Annual Organizational meeting

I. CALL TO ORDER

II. SEATING OF NEW BOARD MEMBERS

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

IV. ADJOURNMENT

Regular meeting

1. CALL TO ORDER

2. APPROVAL OF AGENDA ................................................................. p. 1

3. PUBLIC COMMENT – agenda items only

4. APPROVAL OF BOARD MINUTES
   a. Regular monthly meeting (December 3) ........................................... pp. 10-18

5. RECOGNITIONS / REPORTS

6. INSTRUCTIONAL
   a. Committee meeting report (December 5) ......................................... pp. 19-22

7. COMMUNICATIONS & POLICY
   a. Committee meeting report (December 12) ........................................ pp. 23-26
      • Policy #517 Manifest Educational Hardship (1st reading) ................... pp. 27-28
      • Policy #517.5 Change of School or Assignment – (1st reading) .......... pp. 29-30
         Best Interests
      • Policy #520 Safe Schools (1st reading) ........................................... pp. 31-40
      • Policy #529 Homeless Students (1st reading) .................................. pp. 41-42
      • Policy #536 Corporal Punishment (1st reading) ............................... p. 43
      • Policy #543 Student Discipline (1st reading) .................................... pp. 44-47
         and Due Process
      • Policy #544 Weapons on School Property (1st reading) ..................... pp. 48-49
8. NEGOTIATIONS
   a. Committee meeting report (December 19)

9. PROPOSED CALENDAR OF MEETINGS ........................................... pp. 71-72

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

11. ADJOURNMENT
Concord School District Revised Charter
as adopted by the voters at the 2011 Concord City Election

[Note: This Charter supersedes the School District Charter as enacted by the New Hampshire Legislature, which is repealed in accordance with section 213:2 of chapter 213 of the New Hampshire Session Laws of 2010.]

Excerpted

1 District Established. The Concord School District, established by law as the Union School District of Concord, is hereby continued, with all the rights, immunities, powers and privileges, and subject to all the duties and liabilities as are established by general law for the government of school districts and municipal corporations. All existing property of the District shall remain vested in it. The boundaries of the District shall be as established by law.

4 Governing Body. All the powers of the District shall be vested in the board of education of nine 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.
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 short- and long-range planning including monitoring enrollment trends; reviews facilities maintenance plans; and reviews capital improvement plans and makes recommendations for full Board approval.

**City and Community Relations Committee** coordinates services and programs between the city and the District; oversees the implementation of cooperative agreements between the city and the District; reviews city/state/school issues; and explores opportunities for joint action and consultation with the City and other community stakeholders.

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

**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.

**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; March 5, 2018
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 Jennifer Patterson called the meeting to order at 7:00 p.m.

Agenda Item 2. Approval of Agenda

Tom Croteau made a motion to approve the amended agenda.

The Board voted 9-0 to approve the amended agenda (motioned by Mr. Croteau, seconded by Chuck Crush).

Agenda Item 3. Public Comment– agenda items only

There was no public comment.

Agenda Item 4. Approval of Board Minutes

Ms. Patterson requested approval of the minutes of the November 5 Board meeting, the November 26 Special Board meeting and the Canvass of the Vote on November 7.

The Board voted 9-0 to approve the minutes of the November 5 Board meeting, the November 26 Special Board meeting and the Canvass of the Vote on November 7 (moved by Clint Cogswell, seconded by Mr. Croteau).

Agenda Item 5. Recognitions/Reports

Superintendent Forsten provided a report on student assessment, including an explanation of assessment terms, an overview of K-12 assessments, and anticipation of new state, District and school profiles. Student assessment contains broad information.
about curriculum and instruction, measures student achievement compared to state and national levels and provides feedback on individual student growth and development.

Relevant assessment terms include: PACE (performance assessment for competency education); PBA (performance-based assessment); SAS (statewide assessment system); SAT (scholastic aptitude test); DLM (dynamic learning maps); ESOL (English for speakers of other languages); ELA (English/language arts).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course/Grade Academic Competency</th>
<th>ELA</th>
<th>MATH</th>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td></td>
<td>Local PBA</td>
<td>Local PBA</td>
<td>Local PBA</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>STATE ASSESSMENT (SAS)</td>
<td>Common PACE PBA</td>
<td>Local PBA</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Common PACE PBA</td>
<td>STATE ASSESSMENT (SAS)</td>
<td>Local PBA</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Common PACE PBA</td>
<td>Common PACE PBA</td>
<td>STATE ASSESSMENT (SAS) (2019 only)</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Common PACE PBA</td>
<td>Common PACE PBA</td>
<td>Local PBA</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Common PACE PBA</td>
<td>Common PACE PBA</td>
<td>Local PBA</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>STATE ASSESSMENT (SAS)</td>
<td>STATE ASSESSMENT (SAS)</td>
<td>Common PACE PBA</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Local PBA</td>
<td>Local PBA</td>
<td>Local PBA</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Local PBA</td>
<td>Local PBA</td>
<td>Local PBA</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>SAT</td>
<td>SAT</td>
<td>STATE ASSESSMENT (SAS)</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Local PBA</td>
<td>Local PBA</td>
<td>Local PBA</td>
</tr>
</tbody>
</table>

Superintendent Forsten noted that under PACE, students would be assessed in math in grade 3, in ELA in grade 4, in both Mathematics and ELA in grades 5, 6 and 7, and in science in grade 8.

Using the statewide assessment system, students would be assessed for progress in ELA in grade 3, in math in grade 4, in science in grade 5, in both ELA and math in grade 8, and in science in grade 11.

The anticipated public release of new state, district and school profiles on December 5 will include measures of academic growth, student achievement, school environment and educator experience/certification. This will be in the form of "iPlatform," a great source for a quick snapshot of a school district. It will include information about individual schools and comparative tools and is driven by 15 identified data elements.

The assessment results calendar indicates data available from NH SAS (as students complete the test); SAT (early May 2019); PACE (late summer 2019); DLM (summer 2019); ESOL (May 2019). NHASAS is a computerized assessment, therefore results are available once students complete the test.

Mr. Crush asked if the criteria for DLM (assessment for students with significant disabilities) are set by the District or state. Donna Palley noted that standards for
"dynamic learning" are created by special education teams for their students. ESOL students take the state-administered ESOL assessment until they test out of it.

Mr. Croteau asked whether each student in a grade have a test more than once in a year; Superintendent Forsten referenced the chart illustrating the testing schedule. Ms. Palley noted that PACE assessments take place at the end of a given unit.

