Annual Organizational meeting

I. CALL TO ORDER ................................................................. pp. 3-9

II. SEATING OF NEW BOARD MEMBERS

III. ELECTION OF OFFICERS
  a. President
  b. Vice President
  c. Secretary
  d. Deputy Clerk

IV. ADJOURNMENT

Regular meeting

I. CALL TO ORDER

II. APPROVAL OF AGENDA

III. PUBLIC COMMENT – agenda items only

IV. APPROVAL OF BOARD MINUTES
  a. Regular monthly meeting (Dec 4) ................................................................. pp. 10-18

V. Beaver Meadow and Christa McAuliffe Schools – Musical Presentation

VI. RECOGNITIONS

VII. PERSONNEL
  a. Coach nominations ................................................................. p. 19

VIII. COMMUNICATIONS & POLICY
  • Policy 214/831 Acceptance of Gifts (2nd reading) .............................................. p. 20
  • Policy 401/601 Professional Development (2nd reading) ........................................ p. 21
  • Policy 411 Physical Examinations – Employees (2nd reading) .......................... p. 22
  • Policy 413 Drug- and Alcohol-Free Workplace (2nd reading) ......................... p. 23
  • Policy 537/432 Child Abuse or Neglect (2nd reading) ........................................ p. 24
  • Policy 540 Code of Student Conduct (2nd reading) ......................................... pp. 25-27
  • Policy 592 Non-Educational Questionnaires, (2nd reading) .............................. p. 28
  Surveys and Research
IX. NEGOTIATIONS  
a. Committee meeting report *(Dec 13)*

X. INSTRUCTIONAL  
a. Committee meeting report *(Dec 6)* ......................................................... pp. 29-33

XI. PROPOSED CALENDAR OF MEETINGS .............................................................. pp. 36-37

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

XIII. NON PUBLIC SESSION  
RSA 91-A:3 II (d): "Consideration of the acquisition, sale, or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community."

XIV. ADJOURNMENT
Revised Charter of the Concord Union School District

(Approved by Legislative Act June 6, 1983)

Excerpted

355:6 Governing Body. All the powers of the district shall be vested in a board of education of 9 members. Members of the board shall take office at the first regular meeting in January following their election. The board shall, at its first regular meeting in January, choose one of its members as president for a term of one year. The chief administrative officer shall preside over the election of the president. The board shall then elect a vice-president and secretary. The board shall also choose a person who is not a member of the board to serve as clerk of the district, and shall choose some other person, who also is not a member of the board, as treasurer of the district. The district treasurer may be a regular employee of the district, but the clerk may not be an employee of the district.
Concord School District Policy #121
Elective Board Officers

The officers of the School Board shall be a president, a vice-president and a secretary. These officers shall be elected at the annual organizational meeting in January to serve until the organizational meeting of the subsequent year. The chief administrative officer shall preside over the election of the president. The Board shall then elect a vice-president and secretary. Any vacancy in these offices may be filled at any meeting of the Board provided that all members of the Board have been notified prior to the meeting that the vacancy will be filled at such meeting.

Members of the Board shall take office at the first regular meeting in January following their election. The Board shall, at its first regular meeting in January, choose one of its members as president for a term of one year. The chief administrative officer shall preside over the election of the president. The Board shall then elect a vice-president and secretary.

These three officers and the immediate past president, if serving, form the Executive Committee. The Executive Committee will consult with the Superintendent on the preparation of the agenda for each meeting.

If the president resigns from the Board or resigns from the office of president, the vice-president will become president of the Board. If the vice-president or secretary resigns from the Board or from the respective office, the Board will hold new elections for those offices.

The Superintendent is an ex-officio, non-voting member of the Board.

President
The president shall preside at all meetings and shall have the right to vote on all matters before the Board. The president shall have the authority to sign contracts and other instruments approved by the Board in its name and behalf, and shall have such other powers and duties as the Board may from time to time determine.

Vice-President
The vice-president shall have the powers and duties of the president in his/her absence or disability, and such other powers and duties as the Board may from time to time determine.

Secretary
The secretary shall be the keeper and signatory of the official minutes of Board meetings. He/she will also preside over meetings if both the president and vice-president are absent.

Legal References
Concord School District Revised Charter

Adopted June 18, 1984
Revised January 2, 2007; March 6, 2017
Corresponds to NHSBA Policy BDB
Concord School District Policy #124
School Board Standing Committees

At, or shortly after, the School Board organizational meeting each January, the president shall appoint members to serve on the various committees and designate committee chairpersons. The Board standing committees are listed below with their primary roles. The committees shall perform such other duties as the Board may assign from time to time.

**Capital Facilities Committee** conducts long-range planning including monitoring enrollment trends; reviews facilities maintenance plans; and reviews capital improvement plans and implementation for full Board approval.

**Communications and Policy Committee** reviews, develops and maintains policies for the District; hears and decides on appeals; decides on grievances; and hears concerns from parents, students and/or community members.

**Executive Committee** decides and delegates the work of the Board; approves Board meeting agendas; and conducts other activities as assigned by the entire Board.

**Finance Committee** directs the preparation of the District budgets for full Board review; conducts long- and short-range fiscal planning of all manner of budget proposals and preparation; reviews the annual audit; and recommends bonding for capital improvements as needed.

**Instructional Committee** reviews and recommends curricular and co-curricular goals and programs; reviews assessment processes and results; reviews requests for new curricular materials and course offerings; and hears sabbatical leave applications.

**Joint City Council/School Board Committee** explores opportunities for joint action; coordinates services and programs between the city and the District; oversees the implementation of cooperative agreements between the city and the District; and reviews city/state/school issues.

**Negotiations Committee** prepares for negotiations with groups both affiliated and unaffiliated with unions; develops short- and long-range plans for negotiations; oversees contract proposals submitted to the District bargaining units; and recommends contracts for full Board approval.

The entire Board shall be informed of all committee meetings.

Approved June 18, 1984
Revised February 3, 1992; March 1, 1993; December 3, 2001; January 2, 2007; March 7, 2016; March 6, 2017
Corresponds to NHSBA Policy BDE
Concord School District Policy #110
School Board Member Ethics

The Concord Board of Education commits itself, individually and collectively, to operate under the highest ethical standard while striving to:

1. Accept service as a Board member as a means of public service and not as a means for personal gain.

2. Participate actively in the business of the Board whose functions are legislative and evaluative.

3. Represent the entire Concord community. Seek systematic communications with students, staff, and members of the community.

4. Make decisions independently, without prejudice, after listening to all points of view and considering all available data including state law, state board regulations and school district policies.

