 are registered for next year. AP Statistics, Biology, Environmental Science, Physics and Psychology are among the most popular courses.

Behavior and autism services contract

Superintendent Forsten noted that the Board had previously issued a Request for Proposal (RFP) for behavior and autism services in Concord schools. Five proposals were received, with one providing only a single focus area from the several in the proposal. The other four proposals were reviewed by Superintendent Forsten, Robert Belmont and Ms. Palley. Superintendent Forsten recommended that the Committee move into non-public session to discuss the proposals.

The Committee voted 4-0 by roll call vote to move into non-public session, citing Chapter 91-A:3.II(c) (motioned by Ms. Redmond-Scura, seconded by Mr. Cogswell) to discuss “Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself …”

Ms. Redmond-Scura moved to come out of non-public session at 6:44 p.m.

The Committee voted 4-0 by roll call vote to come out of non-public session (motioned by Ms. Redmond-Scura, seconded by Ms. Weeks).

The Committee voted 4-0 by roll call vote to seal the minutes under Chapter 91-A:3.II(c) “Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself …” (motioned by Ms. Redmond-Scura, seconded by Ms. Weeks).

The committee adjourned at 6:45 p.m.

Respectfully submitted,

Maureen Redmond-Scura, Chair
Donna Palley, Recorder
### Enrollment Report June 2018

#### Elementary

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbot-Downing School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>17</td>
<td>18</td>
<td>20</td>
<td>25</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>18</td>
<td>19</td>
<td>21</td>
<td>26</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>27</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>58</td>
<td>54</td>
<td>74</td>
<td>62</td>
<td>78</td>
<td>70</td>
<td>396</td>
</tr>
<tr>
<td>Beaver Meadow School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>21</td>
<td>16</td>
<td>15</td>
<td>17</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>22</td>
<td>17</td>
<td>16</td>
<td>18</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>3R class</td>
<td>11</td>
<td>19</td>
<td>23</td>
<td>17</td>
<td>17</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>51</td>
<td>66</td>
<td>50</td>
<td>48</td>
<td>53</td>
<td>81</td>
</tr>
<tr>
<td>Broken Ground School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>18</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>19</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>19</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>19</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>21</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>121</td>
<td>116</td>
<td>121</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christa McAuliffe School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>19</td>
<td>21</td>
<td>23</td>
<td>19</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>19</td>
<td>21</td>
<td>23</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>19</td>
<td>22</td>
<td>24</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>76</td>
<td>64</td>
<td>70</td>
<td>79</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Mill Brook School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>19</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>20</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>20</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>21</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>21</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>104</td>
<td>120</td>
<td>104</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>265</td>
<td>316</td>
<td>292</td>
<td>301</td>
<td>326</td>
<td>334</td>
<td>1834</td>
</tr>
</tbody>
</table>

#### Middle

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rundlett</td>
<td>337</td>
<td>307</td>
<td>321</td>
<td>965</td>
</tr>
<tr>
<td>CHS</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Concord</td>
<td>392</td>
<td>351</td>
<td>368</td>
<td>323</td>
</tr>
<tr>
<td>Deerfield</td>
<td>45</td>
<td>36</td>
<td>43</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>437</td>
<td>387</td>
<td>411</td>
<td>358</td>
</tr>
</tbody>
</table>

#### Preschool

<table>
<thead>
<tr>
<th></th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS</td>
<td>50</td>
</tr>
<tr>
<td>Mill Brook</td>
<td>70</td>
</tr>
<tr>
<td>Community Placement</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>151</td>
</tr>
</tbody>
</table>