Jim Richards asked, with regard to the PACE assessments, whether receiving data late affects integrating it into the curriculum, given that results are unavailable until late September. Ms. Palley noted that District staff score assessments themselves and have immediate data.

Helen Massah and Gaven Brown reported on events at CHS. On November 9, the junior class hosted an annual volleyball tournament; a total of 9 teams participated. The junior class raised just over $250. The team “D3 Commits” took home first place, the “M&M” took home best dressed and, lastly, Abby Rochette from the D3 recruits took home the MVP award.

Over the past month, the CHS Envirocorps club has displayed a pile of the school’s garbage in the main courtyard to raise awareness about the amount of waste the school creates.

CRTC completed its 4th Job Interview Training just before Thanksgiving. This 2-day event, in collaboration with the Human Resources Association of Greater Concord, involved all 11 CRTC programs. Teachers worked with students to develop a basic understanding of the process and how to prepare for a job interview. Students then worked with representatives of industries that closely matched their programs, reviewed several “do’s and don’ts” such as eye contact, body language and word choice, then completed mock interviews and preparation of a resume.

The CHS marching band performed in the 67th annual Concord Holiday parade, as well as the Exeter Holiday Parade.

The fourth annual Soups On was in November, where a dozen teachers donated homemade soup; the culinary arts program and local area restaurants also donated soups and other goodies. The CHS art department created and provided ceramic bowls to be purchased and used at this event during parent teacher conferences on November 15 and 19. This event raised approximately $1,000 for the Capital Region Food Program.

“The Improbable Players,” performers who have recovered from their own hardships and battles with drugs and addiction and are now using theater to raise awareness and help those struggling gather the courage or mindset to get the help they need, will perform at CHS on December 5. All CHS junior health classes will attend. The Improbable Players will also provide a public evening show.

I Applied/I Am College Bound is a national initiative to encourage students to apply to college. This initiative was held over eight days all around New Hampshire; the CHS event was on November 28. Students applied to as many NH colleges as they wished
and were entered into a $500 raffle. Over 4,000 kids applied to college that day; at CHS 70 seniors applied. All submitted applications were free, saving families money.

Pete Mamos, a CHS alumnus, recently returned to CHS with his 11th memorable hypnosis show. Every year he uses volunteers to demonstrate and entertain through “open- and closed-eye daydreams.” Volunteers danced, sang, and performed other silly actions they wouldn’t normally do. Hosted by the senior class, this event raised just over $500, which they split with Mr. Mamos to thank him for his time and skill.

Ms. Patterson honored the Board’s three departing members: Clint Cogswell, Maureen Redmond-Scura and Nathan Fennessy. She highlighted their dedicated participation on various Board committees and District initiatives over a number of years.

Agenda Item 6. Personnel

Mr. Prince presented one coach nomination.

Hayden Daly, Indoor Track Head Coach, Concord High School, $4,009, Step 3, Group 6, 9.5%. This is in addition to Hayden’s existing 50% Indoor Track position, replacing Tristan Black-Ingersoll’s 50%.

The Board voted 9–0 to approve the new coaching nomination as presented (moved by Jim Richards, seconded by Nathan Fennessy).

Mr. Prince presented one application for the Veterans’ Salary Scale.

The Board voted 9–0 to approve the revised Veterans’ Salary Scale list as presented (moved by Mr. Croteau, seconded by Chuck Crush).

Agenda Item 9. Communications & Policy Committee

Committee Chair Nathan Fennessy reported on the meeting of November 7, at which a number of policies were recommended to the Board for a first reading. No action was required on this set of policies.

Policy #511 Non-Resident Student Admission. The committee added a portion of the NHSBA sample policy and made several additional minor changes.

Policy #511.1 Elementary Enrollment Areas. Minor changes were made to this policy.

Policy #512 Entrance Age. The committee added a legal reference.

Policy #513.3 Tuition Students. The committee recommended deletion of this policy.

Policy #513.4 Vocational Educational Programs. The committee simply added a review date and made no other changes.

Policy #514 Attendance, Absenteeism and Truancy. The committee added text from the NHSBA sample policy’s “Intervention Process to Address Truancy” section, and legal references.
Policy #514.1 Dismissal, Student Request. The committee decided to adopt the NHSBA sample policy. After deletion of the current policy 515, this policy will be renamed Policy 515 Student Early Release Precautions. Maureen asked if parents of elementary students are required to come into the school to dismiss their children; this is current practice. Mr. Crush asked if this policy refers only to students signing themselves out for a significant portion of the day.

Policy #515 Post-Graduate Students. The committee recommended deletion of this policy.

Policy #516 Guidelines for Foreign Exchange. The committee decided to retain the current policy, with the addition of one sentence from the NHSBA related to an NHIAA eligibility requirement. Clint Cogswell asked if foreign students can play sports. Maureen said they must attend school as part of a NHIAA-accredited program, not as individuals. Superintendent Forsten said because CSD is a member of NHIAA, the District must abide by its policies and procedures or put at risk all the District's participation in NHIAA athletic programs. Tom Sica commented that any student coming into high school is also subject to NHIAA rules regarding number of years in a program (maximum of 4 years).

Policy #641 Class Size Guidelines. The committee added the legal reference to the current policy and recommended it to the full Board with no further changes.

Policy #818 Website Accessibility and Grievance – new. The committee recommended this policy to the full Board for a first reading, as it reflects legal requirements of the ADA and other state and federal laws to cover website accessibility, and a grievance process for individuals with disabilities or who are members of other protected classes.

In response to a question from Jim Richards whether the policy was generated based on NHSBA advice, Mr. Fennessy said that it was based on NHSBA Policy KEE.

Second Reading/Vote

Policy #133 Minutes. With the 2018 passage of House Bill 1347, the first and seconds of all motions must be recorded, as well as several other minor requirements. The first paragraph of the policy was replaced by two paragraphs of the NHSBA sample policy.

Policy #160 Non-Discrimination. The committee added the prohibition on discrimination in employment practices based on gender identity as required by the 2018 passage of HB1319 (codified at RSA 354-A:6, and 354-A:7). The phrase “gender identity” was added to the opening sentence of the policy.

Policy #247 Data Governance and Security – new. This new policy reflects, in part, the requirements of RSA 189:66, V (NH Laws 2018 Chapter 252 (HB 1612), requiring NHDOE to establish minimum standards for privacy and security. The committee recommended this policy, with annotations, to the full Board.

Policy #249 Data/Records Retention. This is also related to the security program at the high school.
Policy #413 Drug-Free Workplace & Drug-Free Schools. The committee spent considerable time discussing and revising this policy.