5. Work respectfully with other Board members to achieve the educational goals of the school district by encouraging the free expression of opinions by all Board members and others who address the Board.

6. Maintain a balance between fiscal responsibility and a commitment to quality education.

7. Remember that the statutory authority extended to the School Board must be exercised by the Board as a whole, and that no one Board member has legal authority to act on behalf of the Board without the Board's approval.

8. Accept all Board decisions once they are made and assure they are carried out effectively while retaining the right to seek changes in such decisions through ethical and constructive means.

9. Adhere to RSA 91-A (Right to Know Law) in all communications with the public and Board members, and respect the confidentiality of privileged information received in nonpublic sessions (remembering that confidentiality cannot be waived except by majority vote of the Board).

10. Be informed about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by state and national school board associations.

11. Communicate openly with and delegate executive functions to the Superintendent of Schools.

Adopted 2000
Revised December 5, 2016
Corresponds to NHSBA Policy BCA
Concord School District Policy #135
Rules of Order

All meetings of the School Board shall be conducted in accordance with Robert's Rules of Order, unless these are inconsistent with statutes of the State of New Hampshire and the Board's policies.

Whenever a vote is to be taken, any member of the Board may demand that the vote be taken by roll call.

All regular and special meetings of the Board shall be public, but no person shall be allowed to create disorder or to interrupt or to interfere with the business of the Board.

Approved: 1962. Revised: December 4, 2006; August 3, 2015; April 3, 2017
Corresponds to NHSBA Policy BEDD
Concord School District Policy #150
School Board Electronic Communication

The use of electronic communications, such as email, to hold discussions or to make decisions regarding a matter or matters over which the Board has supervision, control, jurisdiction, or advisory power is considered by the Concord School Board to be inconsistent with RSA 91-A.

According to RSA 91-A, the School Board must have open and public meetings. A meeting is defined by having a quorum and being duly noticed, that is, a meeting has been appropriately posted as a meeting. Only during such a meeting may there be discussion or action upon a matter or matters over which the Board has supervision, control, jurisdiction or advisory power.

Personal one-on-one communication such as direct voice and telephone conversations has generally been considered private and not subject to the “Right-to-Know” law. If two members discuss an issue by email, the conversation is not considered a meeting subject to the Right-to-Know law (RSA 91-A). It would be inconsistent with RSA 91-A to engage in a series of personal discussions on the same topic with a few members at a time if the total number of Board members participating would constitute a quorum of the full Board and/or of a specific committee. This series of discussions would constitute a meeting subject to the Right-to-Know law.

Electronic communications may be used to facilitate and enhance the meeting process. Information may be disseminated to Board members electronically without discussion.

Retention of electronic communication shall be in accordance with the district’s Records Retention Policy.

Adopted October 4, 2004
Revised November 2, 2009
Concord School District Policy #171
School Board Member Conflict of Interest

A conflict of interest exists where there is a potential for a School Board member to influence the outcome of a matter in which he or she has a direct personal and pecuniary interest; such conflict would ordinarily arise when a Board member is acting in a judicial or legislative capacity.

To be a conflict of interest, a pecuniary interest must be immediate, definite and capable of demonstration, not remote, uncertain, contingent and speculative. To avoid a conflict of interest by this standard, the pecuniary interest must be such that men and women of ordinary capacity and intelligence would not be influenced by it. Additionally, Board members should refrain from engaging in conduct or actions that give the appearance of a conflict of interest, embarrass the Board, or personally embarrass another Board member.

A Board member shall avoid a conflict of interest and, should one arise, shall immediately disclose said conflict of interest to the Board President and Superintendent. Should a conflict of interest arise in the course of any Board meeting, the Board member shall also immediately disclose said conflict of interest to the other Board members in attendance at the meeting. If the matter is addressed in nonpublic session, the Board member will also be required to leave the room during any consideration of the matter.

In order to avoid the appearance that familial relationships may create a conflict of interest, any Board member who has a family member employed by the District shall also declare his/her relationship with the employee. If the matter is addressed in non-public session, the Board member will also be required to leave the room during any consideration of the matter.

To assist Board members with recognition and disclosure of personal and professional relationships which may give rise to a conflict of interest during their service on the Board, each Board member will complete a conflict of interest questionnaire at the beginning of his or her term on the Board and will review and update the information provided in response to that questionnaire on an annual basis.

(Related Board Policy: #110 - Code of Ethics)
Corresponds to NHSBA Policy BCB
Agenda Item 1. Call to Order
Board President Clint Cogswell called the meeting to order at 7:02 p.m.

Agenda Item 2. Approval of Agenda
Jennifer Patterson motioned to omit the Item 14, the non-public session, as it was not needed. Barb Higgins seconded the motion.

The Board voted 9-0 to approve the agenda with the change indicated above (motioned by Ms. Patterson, seconded by Ms. Higgins).

Agenda Item 3. Public Comment- agenda items only
Concord resident Betty Hoadley commented on the upcoming budget planning sessions and referred to several pages from a PowerPoint presented at the November 29 joint Finance/Instructional Committee meeting: "State Funding for FDK," "Projected Revenue Increase," "Estimated Local Cost for FDK (with a range of costs for FDK - from roughly $910,000 to $1.2 million)," and "Budget FY19," with more information critical to the next budget building. She thanked the administration for that work and stated that this Board must find a way to cut costs and increase revenue – and do it this year, now, with no delay. From the taxpayer point of view, this upcoming budget needs to satisfy four goals: 1. to continue with only the most essential support of programs and services; 2. to absorb, not add, the cost of FDK; 3. to rebuild and restore the Facilities Stabilization Fund in anticipation of the upcoming RMS facilities project; and 4. to satisfy all contractual arrangements and state-ordered cost mandates. Mrs. Hoadley said that the School Board must stop acting like it is the only taxing entity: there are three other entities – the city of Concord, Merrimack County and the state education tax. The state education tax is a dictated and mandated tax over which the School Board has no
control, and it only makes things confusing when Board members lump together the state and local education taxes. The School Board should not “take the blame” for a state tax that increases, nor should it take credit when that state tax decreases. She further noted that the CSD tax increase from January 2017 to January 2018 was 54 cents. Concord tax bills went up a total of 57 cents for the same period — 54 cents of the entire change of 57 cents was directly attributable to the School District budget. Last year the CSD per $1,000 of assessed value dollar increase from January 2013 to 2017 was $2.20. For the same period, the increase for the entire tax bill was $3.30; thus, the CSD increase was 66.67% of that change — or fully two-thirds. The current CSD increase from January 2013 to January 2018 was $2.20 + $.54, for a total of $2.74. The entire bill has increased $3.30 + $.57 for a total of $3.87. The CSD portion is a robust 70.8%, up from 66.67% last year. Taxpayers do not want this trend to continue, so the Board must start considering now about what must be done: prioritize, cut less essential things, and raise revenue. The District must absorb the cost of FDK, not add it on. She noted that several years in the past, just before posting the budget, the Board would ask what would happen if the budget was cut by $1 million, and the Superintendent always came in with $1 million in cuts. She stated it the Board must develop a budget to educate students, but keep in mind the financial and tax burdens of the taxpayers. Mrs. Hoadley requested that the Board better advertise the Board budget work sessions to the community in the “What’s Happening” section of the Concord Monitor, and particularly that the specific budget work session dates, times, locations and particularly agendas be listed.