#### District Total

<table>
<thead>
<tr>
<th></th>
<th>4392</th>
</tr>
</thead>
</table>

*not including preschool numbers*
# Monthly Enrollment Report Summary
## 2017-2018 School Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbot-Downing</td>
<td>385</td>
<td>392</td>
<td>393</td>
<td>396</td>
<td>394</td>
<td>393</td>
<td>392</td>
<td>396</td>
<td>396</td>
</tr>
<tr>
<td>Beaver Meadow</td>
<td>350</td>
<td>344</td>
<td>352</td>
<td>352</td>
<td>348</td>
<td>347</td>
<td>345</td>
<td>347</td>
<td>349</td>
</tr>
<tr>
<td>Broken Ground</td>
<td>371</td>
<td>368</td>
<td>368</td>
<td>364</td>
<td>364</td>
<td>363</td>
<td>359</td>
<td>358</td>
<td>358</td>
</tr>
<tr>
<td>Christa McAuliffe</td>
<td>413</td>
<td>408</td>
<td>408</td>
<td>399</td>
<td>401</td>
<td>404</td>
<td>407</td>
<td>404</td>
<td>403</td>
</tr>
<tr>
<td>Mill Brook</td>
<td>326</td>
<td>326</td>
<td>326</td>
<td>328</td>
<td>330</td>
<td>330</td>
<td>331</td>
<td>327</td>
<td>328</td>
</tr>
<tr>
<td><strong>Total Elementary</strong></td>
<td><strong>1845</strong></td>
<td><strong>1838</strong></td>
<td><strong>1847</strong></td>
<td><strong>1839</strong></td>
<td><strong>1837</strong></td>
<td><strong>1837</strong></td>
<td><strong>1834</strong></td>
<td><strong>1832</strong></td>
<td><strong>1834</strong></td>
</tr>
<tr>
<td>RMS</td>
<td>969</td>
<td>970</td>
<td>970</td>
<td>968</td>
<td>973</td>
<td>976</td>
<td>970</td>
<td>964</td>
<td>965</td>
</tr>
<tr>
<td><strong>Total RMS</strong></td>
<td><strong>969</strong></td>
<td><strong>970</strong></td>
<td><strong>970</strong></td>
<td><strong>968</strong></td>
<td><strong>973</strong></td>
<td><strong>976</strong></td>
<td><strong>970</strong></td>
<td><strong>964</strong></td>
<td><strong>965</strong></td>
</tr>
<tr>
<td>CHS</td>
<td>1488</td>
<td>1465</td>
<td>1488</td>
<td>1471</td>
<td>1464</td>
<td>1461</td>
<td>1456</td>
<td>1443</td>
<td>1434</td>
</tr>
<tr>
<td>Deerfield</td>
<td>166</td>
<td>165</td>
<td>164</td>
<td>162</td>
<td>162</td>
<td>162</td>
<td>160</td>
<td>160</td>
<td>159</td>
</tr>
<tr>
<td><strong>Total CHS</strong></td>
<td><strong>1654</strong></td>
<td><strong>1630</strong></td>
<td><strong>1652</strong></td>
<td><strong>1633</strong></td>
<td><strong>1626</strong></td>
<td><strong>1623</strong></td>
<td><strong>1616</strong></td>
<td><strong>1603</strong></td>
<td><strong>1593</strong></td>
</tr>
<tr>
<td><strong>Total K - 12</strong></td>
<td><strong>4468</strong></td>
<td><strong>4438</strong></td>
<td><strong>4469</strong></td>
<td><strong>4440</strong></td>
<td><strong>4436</strong></td>
<td><strong>4436</strong></td>
<td><strong>4420</strong></td>
<td><strong>4399</strong></td>
<td><strong>4392</strong></td>
</tr>
<tr>
<td>Preschool</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beaver Meadow</td>
<td>27</td>
<td>30</td>
<td>33</td>
<td>36</td>
<td>37</td>
<td>40</td>
<td>42</td>
<td>47</td>
<td>50</td>
</tr>
<tr>
<td>Mill Brook</td>
<td>50</td>
<td>56</td>
<td>60</td>
<td>58</td>
<td>61</td>
<td>62</td>
<td>66</td>
<td>66</td>
<td>70</td>
</tr>
<tr>
<td>Community Placement</td>
<td>28</td>
<td>30</td>
<td>30</td>
<td>29</td>
<td>30</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total Preschool</strong></td>
<td><strong>105</strong></td>
<td><strong>116</strong></td>
<td><strong>123</strong></td>
<td><strong>123</strong></td>
<td><strong>128</strong></td>
<td><strong>131</strong></td>
<td><strong>138</strong></td>
<td><strong>144</strong></td>
<td><strong>151</strong></td>
</tr>
</tbody>
</table>
# June 2018 Board Meetings

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>
| 5:30 p.m. Negotiations  
This is a non-public meeting  
6:15 p.m. Retiree reception  
7:00 p.m. Board meeting |     |     |     | 5:30 p.m. Capital Facilities  
Tour of BMS |     |     | 10:30 a.m.  
CHS Graduation |
| 10  | 11  | 12  | 13  | 14  | 15  | 16  |
| 5:30 p.m. Communications & Policy |     | 5:30 p.m.  
Capital Facilities  
Tour of BMS |     | Last Day for Students |   |   |
| 17  | 18  | 19  | 20  | 21  | 22  | 23  |
| 5:00 p.m. Executive |     | 5:30 p.m.  
Special Board meeting re FY18 Budget |     | Last Day for Faculty |   |   |
| 24  | 25  | 26  | 27  | 28  | 29  | 30  |
### July 2018 Board Meetings

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>7:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:30 p.m.</td>
<td>City and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communications</td>
<td>Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp; Policy</td>
<td>Relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5:30 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Capital Facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Eastman School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Executive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>