Policy #463 Employment References and Verification (Prohibiting Aiding and Abetting of Sexual Abuse) – new. This sample policy fulfills the requirements of §8546(a) Every Student Succeeds Act (“ESSA”), which re-authorized and amended the Elementary and Secondary Education Act (“ESEA”). It is intended to decrease the risk that persons who have engaged in sexual misconduct while employed at one school could obtain employment at another school without the second school ever learning of the prior misconduct. The law does not prohibit transmission of administrative or personnel files, but school employees, agents, etc. are prohibited from taking any other action to assist the employee in obtaining new employment. Mr. Fennessy noted that administrators would need to be trained in several points of law, such as “probable cause.” He said the policy would place an affirmative duty on the District to not only make reports but also check with law enforcement whether a matter has been resolved, and to follow up with other school districts. He commented that implementation is key to this policy, and that, if state law did not require it, it is unlikely the Board would adopt it.

Mr. Crush asked whether, given the number of administrative implications, there is an accompanying operational plan for staff, vendors, contractors, etc., and for the effective date. Superintendent Forsten replied that, once approved, policies go into immediate effect. She will work with the Human Resources department and with contractors to make sure the District is in compliance.

Ms. Patterson noted that this will be a challenging policy, as it places an obligation on the District depending whether there is “probable cause” that requires such a response, the “need to know” status of any particular matter, and who it would apply to.

Mr. Fennessy suggested that the biggest challenge will be the ongoing obligation to monitor court cases; school districts are not placed well to do this.

Policy #753 Tobacco Use on School Premises. The revised policy would include definitions and prohibitions relative to e-cigarettes and liquid nicotine and improve readability. The committee recommended to the full Board several revisions with partial text of the NHSBA sample policy.

The Board voted 9-0 to adopt revisions to Policy #133 Minutes, Policy #160/412/571/631 Non-Discrimination, Policy #247 Data Governance and Security, Policy #249 Data/Records Retention, Policy #413 Drug-Free Workplace & Drug-Free Schools, Policy #463 Employment References and Verification (prohibiting aiding and abetting of sexual abuse) and Policy #753 Tobacco Use on School Premises (moved by Mr. Fennessy, seconded by Ms. Redmond-Scura).
Agenda Item 7. Capital Facilities Committee

Committee Chair Jim Richards reported on the meeting of November 14, noting that the agenda was primarily to receive and discuss an update on the installation of the new CHS security system, which is about 50% complete.

Interior and exterior cameras are currently being installed; ultimately there will be 192 cameras at Concord High School. The exterior cameras cover the entire outside grounds of CHS; given number of hallways, stairwells and doors, this is a reasonable number. The exterior cameras reach only to the end of the school grounds, but not beyond.

The District will retain data for 30 days before taping over the video. The Communications and Policy Committee had created a policy regarding the recorded data earlier in 2018 – Policies 247 and 249 – to handle this and other data.

There are 57 exterior doors at CHS; many will be replaced. It was noted that no doors would be bricked over as these are the number of exterior doors needed for all occupants to safely exit the building in an emergency. As part of the security grant, some ADA access doors and buttons will be installed at CHS; there will be electronic key access for several doorways.

Mr. Cogswell said he heard that students think the cameras are being put in place because the administration does not trust the students. Gaven commented that most students seem to be ignoring them or think it's a joke. He noted that students seem to feel safer or more protected with this; cameras would provide proof that a particular student was not involved in a given incident. Helen asked if students would in the future be required to swipe into school. Mr. Cashman noted that there is a plan for staff to have swipe cards.

In response to a question from Mr. Crush whether the system is being coordinated with the Concord Police Department, Mr. Cashman indicated that this was the case.

The administration has submitted another application for the Public-School Infrastructure grant for increased safety and security at other District schools.

The District created a District-wide Safety Committee this fall, which will review the recommendations from the Governor's School Safety Preparedness Task Force.

Several staff have visited Winthrop Middle/High School and Dover High School’s new facility to tour their cafeterias, learning commons, and outdoor courtyards. Mr. Richards suggested arranging several field trips in spring 2019 to tour additional facilities around New Hampshire. Mr. Fennessy recommended to other Board members that they take the opportunity to tour these facilities.

Ms. Patterson noted there was an additional, non-public, Communications committee meeting on November 27 on a personnel matter.
Agenda Item 8. Negotiations Committee

Committee Chair Nathan Fennessy reported on the meeting of November 19, noting that the District had come to a tentative agreement with the CEA, whose membership voted to ratify the contract, which then came back to the Board for a final vote on November 26. He provided several highlights of the new contract.

<table>
<thead>
<tr>
<th>Three Year Contract</th>
<th>Contract will be in force September 1, 2018 to August 30, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Contributions (Part I)</td>
<td>Simply changed the dates noted for the medical plan years.</td>
</tr>
<tr>
<td>“Cadillac Tax” (Part II)</td>
<td>Removed the year reference to Cadillac Tax</td>
</tr>
<tr>
<td>Change of Carrier</td>
<td>Removed reference to BC/BS POS Plan</td>
</tr>
<tr>
<td>TB Testing</td>
<td>Removed reference to TB testing as it is no longer required</td>
</tr>
<tr>
<td>Co-Curricular Committee</td>
<td>Proposal for a committee to evaluate Appendix D, which outlines the amount of the stipends for coaching, performing arts and other co-curricular stipends</td>
</tr>
<tr>
<td>Co-Curricular Base Pay</td>
<td>Agreed to a modified base for co-curricular stipends</td>
</tr>
<tr>
<td>Declination Payment</td>
<td>Timeline change for declination payments related to medical benefits</td>
</tr>
<tr>
<td>Distribution</td>
<td></td>
</tr>
<tr>
<td>Salary – Nurses</td>
<td>Modified the Nurses’ salary schedule</td>
</tr>
<tr>
<td>Salary – Teachers</td>
<td>Modified the Teachers’ salary schedule</td>
</tr>
<tr>
<td>Sick Day Accrual</td>
<td>Offered first-year teachers 20 sick days as the year begins</td>
</tr>
<tr>
<td>Co-Curricular, Elementary</td>
<td>Increase elementary afterschool stipends from $20,000 to $30,000</td>
</tr>
<tr>
<td>Appendix K: Renew</td>
<td>Renew the sidebar related to Teacher Evaluation processes to finalize the mini-observation and teacher rubric processes</td>
</tr>
<tr>
<td>Two Spring 2019 Events</td>
<td>Single-year agreement, CEA members will participate in two spring events to engage parents, students and the community in the schools for a total of 5 hours</td>
</tr>
</tbody>
</table>

Agenda Item 10. City and Community Relations

Committee Chair Clint Cogswell reported on the meeting of November 28, at which the committee discussed progress on the District brochure. The Committee reviewed several pages including Board Committees, food service, transportation, technology, facilities, CRTC, and special services. Members provided helpful comments and suggestions about these draft pages; the focus is to provide information that would be helpful to the targeted audience, includes photos, is not too detailed and is visually appealing.