Agenda Item 4. Approval of Board Minutes

Mr. Cogswell presented the minutes of the regular monthly meeting on November 6, the Canvass of the Vote, and the Special Board meeting on November 20, which was a presentation from the director of the New Hampshire Retirement System. The most significant aspect of the NHRS, in terms of the budget, is that the District’s contributions are a state requirement, not an option — the state will not help with any of these costs.

It was decided that the November 20 minutes would be reworked and brought before the Board at its next meeting.

The Board voted 9-0 to approve the minutes of the regular monthly meeting on November 6 and the Canvass of the Vote, as amended (moved by Ms. Patterson, seconded by Nathan Fennessy).

Agenda Item 5. Presentation by Rundlett Middle School (RMS)

Principal Jim McCollum, Assistant Principal David Bartlett, Assistant Principal Heather Barker, Special Education Director Cynthia Courounis presented several new initiatives at RMS and described the overall extracurricular program, noting that these initiatives are focused on school community development and energized by teachers.
**Humanities and STEM (science, technology, engineering, mathematics) Blocks**

RMS Assistant Principal Heather Barker noted that the master schedule and classroom assignments had been rearranged in order to create two-person teams within each cluster with 2.5-hour blocks of time. Highlights of these include:

- Increased and balanced core academic times for Science, Math, English and Social Studies in grades 7 and 8
- Students travel together to Science and Math with a 30-minute remediation and enrichment block supporting both content areas. The same is done for the Humanities block
- Focus of future professional development time and shared planning time will be the development of integrated learning units and assessments

**Remediation and enrichment (R&E) blocks**

- Half-hour support blocks occur within the 150-minute STEM / Humanities block each day
- Designed and developed to support students based on where they are in their learning
- Support struggling students with additional support in the area in which they need assistance
- Support high-achieving students as they go beyond the curriculum
- Support all students with opportunities to reassess summative assessments to demonstrate a higher level of proficiency

**Student advisory program**

- Builds stronger, more positive, healthier relationships between staff and students as well as among peers
- Meets every Monday during R&E block
- Discussion- and activity-based
- Focuses on developing “habits of mind” excellence – staff teach the “zones of (emotional) regulation” model
- Positive feedback from students and staff

Student engagement beyond academics

**21st century Extra-curricular program** operates between 2:30 and 5:30 p.m. Daily activities include Players Pick, Minecraft, Homework Club, Stars, Underwater Robotics, Book Club, Debate Club, Tabletop games, Mad Scientist, Photo Foundations, Jeopardy & Trivia, Cooking Matters, Fun Friday, and the “Stars” group. While there were 237 individual participants all of last year, there are already 221 individual participants so far this year.

**Fine arts extra-curricular programs** include Chamber Chorus (18 students); Jazz Band (30 students); Chamber Orchestra (15 students); Performing Ensemble Group (PEG) (36-40
students); Readers Theatre (7 students); National Junior Art Honor Society (12 students); Yearbook (10 students); Dance club (22 students); and RMS Times newspaper (8 students)

**Extracurricular clubs** include Student Ambassadors (20 students); YMCA a.m. activities (60-80 students) (adding in gym time has been hugely successful, with 60-80 extra kids); Gay/Straight Alliance (10–14 students); Game Club (20–25 students); Girls Group (new; 6–8 students); Lego Robotics (10–15 students); Warrior Cats Club (6–8 students); Ski Club (65 students); DC trip (108 students); Blue Duke Care Closet (a new initiative that students started with their health teachers to help needy families; 20–25 students)

**Athletics:** Fall sports (field hockey, 33 students; girls’ soccer, 32 students; boys’ soccer, 57 students; cross country, 80 students; volleyball, 48 students), for a total of 250 students. Winter sports (girls’ basketball, 25 students; boys’ basketball, 29 students; Nordic skiing, 70 students; Winter cheer, 35 students; wrestling, 45 students); for a total of 169 students.

All of these activities are keeping students positively engaged after school.

Mr. Croteau commended the RMS team, and asked where the advisory program content comes from and whether there are means of determining whether the remediation and enrichment programs are successful. Mr. McCollum said that Vicky Hawkins has been passionate on this theme for years and along with Paula Stewart, the PBIS coordinator, created content for the first few weeks and also the “Zones of Regulation” program. He noted that anecdotal evidence and teacher feedback indicate that students are engaged; the team will analyze the new report card to see if students are meaningfully learning. Mr. Croteau suggested that parental feedback should be solicited.

Mr. Richards noted that his son was certainly being challenged with regard to R&E. Ms. Wicks said that students are focusing on literacy, and that she appreciated the weekly email from RMS.

Logan Stevens said that these new initiatives had him wanting to go back and re-do middle school; he liked the idea of the longer teaching blocks during which students can delve into topics and have rich discussions. He also said that advisories are essential.

Ms. Palley noted that the District was in year one of the second round of the 21C grant; the new dollar amount is lower; but they had great partners. She noted that part of the program required yearly parent surveys.

**Agenda Item 6. Recognitions**

Student representatives Logan Stevens and Helen Massah reported on recent activities at Concord High School. The All Girls Garage, a program to provide girls the opportunity to learn about automobiles, usually occurred Wednesday after school.
Teams that enter the DOT Bridge Building competition are mentored by CHS teacher George Golden; last year and this year Concord teams achieved first and second place. This was the first time an all-girl team won first place – team members included Grace Devanney, Hannah Barton and Audrey Carlson.

The former preschool training building was recently demolished – Helen said that many people hope it will be made into a parking lot. Soup’s On event – the soup-selling event during parent/teacher conferences raised over $1600 for the annual canned food drive. The group also sold hand-made bowls from the Arts department and donated baked goods from Panera’s. All State Music – 15 CHS students were chosen for the NH All State Music Festival, with five students chosen to partake in the very selective Chamber All State Festival in January. Flag Project – the Be The Change Club initiated the idea of representing most of the countries of origin of CHS students by displaying their flags; last year’s senior class donated the flags as their senior gift. CHS Idol – about three weeks ago CHS hosted its own “Idol” show, where CHS students showed off their talent. National Novel Writing Month (NaNoWriMo) – 15 students and 6 staff members participated in writing the 50,000-word novel goal (other writing goals included 30,000- and 10,000-word writing pieces). The upcoming Coffee House is held by students and staff – it’s free and includes dance, song, and food; she noted that last year it was packed. Winter sports have started up, including hockey, basketball, Nordic, cross-country and alpine skiing.

Agenda Item 7. Personnel

Business Administrator Jack Dunn presented the roster of winter coaches. New coach nominations will come before the Board in January 2018.

The Board voted 9-0 to confirm the returning winter coaches, as presented (moved by Ms. Redmond-Scura, seconded by Ms. Higgins).

Agenda Item 8. Communications and Policy

Ms. Patterson noted that the Committee recommended several policies to the Board for both first and second readings. The policies presented for a first reading, primarily influenced by recent legislation, included:

Policy 214/831 Acceptance of Gifts – the Committee added language encouraging individuals or groups to discuss solicitation of gifts with the building Principal prior to establishing crowd-funding pages, for example.

In response to a question from Mr. Fennessy whether there was a particular impetus for this change, Superintendent Forsten noted that the suggestion came from the NHSBA fall update, but she had heard about fundraisers or postings by staff with which she was not familiar. Mr. Croteau said the Committee had discussed crowd-funding that
individual teachers might use to get things in the classroom, for example. Ms. Patterson said the change was to prevent the raising of funds for inappropriate purposes.

Policy 401/601 Professional Development – the Committee added more detailed language from NHSBA and that pieces of technology given to staff as part of a District-paid conference that were valued above $300 would become the property of the District.

Policy 411 Physical Examinations – Employees – the Committee removed section 2 (about TB), and clarified language about cost. Mr. Fennessy recommended that the Board be very careful about language allowing the Superintendent to require a physical examination as it might create open-ended liability for a potential ailment discovered by the examination. Ms. Patterson noted that the Superintendent could choose to require the exam, and that she would see this as being distinct from treatment. Mr. Fennessy commented that “examination” could be interpreted as “treatment.” Mr. Croteau suggested adding the word “initial.” Superintendent Forsten pointed out that language covering payment of requested/required examinations has been in the prior policy. Mr. Richards suggested that mental health examinations could be open-ended. It was decided that Superintendent Forsten will further check with the NHSBA, and the Committee will re-review the policy.

Policy 413 Drug- and Alcohol-Free Workplace – the Committee added new language derived from the NHSBA policy that strengthened the Board’s intent to hold employees accountable for violations of the policy.

Policy 537/432 Child Abuse and Neglect – the Committee completely adopted text from NHSBA, which was stronger and clearer; and added legal references. In addition, the policy now requires that a notice/poster be placed in each building in a variety of locations; faculty lounges and larger public areas, for example.

Policy 540 Code of Student Conduct – the Committee added legal references; changed “dismissal” to “expulsion” and added a statutory change that makes assignments available to students who have been suspended. Mr. Croteau noted that legal references are included to reduce the significant detailed text otherwise required.

Policy 592 Non-Educational Questionnaires, Surveys and Research – the Committee made minor changes to conform to state law.

No Board action was required on the first reading of these policies. The following policies were presented for a second reading and vote without further discussion: Policy 131 Regular School Board Meetings; Policy 133 Minutes; Policy 301 Fraud Prevention; Policy 421 Payroll Procedures; Policy 435 Staff Participation in Political Activities; Policy 462 Background Investigation and Criminal Records Checks; Policy 538/750 Safety Program; Policy 634 Health Education Opt-Out Procedure and Form; Policy 635 Advanced Course Work / Advanced Placement Courses; Policy 642 Opening Exercises and Patriotic Exercises; Policy 650 Parental Request for Alternative Course Material; Policy 692 Hazing.
The Board voted 9-0 to approve revisions to Policy 131 Regular School Board Meetings; Policy 133 Minutes; Policy 301 Fraud Prevention; Policy 421 Payroll Procedures; Policy 435 Staff Participation in Political Activities; Policy 462 Background Investigation and Criminal Records Checks; Policy 538/750 Safety Program; Policy 634 Health Education Opt-Out Procedure and Form; Policy 635 Advanced Course Work / Advanced Placement Courses; Policy 642 Opening Exercises and Patriotic Exercises; Policy 650 Parental Request for Alternative Course Material; Policy 692 Hazing, as presented (moved by Ms. Patterson, seconded by Mr. Croteau).

Agenda Item 9. Negotiations Committee

Mr. Fennessy reported that the Committee met on November 15 to discuss contract negotiations with the attorney who has been hired to assist the Committee this year.

Agenda Item 10. Joint Finance/Instructional Committee

Tom Croteau reported on the November 29 meeting, which first focused on the proposed 2018-2019 school year calendar.

The Board voted 9-0 to approve the proposed 2018-2019 school year calendar (moved by Mr. Patterson, seconded by Ms. Kimball).

The Joint Finance/Instructional Committee also discussed full-day kindergarten (FDK), reviewing the findings of the Early Childhood Education steering committee. The program was initially thought to cost $1.2 million, but might not be this high. The administration acknowledged that there would be a loss of tuition revenue from community providers as FDK is implemented.

Regarding classroom space, the current preschool might need to be moved from MBS, but discussions relative to RMS planning could change these parameters. FDK schedules and curriculum include more playing to explore and outside play. The administration put together a sample of the schedule: 60 minutes of literacy, and 60 minutes of math. Writing time would be doubled, and there would be more opportunity for read-aloud time instead of just once.

Enrollment would increase from the current 275 students to a projected 300 (kindergarten only). Projected savings of $75,000 in transportation (eliminating mid-day bus travel) could be realized. State funding would include $1100 in adequacy aid from the state for each of 300 students, aside from Keno gambling revenues, which would not kick in until later. Total costs could be between $912,000 and $1.2 million. The administration considered more leeway regarding teacher degrees; they initially planned for M+5 teacher degrees, but determined that this would not be necessary.
The committee discussed a 1.2% increase in insurance costs health billing, as the NHRS contribution increased from 11.08% to 11.38% for non-teachers. Community Education represented a current $65,000 cost, but will be $0 in 2019 as it transfers to the City.

Mr. Croteau noted that as the Board was negotiating five group contracts this year, the FY19 salaries would figure significantly in the overall budget picture. The impact of grants, capital leases, Deerfield tuition, facility rentals, and a potential district-wide technology fee would also be considered.