Mr. Cogswell reported on the meeting with City representatives on November 30, at which the committee discussed the District brochure, the demographics study, a school facilities update, Memorial Field, the zoning study, public/private construction
projects/permits, Continuing Education/Communications/Community Center, and road construction near schools. Minutes of this meeting will be in the next Board book.

Mr. Fennessy commented that the Capital Facilities Committee should give a great deal of thought next year to District needs in terms of field space; the City is moving to a multipurpose field off Exit 13, rather than Memorial Field. He suggested the District should develop a plan regarding factors including cost, agreements with neighbors, days of use, weather conditions affecting days of use, cost of transportation to new field, and others. Mr. Croteau noted several positives of having a turf vs. a grass field, having learned that colleges may take a different look at high school seniors who play on a grass vs. turf field. The City said if the main field were moved, it could be run many hours of the day and into the night without lights being an issue with neighbors. Ms. Redmond Scura noted that the condition of the bleachers, and disuse of the baseball field bleachers, has been a consideration for the City, with the possibility of creating movable bleachers, although at a considerable cost.

Agenda Item 12. Proposed calendar of meetings
Superintendent Forsten discussed the proposed Board calendars for December and January.

Agenda Item 13. Public comment
There was no public comment.
Mr. Croteau expressed his appreciation for the service, friendship, fellowship and wisdom of Clint, Nathan and Maureen, and noted that it will be difficult to have them leave the Board.

Agenda Item 14. Adjournment

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

The meeting was adjourned at 8:30 p.m.
Respectfully submitted,

Maureen Redmond Scura, Secretary
Linden Jackett, Recorder
Maureen Redmond Scura opened the meeting at 5:30 p.m. Assistant Superintendent Donna Palley introduced the conversation about new course proposals for Concord High School. Ms. Palley introduced CHS Principal Tom Sica, who facilitated the conversation.

Jeff Fullam, Art Facilitator, and Erika Dietsch, Art Teacher, shared their proposal for a new Art course, *Sculpture*. A thorough description of the course was offered. *Sculpture* is a one-semester, ½-credit art elective in which students will explore the space around them and make literal and symbolic connections with the three-dimensional world. Students will manipulate and utilize a variety of materials to develop aesthetically pleasing three-dimensional forms. Form, volume and space relationships will be explored as students create functional, non-functional and conceptual sculptures. Students will be involved in planning, revising and reflecting processes to develop their work and convey meaning. In this class, students will explore a variety of different construction techniques including assemblage, relief, kinetic and figure sculptures, and will also look at how a range of artists have used sculpture as a means of communication and expression.

Several Board members spoke in support of the Art program and this new course.

Gabe Cohen, Music Facilitator, offered background information on a new Music course proposal, *Contemporary Performance*. The course is a one-semester, ½-credit music elective for 10th, 11th and 12th graders that offers the opportunity to investigate current performance techniques in contemporary music. Students will explore music in an ensemble setting on both their own primary instrument and on new instruments explored in this class. Students will be exposed to beginning piano performance and
accompaniment, jazz improvisation, world percussion techniques, beginning recording, and performance in a contemporary music setting.

Several Board members offered positive feedback, asked questions about the course, and spoke in support of this new course proposal.

Jim Corkum, CHS Assistant Principal with responsibilities to the Social Studies department, Chris Herr, Social Studies Facilitator and Jeremy Duclos, Social Studies Teacher who has been teaching the new course – Social Movements: Power to the People – presented on its implementation, which is in its first semester. Through the lenses of power, resistance and identity, this course introduces American social movements from the 1950s to present. Drawing from history, sociology and politics, students 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 examine how social activism across the political spectrum has changed since the 20th century. Mr. Duclos reviewed several projects that students have completed and their learning processes so far this semester. Students were challenged to work independently and in small groups. Jim Richards asked whether Mr. Duclos had considered the impact of social media on social movements today, and Mr. Duclos described how this issue has come up for discussion.

Phil Clamer, Science Teacher, and Tim Beaulieu, Math Teacher, presented their model for teaching Algebra II and Physics in an integrated manner, with an emphasis on project-based learning. The combined courses create a STEM-infused course focused on helping students make connections between Algebra II and Physics and see their relevance in the world around them. They described several projects which encouraged students to work together to design, build, test and prove their work. Mr. Clarner and Mr. Beaulieu have designed an interesting pathway for students to gain skills in Physics and Algebra II. Students are earning a credit in Math and a credit in Science through the STEM course.

Board members asked several questions and positively reinforced the idea and the implementation of this STEM course. The presented videos and demonstrations were well done and reinforced the engaging aspects of this course. Tom Crumrine, CHS Assistant Principal with responsibilities in Science and Mathematics, noted that this course has been positively received. Tom Sica, CHS Principal, introduced Tammy Hatcher, Facilitator for Mathematics, who has strongly supported this effort.

Matt Skoby and Kaileen Chilauskas, CHS English Teachers, spoke to two new courses at CHS: Sports Literature and The Write Stuff. Mr. Skoby noted that Sports Literature has been well-received at CHS. This course is being offered once per semester this year, with enrollments of 30 students in each class. He shared several written projects created by students. Mr. Skoby shared the essential question of the course: “Do sports divide us or bring us together?” Students use the Socratic Seminar and create a blog.

Ms. Chilauskas spoke about The Write Stuff, which 30 students are taking. She noted that there is very little overlap in students who are taking the Sports Literature course and those taking The Write Stuff, meaning that almost 100 freshmen and sophomores are taking an
English elective. The students create four beautiful anthologies over the course of the semester. They are responsible for the written content, layout and artwork for the anthology they create as a team. Student writers developed their skills, confidence and interest in writing now and in the future. Ms. Chilauskas had presented this course at the New England Association of English Teachers Conference.

Board members offered strong, positive comments regarding the English elective courses.

Tom Crumrine, CHS Assistant Principal, Lise Bofinger, Facilitator of Science, and Lyn Vinskus, Science Coach and Project Manager for NGSS, then discussed the Next Gen Science course. Ms. Vinskus has been part of the leadership team as CHS has adopted a new pathway for Science studies using Next Generation Science Standards. She offered an outline of course content and student skills in this new course. She described several projects which have reinforced student learning. Ms. Bofinger described several field-based trips to energy sites. The Science department created an opportunity for students to visit several energy generation sites: bio mass plant, wind generation facility, Wheelabrator (trash to energy), solar plant, hydro plant, etc. They divided the students into several groups so that students from every class went to each of the energy sites and brought information to the rest of their class. Students had to design an energy plant based on the one which they visited.

Ms. Vinskus shared student surveys related to the Next Gen Science and shared teacher input about student engagement and the course content overall. Ms. Vinskus spoke about her role as the Science Coach, which is funded by the Title IIA Grant, to support teaching the new course. The CHS Science department inspired more hands-on, project-based learning. Ms. Bofinger said that Science Teachers are dedicated to the new teaching content and process. Mr. Crumrine discussed how the new Science standards are reviewed, considered and at the forefront as the Next Gen courses continue to be developed.

The team shared several Science pathways from the new Next Gen Science courses:

**Advanced Placement (AP) Chemistry:** NGS I, with summer work; or NGS I plus Chemistry I (1 semester)

**AP Biology:** NGS I and II and Biology I (1 semester) and Chemistry I (1 semester), suggested

**AP Environmental Studies:** NGS I and II; Science of Sustainability (1 semester) suggested but not required

**AP Physics:** NGS I and Algebra II (can be concurrent); Advanced Algebra 2 or Advanced Pre-Calculus recommended

**AP Psychology:** NGS I and II and Human Psychology (1 semester)

Board members asked several questions related to the new Science processes, their content and student performance in this new course. It was noted that students can take
several science courses simultaneously so that Advanced Placement courses can be taken as early as sophomore year in some cases.

Ms. Bofinger addressed the proposal for a new Science course for 2019-2020: Science of Sustainability. The course description addresses a number of questions, such as “Have you ever wondered what the future of our planet will be like? Does recycling really make a difference? Will my children be skiing in New Hampshire? What kinds of things can I do in my life to make a difference? In the future will electricity still be the major form of energy in our homes?” This full semester class (.5 credit) for freshmen and sophomores will provide students with an overview of environmental Science concepts, with an emphasis on human impact and possible solutions and paths forward. This new course would offer an elective for younger high school students. Ms. Bofinger noted that students will be challenged to make connections between global issues in sustainability and their applications in Concord.

Ms. Redmond Scura asked for a motion to recommend the new courses to the full Board for approval.

The Committee voted 3-0 to recommend the three new courses to the full Board for approval for 2019-2020: Sculpture, Contemporary Performance and Science of Sustainability (motioned by Liza Poinier, seconded by Mr. Cogswell).

The Committee voted 3-0 to adjourn (motioned by Ms. Poinier, seconded by Mr. Cogswell).

The meeting adjourned at 7:33 p.m.

Respectfully submitted,

Maureen Redmond Scura, Chair
Terri Forsten, Recorder
Concord School District
Board of Education
Communications and Policy Committee

Date: December 12, 2018

Committee members present: Nathan Fennessy, Chair; Maureen Redmond Scura, Jennifer Patterson, Jim Richards (appointed)

Committee member absent: Tom Croteau

Administration: Terri Forsten, Superintendent, Donna Palley, Assistant Superintendent

Mr. Fennessy opened the meeting at 5:30 p.m. The agenda was to consider changes and updates to several student-related policies.

Mr. Richards was appointed a member of the committee for the meeting.

Jennifer Patterson made a motion to move into non-public session at 5:33 p.m. under RSA 91-A:3 II (e) that states: “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. Any application filed for tax abatement, pursuant to law, with any body or board shall not constitute a threatened or filed litigation against any public body for the purposes of this subparagraph.”

The Committee voted 4-0 by roll call to move into non-public session at 5:33 p.m. under RSA 91-A:3 II (e) (motioned by Jennifer Patterson, seconded by Mr. Richards).

Mr. Fennessy, Ms. Patterson and Mr. Richards recessed into non-public session.

Ms. Patterson moved to come out of non-public session at 5:43 p.m.

Committee members voted 4-0 by roll call to come out of non-public session (moved by Ms. Patterson, seconded by Mr. Richards).

The Committee recessed the non-public session at 5:43 p.m.

Committee members voted to seal the minutes of the non-public session.

Committee members voted 3-1 (Ms. Redmond-Scura abstained) by roll call to seal the minutes of the non-public session under RSA 91-A:3 II (e) (moved by Ms. Patterson, seconded by Mr. Richards).
Policy #517 – Manifest Educational Hardship

The committee added text from the NHSBA policy and renumbered items 1 through 10.

New policy #517.5 – Change of School or Assignment – Best Interests

This new policy represents a means to distinguish reassignment requests based upon “manifest educational hardship” from requests based upon “best interests,” but does not provide an appeal right. Ms. Patterson noted that under the statute, a parent may appeal the Superintendent’s decision to the State Board of Education under “manifest educational hardship,” but not with this policy.

Superintendent Forsten noted that while the policy is legally required, the Board can modify the sample policy. Ms. Patterson noted that this policy will be beneficial to the Superintendent, and to parents as an option.

Ms. Redmond Scura noted that if permission were granted, transportation costs are the responsibility of the parent.

Superintendent Forsten noted that the total number of students granted school reassignment will not exceed 1% (or 3-4 students) per school. Currently, one student from another district is attending a school in Concord, and one Concord student is attending a school in another district.

Mr. Fennessy suggested that the policy does not define “best interest,” which might be useful when the Superintendent brings a request forward to the Board, and Ms. Patterson agreed that the statute is not particularly helpful in terms of criteria.

Superintendent Forsten noted that reassignment involves a superintendent approaching another superintendent with an honorable request based on student need; she has not encountered any random or questionable requests.

Mr. Richards noted that the Superintendent can develop administrative regulations, and asked what would happen if the Superintendent decided against the request.

Under this policy, a request would go to Board for ratification only if the Superintendent grants it. Ms. Patterson reiterated that according to law, a parent may appeal the Superintendent’s decision to the State Board of Education under “manifest educational hardship,” but not with this policy.

The Committee added the sentence to item B.5.: “There shall be no appeal from a decision by the Superintendent not to recommend the reassignment.”

Policy #520 - Safe School Zone

NHSBA has three relevant sample policies that cover the multiple topics covered in the District’s current policy. Ms. Patterson recommended adopting the three new policies.

The current Policy 520 Safe School Zone would be replaced with the NHSBA sample text of policy ADD Safe Schools in its entirety.
Student Discipline and Due Process (NHSBA sample policy JICD) would be numbered Policy 543.

Weapons on School Property (NHSBA sample policy JICI) would be numbered Policy 544.