Mr. Cogswell said that the reason for voting now whether to include FDK as a budget item was to notify parents and other kindergarten providers in the community.

Mr. Croteau noted that, overall, he felt the Board was in a better position in terms of finances, transportation, space, scheduling, and curriculum, etc. than it had been last year when FDK was considered.

Mr. Fennessy noted that this vote would not guarantee the implementation of FDK until the Board went through its full budget process and voted on a preliminary budget in March.

Mr. Cogswell stated that last year there were many issues related to FDK that needed to be worked through but that, barring unusual considerations in the budget process, this vote would commit the Board to FDK.

Mr. Fennessy suggested that, if the Board’s concern was about the impact on local early education providers of initiating FDK, the decision should be made in a binding form in order to provide them with a certainty. He stated that he did not think the Board would be doing the community a service if the Board kept the final decision up in the air until March.

Ms. Patterson stated that what this Board does tonight could not bind the Board that starts in January.

Mr. Fennessy suggested that this same motion would need to another vote with the new Board in January.

The Board voted 9-0 to adopt the recommendation of the Finance committee to include FDK programming as part of the FY19 budget proposal (moved by Mr. Croteau, seconded by Ms. Higgins).

The Board voted 8-1 (Mr. Croteau opposed) to adopt the recommendation of the Finance committee to not charge tuition for FDK (moved by Ms. Higgins, seconded by Ms. Wicks).

Agenda Item 11. Other Business

There was no other business.
Agenda Item 12. Proposed calendar of meetings

Superintendent Forsten discussed proposed committee meetings for December and January, noting the Annual Board Dinner on December 11. A Board retreat was added on January 20. The Opening Budget presentation will be on January 31.

Ms. Wicks asked about committee assignments in the new year, particularly whether the Negotiations Committee membership would remain unchanged. Mr. Cogswell noted that committee membership can change each year.

The Board voted 9-0 to set its date for the January 2018 meeting on January 2 (motioned by Ms. Redmond-Scura, seconded by Ms. Higgins).

Agenda Item 13. Public comment

Mr. Fennessy thanked Ms. Higgins and Ms. Kimball for their service on the Board, and said he hoped both would continue to be involved in School District activities.

Agenda Item 14. Adjournment

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

The meeting adjourned at 9:00 p.m.

Respectfully submitted,

Tom Croteau, Secretary
Linden Jackett, Recorder
<table>
<thead>
<tr>
<th>POSITION</th>
<th>SALARY</th>
<th>NAME</th>
<th>Group</th>
<th>Nominated</th>
<th>Notes</th>
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<td><strong>new nominations</strong></td>
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<td>Step 3</td>
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<td>Adam Tuttle</td>
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<td>X</td>
<td>Step 3</td>
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<tr>
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Concord School District Policy #214 *

Acceptance of Gifts

Concord School District may accept gifts that are consistent with the mission, vision and goals of the District.

A gift is defined as money, supplies, equipment, real or personal property or personal services, provided without consideration.

The District is under no obligation to accept any gift. Gifts may be refused for any reason. Individuals, organizations or groups should be encouraged to discuss the gift or solicitation of gifts in advance with the building Principal or Superintendent or designee.

The Superintendent or designee may accept any gift to the District or individual school or department having a value of less than $5,000. Any gift to the District having a value of $5,000 or greater may only be accepted by the School Board. Any gift of real property (land, either developed or undeveloped, and/or buildings) may only be accepted by the Board. Gifts in the amount of $5,000 or more shall be noted in the agenda of the next regularly scheduled Board meeting and will include notice in the minutes of the meeting in which the gift is discussed. The acceptance of all gifts will be made in public session.

The Board, the Superintendent, or their designee shall not authorize gifts that are inappropriate, unsafe, or carry obligations or conditions that are out of proportion to the gift.

The District shall not discriminate in the acceptance and administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations or persons on the basis of gender, race, religion, national origin, sexual orientation, or disability.


* Also Policy #831
Corresponds to NHSBA Policy KCD
Concord School District Policy #401 *

Professional Development

The School Board adopts and supports as a primary goal: to promote the professional growth of all staff members to provide a continually improved educational environment for the students of Concord.

A program of in-service training will be established to provide an opportunity for the continuous professional and technical growth of all staff.

Staff members will become knowledgeable regarding new developments and changes in their specialized fields, and will utilize new and improved methods in practice.

It shall be the responsibility of the Superintendent to implement appropriate staff development training and activities.

Funding is available for staff members to engage in professional improvement activities that will enhance their skills and provide a better learning environment for students.

When a workshop, seminar or conference paid for by the District includes in its total cost any "gift" or provision of technology equipment with a value of $300 or more, that equipment becomes and remains the property of the District and should be reported for inventory to the Director of Information Technology. "Technology equipment" means, but is not limited to, computers, tablets, cell phones, smart phones, iPads, iPod Touches, laptop computers, desktop computers and/or any other similar device or apparatus.

Adopted December 1983. Revised September 5, 2000; ______, 2018
* Also Policy #601
Corresponds to NHSBA Policy GCI
Concord School District Policy #411
Physical Examinations – Employees

1. Physical Examinations for School Personnel
   a. Physical examinations for employees shall be scheduled after a conditional offer of employment has been made but prior to the start of employment. All school personnel shall be required to have a pre-employment medical examination by a licensed physician qualified to practice medicine in at least one of the states of 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 School 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 cost of such examination will be borne by the District.

Corresponds to NHSBA Policy GBGA
Concord School District Policy #413
Drug- and Alcohol-Free Workplace

In accordance with the Drug Free Schools and Communities Act of 1989, the School District will provide employees with a working environment that is free of the problems associated with the use and abuse of illegal drugs* and alcohol. The use of illegal drugs and alcohol in the workplace is inconsistent with the behavior expected of employees and subjects the District to unacceptable risks of workplace accidents or other failures that would limit the District's ability to effectively and efficiently carry out the responsibility of educating its students. To comply with the intent of this law, the District will:

1. Notify all employees in writing that the unlawful manufacture, distribution, possession, or use of illegal drugs and or alcohol is prohibited on school premises or at District-directed activities. The term illegal drugs does not include controlled substances used pursuant to and in accordance with a valid prescription.

2. Establish a drug- and alcohol-free awareness program to inform employees about the dangers of substance abuse in the workplace; the District's policy of maintaining a drug- and alcohol-free workplace; any available drug counseling, rehabilitation, and employee assistance programs; and the sanctions that may be imposed on employees for substance abuse violations occurring in the workplace.