Mr. Fennessy noted that “weapons” is better defined in the District policy, and suggested that the list be doublechecked and clarified.

Ms. Redmond Scura suggested that different NH RSAs are listed and suggested that these be reviewed.

In response to a question from Mr. Richards about whether District policy can be enforced at bus stops, or would apply to a weapon held by a non-student, Mr. Fennessy noted that the policy is primarily for students.

Mr. Richards asked whether the new Policy Safe Schools would present a hardship for the District, as item no. 10 requires school climate professionals to assess whether students feel safe in school.

Policy #529 Homeless Students

Current District policy references the McKinney-Vento Homeless Education Act.

Ms. Patterson asked whether the law governing services to homeless students changes all the time, and suggested the policy should simply reference the statute. Mr. Fennessy agreed, noting that he does not have a reference about whether changes to the law would influence this policy.

Mr. Richards suggested comparing any requirements from the new law (Every Student Succeeds Act – ESSA) to the older (No Child Left Behind) law.

The Committee recommended this policy to the full Board for a first reading. The Superintendent will review the current law and ensure all components are up to date.

Policy #535 Exploitation of Students

It was noted that NHSBA does not have a similar policy. This policy was considered for deletion, but it was decided not to recommend deletion at this time.

Policy #535.1 Solicitation of Students

Superintendent Forsten noted an associated NHSBA sample policy KH:

Public Solicitation in Schools: As a general policy, there will be no solicitation within the schools for any purpose whatsoever. No commercial enterprise may be represented in the schools and there will be no sale of goods or services on the premises.

Any request for the exception to this rule must be submitted in writing to the School Board or its agents (Superintendent and/or Principal) at least 30 days prior to the
implementation of the requested activity. The School Board reserves the right to grant exceptions.

Ms. Patterson asked the Superintendent if it would be worthwhile to adopt a more specific policy combining Policy 535 and 535.1 that describes specific, current situations, and provides guidance about commercial and nonprofit requests. Superintendent Forsten will develop a policy to address this issue for the next Communications Committee meeting. The Committee decided not to recommend deletion at this time.

**Policy #536 Corporal Punishment**

Superintendent Forsten noted that the second paragraph of the NHSBA sample policy would be pertinent, as at times parents have offered their permission for corporal punishment. However, the District has had a long practice of not using corporal punishment. The Committee recommended replacing Policy #536 with NHSBA sample policy JKA.

**Policy #541.2 Dress Code**

This policy was last reviewed in 1976 and has stood the test of time. The Committee decided to simply add a review date to the policy, with no changes.

Ms. Patterson thanked Ms. Redmond Scura and Mr. Fennessy for their valuable and diligent work on this committee over the past three years.

The Committee voted 4-0 to recommend to the full Board a first reading of the policies which were revised: Policy #517 Manifest Educational Hardship; Policy #517.5 Change of School or Assignment – Best Interests; Policy #520 Safe Schools; Policy #543 Student Discipline and Due Process; Policy #544 Weapons on School Property; Policy #529 Homeless Students; and Policy #536 Corporal Punishment. Policies #535 Exploitation of Students and Policy #535.1 * Solicitation of Students will be developed at a later committee meeting. Policy #541.2 Dress Code will set a review date only (moved by Ms. Redmond Scura, seconded by Ms. Patterson).

Mr. Fennessy asked for a motion to adjourn.

Committee members voted 4-0 to adjourn (moved by Ms. Redmond Scura, seconded by Ms. Patterson).

The meeting adjourned at 7:06 p.m.

Respectfully submitted,

Mr. Fennessy Fennessy, Chair
Linden Jackett, Recorder
Concord School District Policy #517
Manifest Educational Hardship

The Superintendent will assign resident students to a public school within the District.

The School Board recognizes that in unusual and extraordinary circumstances, a parent/guardian may wish to request a change in the student’s school assignment to another public school within the District or a public school in another district. When the parent/guardian believes that the assignment that has been made will result in a manifest educational hardship to the student, the Board will consider these requests, according to the procedure outlined below.

Procedure for consideration of a Manifest Educational Hardship request

The following procedures will be used when a parent/guardian seeks a change of assignment within the District, or a waiver of assignment from attending any school in the District based on an assertion that the current assignment constitutes a manifest educational hardship:

1. The parent/guardian will make a written request to the Superintendent’s office, detailing the specific reasons why the parent/guardian believes that the current assignment constitutes a manifest educational hardship.

2. The Board will hold a hearing on the matter within thirty (30) days of receipt of the written request. The Board will hear the matter in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).

3. Prior to the hearing, the Superintendent shall provide the Board his/her recommendations regarding the parent/guardian’s request. Such recommendations may be provided orally at the hearing, or in writing at or before the hearing, with a copy to the parent/guardian.

4. At the hearing, the parent/guardian may use whatever information he or she deems is necessary and appropriate to support the request. At a minimum, however, the parent/guardian must submit information demonstrating to the Board that the current assignment is detrimental or has a negative effect on the student’s educational or personal development.

5. In determining whether the student’s current school assignment constitutes a manifest educational hardship, and what the corresponding appropriate action should be, the Board will consider all information presented by the parent/guardian, the recommendations of the Superintendent, and any other information which the Board deems relevant and useful.

6. The Board may find that a manifest educational hardship exists provided that the parent/guardian demonstrates that attendance at the assigned school will have a detrimental effect on the child’s education, and that another public school or public academy, either within the District or in another district, can reasonably meet the student’s educational needs.
7. The Board shall find that a manifest educational hardship exists if it determines that there is clear and convincing evidence that:

   a. A compelling amount of a student's academic, physical, personal or social needs cannot be met by the assigned school or are not found within the student body of the assigned school;

   b. The attendance at the assigned school will impair the educational progress of the student; and

   c. Another public school or public academy, either within the District or in another district, can reasonably meet the student's educational needs.

6.8. The Board reserves the legal right to make a determination whether a given request constitutes a manifest educational hardship, and what the corresponding action should be, on a case by case basis.

7.9. The Board will render its decision in writing within fifteen (15) days after the Board meeting in which the parent/guardian addressed the Board, and will forward its written decision to the parent/guardian via US mail.

8.10. If a parent/guardian is aggrieved by the decision of the Board, he or she may appeal to the State Board of Education in accordance with the provisions of Ed 200.