3. Initiate appropriate disciplinary action up to and including termination from his or her job for an employee determined to be in violation of the law and this policy.

4. Notify employees that, as a condition of employment in the District, they will agree to and abide by the terms of the policy, and will notify the District of any drug statute conviction resulting from workplace conduct within five days of the conviction.

5. Establish the following as grounds for disciplinary action:
   a. Working under the influence of alcohol or illegal drugs, no matter where consumed.

6. Alert local law enforcement of suspected violations of the policy.

7. Distribute copies of this policy and other relevant information used in the implementation of this policy to all District employees.

*Illegal drugs refers to the controlled substances in Schedules I and II of 21 USC, 802(6) and includes, but is not limited to, marijuana, cocaine (including crack and other cocaine derivatives), morphine, and heroin. The term does not include controlled substances used pursuant to and in accordance with a valid prescription.

Legal References:
Schedules I and II of 21 USC, 802(6)

Adopted October 1, 1990. Revised __________, 2018
Corresponds to NHSBA Policy ADB
Concord School District Policy #537*
Child Abuse and Neglect

Any school employee having reason to suspect that a child is being or has been abused or neglected shall immediately report his/her suspicions to the building Principal. The Principal shall then immediately notify the appropriate state officials at the New Hampshire Department of Health and Human Services (DHHS). The Principal will then notify the Superintendent that such a report to DHHS has been made.

A written report shall be made by the Principal within twenty-four (24) hours. The report should contain the name and address of the child suspected of being abused or neglected, the person responsible for the child’s welfare, the specific information indicating neglect/abuse or the nature and extent of the child’s injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse and any other information that might be helpful in establishing neglect or abuse or that may be required by DHHS.

The School Board recommends all District employees receive routine training or information on how to identify child abuse and neglect.

The Principal of each school shall post a sign in a public area within the school that is readily accessible to students, in the form provided by DHHS, Division for Children, Youth and Families, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division’s website.

Legal References:
NH Code of Administrative Rules, Section Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect
RSA 169-C:29, Persons Required to Report
RSA 169-C:30, Nature and Content of Report
RSA 169-C:31, Immunity from Liability
RSA 169-C:34, III, Duties of the Department of Health and Human Services
RSA 189:72, Child Abuse or Neglect Information

Adopted June 1984. Revised May 5, 2003; ________, 2018
* Also Policy #432
Corresponds to NHSBA Policy JLF
Concord School District Policy #540

Code of Student Conduct

The existence of society is predicated upon the willingness of its members to adhere to established behavioral rules. One purpose of education is to prepare young people to participate productively and responsibly in our society. To do so, students must learn what is appropriate behavior and the consequences for inappropriate behavior.

Furthermore, the mission of Concord School District is to enable every student to acquire and demonstrate the skills, knowledge and attitudes essential to be a responsible world citizen committed to personal, family and community well-being. Among other outcomes, graduates of the Concord schools are expected to be:

**Active self-directed learners** who examine options as they initiate and complete tasks;

**Effective collaborators** who assume various roles to accomplish group or community goals, using self-knowledge, compromise, cooperation and respect;

**Informed decision makers** who consider consequences and make choices which demonstrate intellectual integrity and rigorous evaluation;

**Community participants** who understand and practice our democratic traditions and values, including respect for human dignity, honesty and fairness and who accept the consequence for their actions.

To enable every student to achieve these outcomes, we need to provide a productive, healthy and safe school climate in which every member of the school community understands the rights and responsibilities of being a member of that community.

A productive, healthy and safe school climate can exist only when behavior expectations are clearly stated; when consequences are consistently applied by the school and parents, working together.

The behavior expectations and consequences which follow are intended to create a productive, healthy, and safe school climate.

I. Expectations for Students

It is expected that students will demonstrate appropriate behaviors and attitudes including respect, honesty, and fairness necessary to maintain a productive, healthy, and safe school climate.

It is also expected that students will not demonstrate the following behaviors which seriously interfere with teaching and learning and are deemed unacceptable in our schools.

- Use of abusive language or inappropriate gestures;
- Leaving school grounds without legitimate school or parental authority;
- Physical, verbal and/or sexual harassment and bullying;
• Fighting;
• Assault;
• Possession of illegal substances - alcohol, tobacco, and drugs
• Vandalizing or stealing school, staff and/or student property;
• Possession of weapons or weapon-like devices;
• Persistent violations of school and classroom rules;
• Disrespect toward school personnel and other students;
• Any other behavior which seriously disrupts the productive, healthy and safe school climate we value.

All school staffs, primary level through high school, will teach about these behaviors in a consistent manner.

Students are also expected to abide by all federal, state and local laws.

II. Consequences

Application of these listed consequences will depend on the severity and frequency of the unacceptable behavior in accordance with the building discipline plan:

• Parental/guardian notification
• Teacher/administrative detention
• Restitution
• In-school suspension
• Out-of-school suspension
• Police notification (Safe School Zone requirement)
• Expulsion from school (requires School Board action)

III. Procedures

When accused of a behavior violation, a student is entitled to due process, including the following:

• The right to be informed of the rules and regulations involved;
• The right to be informed of the charges if a violation occurs;
• A fair hearing;
• Appeal to the Board Communications and Policy Committee for long-term suspension;
• Receive a copy of all rulings regarding the case.
• As required by RSA 193:13(a), educational assignments shall be made available to the suspended pupil during the period of suspension.
Legal References:
RSA 189:15, Regulations
RSA 193:13, Suspension & Expulsion of Pupils
RSA Chapter 193-D
NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline
NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline Policy
NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of Pupils
Assuring Due Process Disciplinary Procedures
In re Keelin B., 162 N.H. 38, 27 A.3d 689 (2011)

Adopted September 7, 1999. Revised August 6, 2001; September 2, 2014; __________, 2018
Corresponds to NHSBA Policy JICD
Concord School District Policy #592
Non-Educational Questionnaires, Surveys and Research

This policy will apply to all non-academic and non-educational surveys and questionnaires implemented, used and conducted by the School District.

For purposes of this policy, “nonacademic survey or questionnaire” means “surveys, questionnaires, or other documents designed to elicit information about a student’s social behavior, family life, religion, politics, sexual orientation, sexual activity, drug use or any other information not related to a student’s academics” or as otherwise may be defined by applicable state or federal law.

Separate federal and state laws require that written consent be obtained from a parent/guardian before a student participates in a non-educational survey or questionnaire that asks about information not directly related to a student’s academics.

Prior written consent from a parent/guardian is required to administer a non-academic survey to a student, unless the student is an adult or an emancipated minor who consents. Parents/guardians will be notified at least ten (10) days prior to administration when a school intends to administer a non-academic survey. Included in the notice will be information regarding the purpose of the non-academic survey, how the survey will be administered; how it will be utilized; and the persons or entities who will have access to the results of the completed survey. Parents/guardians wishing to inspect a non-academic survey will be able to do so in the administrative office. Parents/guardians may refuse to give consent for their student to participate, with or without first reviewing the non-academic survey. The school will not penalize students whose parents/guardians decline to provide written consent. The school will take reasonable precautions to protect student privacy during their participation in any non-academic survey.

State law does not require prior written consent from a parent or guardian for administration of the Youth Risk Behavior Survey (YRBS) developed by the Centers for Disease Control and Prevention. As required by both state and federal law, the District shall provide parents/guardians with notice at least ten (10) days before the YRBS is administered. Parents may inspect the YRBS at the school’s administrative office. Parents or guardians may opt their student out of participating in the YRBS by providing the Principal with written notice. District staff administering the YRBS shall ensure students understand that participation is voluntary and that students who opt-out will not be penalized.

Legal References:
RSA 186:11, IXd, Non-Academic Surveys and Questionnaires
20 U.S.C. § 1232h; 34 CFR Part 98, Protection of Pupil Rights Amendment
2017 CDC YRBS Guidance Manual

Adopted March 7, 2016. Revised __________, 2018
Corresponds to NHSBA Policy ILD
Concord School District  
Board of Education  
Instructional Committee Meeting

Date: December 6, 2017

Committee members present: Alana Kimball, Chair; Maureen Redmond-Scura; Jennifer Patterson; Pam Wicks

Other Board members present: Jim Richards, Tom Croteau

District Staff: Superintendent Terri Forsten; Assistant Superintendent Donna Palley; CHS Principal Tom Sica; CHS Social Studies Teacher/Facilitator Chris Herr; CHS Social Studies Teacher Rebecca Tancrede; Assistant Principal James Corkum

Committee Chair Alana Kimball called the meeting to order at 5:33 p.m. The agenda included proposals for two new Concord High School Social Studies courses, a brief update on the new Rundlett Middle School report cards and the exploration of a Mandarin Chinese course, and the presentation of the fall enrollment report.

CHS Principal Tom Sica introduced the team to present two new Social Studies courses, noting that the social studies department has put in a strong effort and many hours of work to develop the proposals. Assistant Principal Jim Corkum described the criteria for the group that developed the courses, including that they be multi-disciplinary, relevant, authentic, offer opportunities for inquiry, be electives for grades 9-12, align with guiding standards, and focus on facilitating students to become informed and engaged citizens. With these criteria in mind, the group developed two courses: American Popular Culture and Social Movements: Power to the People.

Chris Herr, teacher and Social Studies Facilitator, provided an overview of the proposed American Popular Culture course, a semester-long elective for students in grades 9-10. A written course description was provided:

*Students will identify what popular culture is, analyze the factors that shape popular culture, and evaluate how popular culture shapes the students themselves. Using an inquiry approach, students will analyze the negative and positive impacts of popular culture on their lives while drawing from many social studies disciplines such as sociology, anthropology, history, cultural studies and American studies. Students will analyze how factors such as ethnicity, race, gender, class and others are shaped and reshaped by popular culture. Students will engage with sources in television, film, advertising, popular music, social media/"cyberculture" and others while refining their reading, writing, research and critical thinking skills. At its core, this course presents an opportunity for students to investigate and better understand a part of their everyday lives that will make them more knowledgeable and effective citizens.*

Mr. Herr noted that the department has sufficient resources to teach these courses without additional funding.
Jennifer Patterson indicated her enthusiasm for this course, noting that she anticipated that the course would bring history and civics to life. She asked how this course would interact with the Grade 11 English course that focuses on media literacy. Mr. Herr responded that he had reviewed the class with the English Facilitator and she was excited about the course, commenting that media literacy is a necessary part of every subject area, including social studies. He believed that the course would be different, but might generate questions that students could explore further in English 11.

Maureen Redmond-Scura asked for a general overview of the arc of the curriculum over the semester. Mr. Herr indicated that the department had not worked out all details of the course; this work would be done during the second semester if the course was approved. He expected they would begin with an exploration of the definition of popular culture and how the definition has changed over time. They would then focus on different media types, driven to some extent by student interest and current events.

Tom Croteau asked about the impact of this course on enrollment in other social studies courses. Mr. Herr responded that there are no courses that the department proposed to drop. Students would make choices based on their interests. He predicted that there might be fewer sections of a few other courses, possibly Street Law or Sociology.

Ms. Redmond-Scura asked why one of the courses was designated for grades 9/10 (Popular Culture) and the other for grades 11/12 (Social Movements). Mr. Herr explained that several factors were involved, including the maturity level of the students to handle the material, and the current Social Studies course progression. He noted that the course related to social movements would build on knowledge students would gain in the US History course. The inquiry expectations for the social movements course would be more sophisticated. He also noted that the Popular Culture course would be the department's second elective open to 9th graders. Big History, the other course available for 9th graders, is currently running with three sections.

Rebecca Tancrede, Social Studies Teacher, described the proposed course Social Movements: Power to the People. A course description was provided:

*Through the lenses of power, resistance, and identity, this course introduces American social movements from the 1950s to the present. Drawing from history, sociology, and politics, students will examine a range of social movements, including civil rights and Black Power, feminist movements, gay and lesbian liberation and LGBTQ movements, and Black Lives Matter. Through student-centered inquiry and discussion, students will examine the question of how social activism across the political spectrum has changed since the mid-20th century. This course is available to 11th and 12 grade students as a Social Studies department ½ credit elective.*

Ms. Tancrede noted that the course would begin with an overview of social movements, what they are, how they happen, and where and how they start. Students would discuss historical aspects, and be involved in relevant student-driven and authentic inquiries. They would look at media sources and discuss bias. Argumentative writing and informed action would also be part of the course. While the focus would be primarily on the United States, teachers are open to a broader, global look.
Jim Richards asked whether students would study only liberal movements, or also, for example, the Free State and Christian Coalition movements. Ms. Tancrede responded that they would aim for a balance of various movements within the political spectrum that have historical significance. Mr. Herr responded that there would be a broad approach to this course, and that part of training citizens is expanding their horizons.

Ms. Patterson said she was interested in the question of a global perspective, given the experiences of many CHS students who are originally from other countries. This could bring an important lens and viewpoint to the course.

Mr. Croteau asked about the assessment process within this course: how will success be measured? Mr. Herr indicated that, if approval was given, a smaller group of teachers or the whole department would again examine the learning objectives given the discussion, and then move to assessment. The teachers would design assessments that would allow students to demonstrate their knowledge and understanding. Mr. Croteau said he would be interested in seeing the results of the assessments in the future.