Legal References:
RSA 193:3, Change of School or Assignment; Manifest Educational Hardship
NH Code of Administrative Rules, Section Ed 320, Manifest Educational Hardship
NH Code of Administrative Rules, Section Ed 200, Rules of Practice and Procedure

Adopted November 2, 2009. Revised 2019
Corresponds to NHSBA Policy JEC. See also JCA
Concord School District Policy 517.5
Change of School or Assignment – Best Interests

In circumstances where the best interests of a student warrant a change of school or assignment, the Superintendent is authorized to reassign a student from the public school to which he/she is currently assigned to another public school, or to approve a request from another Superintendent to accept a transfer of a student from another district, under the following conditions and procedures.

A. Manifest educational hardship change of assignment distinguished

When a parent/guardian believes that an initial assignment has been made which will result in a manifest educational hardship to the student, the parent/guardian may seek a change of assignment in accordance with provisions of RSA 193:3, I, as the same may be amended or replaced from time to time, and Policy #517 Manifest Educational Hardship.

B. Conditions and procedures for reassignment based upon best interests

1. Either the parent/legal guardian or the Superintendent of a different SAU may make a written request to the Superintendent for a change of school assignment. In the request, the parent/guardian should state why the best interests of the student warrant a reassignment.

2. The Superintendent will fully consider this written request, will meet with the parent/guardian, if necessary, and will make a determination concerning the reassignment request.

3. The Superintendent’s decision will be based on the best interests of the student, as determined by the Superintendent. The Superintendent may develop administrative regulations concerning the factors that will be considered in making such a determination.

4. If the Superintendent determines that the best interests of the student warrant a reassignment, he/she will present the matter to the School Board. The Board must vote to approve the reassignment before the reassignment can occur. Upon Board approval, the Superintendent may reassign the student to another school within the District or in another SAU, subject to the student meeting the admission requirements of such school, and subject to the agreement of the Superintendent of the receiving SAU and approval of the Boards of both the sending and receiving districts.

5. The Superintendent will issue a written decision to the parent/guardian. There shall be no appeal of a decision by the Superintendent not to recommend the reassignment.

6. The total reassignments or transfers made under this policy in any one school year will not exceed one percent (1%) of the average daily membership of the District, or five percent (5%) of the average daily membership of any single school, whichever is greater, unless the Board votes to exceed this limit.
7. Reassignments made under this policy that exceed the percentages provided in paragraph #6 must have prior written approval of the Board.

C. Count of reassigned students, tuition payment and rate, and transportation

Students reassigned under this policy will be counted in the average daily membership of a given student's resident school district. Said student's resident district will forward any tuition payment due to the district to which the student was assigned.

The Superintendents involved in the reassignment of a student will jointly establish a tuition rate for each such student. Some or all of the tuition may be waived by the Superintendent of the receiving district for good cause shown or pursuant to any applicable policies of the receiving district, presuming said action is not contrary to law.

The cost of transportation for any student reassigned under this policy will be the sole responsibility of the parent/guardian.

D. Notice to the Department of Education

The Superintendent of the student's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

E. Special education placements

A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

Legal References:
RSA 193:3, 111, Change of School Assignment
RSA 193: 14-a, Change of School Assignment; Duties of State Board of Education

Adopted __________, 2019
Corresponds to NHSBA policy JCA. See also JEC & JFAB
Concord School District Policy #520
Safe Schools Zone

The Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. To that end, the Board directs the Superintendent to develop a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.

2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.

3. Procedures that address persons visiting school buildings and attending school-sponsored activities.

4. Training programs for staff and students in crisis prevention and management.

5. Training programs for staff and students in emergency response procedures that include practice drills.

6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.

7. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.

8. Procedures for safe, confidential reporting of security and safety concerns at each school building.

9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.

10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each District building.

11. Procedures to provide for regular communications between District officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.

12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety and special hazards associated with athletics and other extracurricular activities.
13. Procedures for the reporting of criminal activity to law enforcement. Each building Principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The Principal shall submit annually, in the manner and by the date specified by the State Board of Education, a written report concerning the learning environment in the school during that school year. The report shall contain, at a minimum, the information required by law.

Legal References:
RSA 193-D, Safe School Zones
RSA 193-F, Pupil Safety and Violence Prevention
NH Code of Admin. Rule, Section Ed. 306.041a)(2), Promoting School Safety

Corresponds to NHSBA Policies ADD/EBB. See also EB, JICK

Introduction

It is the policy of Concord School District that all school buildings, property, bus stops and routes and associated areas shall be safe environments for students, free of danger posed by the presence of weapons or conduct which threatens harm or causes injury. It is the policy of the District that the provisions of RSA 193-D:2, the so-called Safe School Zone Act, be carried out in all respects. Should any portion of this policy conflict with state law or regulations issued pursuant thereto, it is the intention of the District that its policy be read in such a manner that it conforms to such law or regulation. This policy replaces the “Weapons Policy” previously adopted by the District.

I. — Weapons in the Schools

A. Weapons (such as but not limited to firearms, explosives, incendiaries, martial arts weapons (as defined by RSA 159:20), clubs, billies, metallic knuckles or containers containing chemicals such as pepper gas or mace) or other objects used as weapons are not permitted on school property, on school buses or at school sponsored activities. “Weapons” shall mean any object whose use at the time or whose primary purpose is to cause or, by intimidation, to threaten to cause, bodily harm or injury to any person. Student violations of this policy will result in both school disciplinary action and notification of the local police. Suspension or expulsion could result.

In addition, any student who is determined to have brought a firearm (as defined by 18 U. S. C. 921) to school without prior written approval will be expelled for not less than one year (365 days). This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law and District policy.

All students will receive written notice of this policy once each year.

B. It is the policy of the District that no person carry a firearm or other weapon on school premises, school buses, or at school sponsored activities. The only exceptions to this policy are:
1. the necessary carrying of firearms by law enforcement personnel in the event of a safety emergency; and

2. the occasional display or use of an unloaded firearm or other weapon for educational purposes, and only when the owner has received prior written approval from the building Principal. Firearms shall not be kept in vehicles parked on school premises.

C. Violation of the foregoing policy shall result in the immediate removal of the firearm or other weapon or vehicle containing a firearm, along with the removal of the owner, from the premises. The District may take additional action, including seeking injunctive orders or involvement of law enforcement as may be necessary.

II. Definitions

A. "Expulsion" means the denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and III on either a permanent basis or for a time specified in statute, rule or regulation.

B. "Firearm or other dangerous weapon" means any firearm or weapon as defined in section 921 of Title 18 of the US Code, and any weapon prohibited by RSA 159, including but not limited to dangerous weapons listed in RSA 159:16, and any object when used as a weapon.