Pam Wicks noted that the Social Studies standards would soon be reviewed and updated at the state level, and asked if this would cause a problem if the course was built on old standards. Mr. Herr indicated that the course was built based on newer national guiding standards provided by the National Council for the Social Studies, the same standards that the District Social Studies Committee and the state would be looking at when they undertake this review. When the state standards do change, the high school would review their required courses based on any revisions.

The Committee voted 4-0 to move the two course proposals forward to the full Board for consideration at its January meeting (moved by Ms. Redmond-Scura, seconded by Ms. Wicks).

Assistant Superintendent Donna Palley provided an update on the new Rundlett Middle School report card, which the committee discussed at a previous meeting. The report card was first issued at the end of the first quarter in November. The report card content was completely new, and revised software for grading and reporting was used, so there were some challenges for teachers in the past months. The report from the recent parent-teacher conferences was positive, indicating that students and parents were understanding the changes and teachers were feeling more comfortable. She noted the work still to be done to refine the process; professional learning opportunities for teachers will be offered, to delve more deeply into topics related to competency grading.

Mr. Richards participated in the parent-teacher conferences and commended teachers for staying very late and for taking the time to talk to every parent there and to explain the entire process. Ms. Palley noted that many teachers go even beyond the designated evenings, meeting with parents in the weeks before and after. Ms. Kimball indicated that some parents were seeking more private time for conferences with teachers at the middle school level, and that some parents were still looking for more information about grading. Superintendent Forsten indicated that all parents are encouraged to contact teachers with any questions or to schedule more in-depth conference times. Ms. Wicks noted that
Principal McCollum has been clear in his communication to parents that teachers are available to speak or meet with parents at other times and that there is no need to wait for or rely only on the established conference evening.

Ms. Palley provided a brief update on an earlier request by a student to consider a Mandarin Chinese course at CHS. An organization with a connection to the Chinese government sponsors Chinese language study in the United States, with teachers paid by the organization, in K-12 and college settings. The high school went through a review process with this request that included discussions with administrators and teachers, including the World Language Department. In addition, they surveyed student interest in world language study and collected a great deal of data. There are students interested in studying Chinese and a few other languages as well. Some students expressed an interest in studying more than one language. She noted there would not be a proposal at this time about a Chinese course, but CHS would continue to discuss and consider its offerings and potential proposals for the future. At this time, Concord students can also participate in free VLACS courses, which currently offers two years of Chinese study.

Superintendent Forsten provided the annual enrollment report. She indicated that the declining enrollment trend seen over the last years continued. There are 93 fewer students in the District this year compared to last, a 2% drop. Ms. Wicks asked if this was related, in part, to the recent federal resettlement slowdown. Superintendent Forsten indicated that there has been a drop in the number of these students.

Over a 10-year period, the District has had a 12% drop overall, with 612 students fewer students. This has been consistent with state enrollment numbers. The district’s current K-12 enrollment is 4,442.

At the elementary level, two schools (Abbot-Downing and Christa McAuliffe) had a slight increase in enrollment, while three had a decrease in enrollment, with an overall 2% decrease. At both ADS and CMS there has been an increase in the number of first graders compared to the previous year’s kindergarteners. At the elementary schools, class sizes range from 16-25. Last year the range was 17-27. Overall, the average class size was 20 students, providing a little room to grow.

After increasing slightly from the 2015-2016 school year to 2016-2017, there was a slight decrease this year, with 18 fewer students. A slight increase was projected for next year. CHS has 47 fewer students than last year, with a total enrollment of 1,630, a 2% decrease from last year. Superintendent Forsten noted that this was consistent with statewide trends. Average class size at CHS is 25; there are only three classes with under 15 students this year.

Ms. Kimball asked about the number of school-age children in Concord, including those being homeschooled and those in private school. Ms. Palley indicated that approximately 100 students are homeschooled, and that this has been a steady number over the years. Superintendent Forsten indicated that she is putting together a RFP for a demographic study, which will provide more in-depth information. Mr. Richards asked about enrollment trends in neighboring districts, including Bow, Hopkinton and Merrimack.
Valley. Superintendent Forsten responded that she has not looked at this recently, but that a Concord Monitor reporter contacted her recently and indicated that both Bow and Hopkinton have seen some increase. Mr. Richards noted that Bow has taken on students from another town, with Dunbarton attending Bow High School. Superintendent Forsten indicated that she can prepare that information for the Board.

Mr. Croteau inquired about the staff and physical capacity of CHS. The school enrollment was over 2,000 students at one time. He asked whether there was an opportunity to invite students from other towns to tuition into the high school. Superintendent Forsten indicated that the District is open to conversations with other communities.

Ms. Patterson noted that CHS has done a good job of creatively combining classes so the courses can be offered. Very few classes have numbers below the class-size policy, indicating that the school’s administration is being thoughtful about the use of their resources.

Superintendent Forsten noted that the entire enrollment report, with detailed information about each of the high school’s courses, could be found on the District website.

The Concord Regional Technical Center (CRTC) enrollment is the highest it has been in 15 years, with 615 students attending. Merrimack Valley and Kearsarge School Districts have significantly increased their participation in the program.

Mr. Croteau complimented the CRTC and its director, Steve Rothenberg, for the strong programs being offered. He recently visited the CRTC and encouraged others to do so. Ms. Redmond-Scura noted that dynamic and interesting programs are offered at the CRTC, with the potential to attract people to Concord. Mr. Richards indicated that CRTC students have access to many extra-curricular opportunities, including competitions, related to the various programs, which are very impressive.

The CRTC offers a two-year cycle for each program. Legislative change now allows sophomores to participate. Health Science and Auto Technology were the largest programs, while Stagecraft, Teacher Preparation and Fire Science were smaller programs.

Information about Special Education, Title 1 and Title 3 programs was not included in this report. Information about Student Services will be on the agenda for the January Instructional Committee meeting. Committee members expressed an interest in hearing about and discussing the use of instructional assistants, out-of-district trends and behavioral intervention, especially for the youngest students, and early childhood programs.

The Committee voted 4-0 to adjourn (motioned by Ms. Wicks, seconded by Ms. Redmond-Scura).

The meeting adjourned at 7:18p.m.

Respectfully submitted,

Alana Kimball, Chair
Donna Palley, Recorder
## Enrollment Report January 2018

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### District Total

(not including preschool numbers)

**District Total**: 4440
## Monthly Enrollment Report Summary
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# February 2018 Board Meetings

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