C. "Gross misconduct" means an act which:
   1. Constitutes a substantial and/or repeated violation of a school rule or policy;
   2. Results in violence to another person or property;
   3. Poses a direct threat to the safety of others in a safe school zone; or
   4. Is identified in RSA 193:13;

D. "Neglect", in the context of RSA 193:13, I and II, means the failure of a pupil to pay attention to an announced, posted, or printed school rule.

E. "Pupil" means a child through age 21 in attendance at a school during the school day.

F. "Refusal", in the context of RSA 193:13, I and II means the willful defiance of a pupil to comply with an announced, posted, or printed school rule.

G. "Safe school zone" means "safe school zone" as defined in RSA 193:13;

H. "School day" means
   1. for a pupil who takes the school bus, the time period beginning when a pupil boards the bus in the morning to the time when a pupil disembarks from the bus in the afternoon; and
   2. for a pupil who walks to school or arrives by private car, the time period beginning when the pupil arrives on the school grounds to the time when the pupil leaves the school grounds;

   3. all pupils are expected to respect the persons and property of other pupils and citizens while traveling to and from school;
4. while school is closed or not in session, pupils entering the premises will conform their behavior to these rules.

I. “School employee” means any school administrator, teacher, or other employee of any public or private school, school district, school department, or school administrative unit, or any person providing or performing continuing contract services for any public or private school, school district, school department, or school administrative unit.

J. “School property” means all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private, and including any premises temporarily used for or by the District.

K. “School purposes” means school sponsored programs, including but not limited to educational or extra-curricular activities.

L. “Superintendent” means the Superintendent of Schools or chief administering officer, or a representative designated in writing as authorized under RSA 193:13, I.

M. “Suspension” means the temporary denial of a student’s attendance at school for a specific period of time for gross misconduct or for neglect or refusal to conform to announced, posted, or printed school rules. A short-term suspension is one of 10 days or less. A long-term suspension is a suspension beyond 10 days which may extend to the end of the school year or the next year under certain circumstances.

N. “Unlawful possession” in RSA 193-D:1, I (e) shall include, but not be limited to:
   1. having control over a weapon or an object used as a weapon during any part of a school day;
   2. transporting the object to school;
   3. storing the object anywhere on the school premises, whether in the student’s locker or any other student’s locker, or any other place on the premises; or
   4. doing any other act which causes or contributes to causing the object to be on school premises, or which causes or contributes to causing an object to be used as a weapon as defined by the School Board.

III. Expulsion for Violent Acts or Weapon Violations

A. Any pupil who engages in or commits any of the following acts shall be subject to expulsion as described in Section IV below:
   1. Homicide under RSA 630;
   2. Any first or second degree assault under RSA 631;
   3. Any simple assault under RSA 631:2-a;
   4. Any felonious or aggravated felonious sexual assault under RSA 632-A;
   5. Criminal mischief under RSA 634:2;
   6. Unlawful possession or sale of a firearm or other dangerous weapon under RSA 159;
7. Arson under RSA 634:1;
8. Burglary under RSA 635;
9. Robbery under RSA 636;
10. Theft under RSA 637;
11. Illegal sale or possession of a controlled drug under RSA 318-B;
12. Gross misconduct or neglect or refusal to conform to the reasonable rules of the school under RSA 193:13, 11;

B. Possession of a pellet or BB gun or rifle under RSA 193:13, III; Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the School Board for a period of not less than twelve months. Any expulsion shall be subject to review by the Superintendent in accordance with District policy if requested by a parent or guardian; and, further, any parent or guardian shall have the right to appeal any such long term suspension or expulsion by the Board to the State Board of Education. (RSA 193:13, III)

IV. Disciplinary Procedures

A. The following levels of discipline are available to school officials in enforcing this policy:
   1. Short term suspension by a Principal which lasts between 1 and 10 days;
   2. Long term suspension by the Superintendent which lasts longer than 10 days;
   3. Expulsion by the Board for a period determined in writing by the Board under RSA 193:13, II.
   4. Expulsion by the Board for a period of not less than 12 months under RSA 193:13, III.

B. The following due process procedures shall be followed:
   1. Short term suspension by the Principal:
      a. The Principal shall inform the pupil of the purpose of the meeting;
      b. Parents and/or the pupil will be given oral or written notice of the charges and an explanation of the evidence against the pupil;
      c. The pupil will be given an opportunity for the pupil to present his/her side of the story;
      d. The Principal shall provide a written statement to the pupil and at least one of the pupil's parents or guardian explaining any disciplinary action taken against the student.
   2. Long term suspension by the Superintendent:
a. written communication to the pupil and at least one of the pupil's parents or
guardian, delivered in person or by mail to the pupil's last known address,
containing notice of the charges and an explanation of the evidence against the
pupil;

b. The Principal's written or oral recommendation for student action to correct the
discipline problem;

c. A hearing in accordance with V;

d. A written decision which includes the legal and factual basis for the conclusion
that the pupil should be suspended; and

e. The decision may be appealed to the Board under RSA 193:13, I. A written letter
of appeal should be filed with the Superintendent's office within 10 days of the
decision.

3. Expulsion by the Board:

a. A formal hearing shall be held before any expulsion;

b. Such hearing may be held either before or after the short-term suspension has
expired;

c. If the hearing is held after the expiration of a short-term suspension, the pupil
shall be entitled to return to school after the short-term suspension has expired
and pending the long-term suspension or expulsion hearing;

d. The Board shall provide written notice to the pupil and at least one of the pupil's
parents or guardian, delivered in person or by mail to the pupil's last known
address, of the date, time and place for a hearing before the Board;

e. The written notice required by 3. above shall include:

   i. A written statement of the charges and the nature of the evidence against the
      pupil; and

   ii. The Superintendent's written recommendation for Board action and a
description of the process used by the Superintendent to reach his/her
      recommendation;

   iii. This notice shall be delivered to the pupil and at least one of the pupil's
      parents or guardian at least 2 days prior to the hearing.

V. Due Process Hearing Procedures

A. In all long-term suspensions or expulsions, the following procedures shall apply:

   1. The pupil, together with a parent or guardian, may waive the right to a hearing and
      admit to the charges made by the Superintendent;

   2. If the pupil is 18 years of age or older, the concurrence of a parent or guardian shall
      be unnecessary unless the pupil is subject to a guardianship which would prevent
      the pupil from waiving the right to a hearing;
3. Formal rules of evidence shall not be applicable; however, school officials shall present evidence in support of the charge(s) and the accused pupil or his/her parent or guardian shall have an opportunity to present any defense or reply;

4. The hearing shall be either public or private and the choice shall be that of the pupil or his parent or guardian, provided that the Board may at any time convene the hearing in non-public session to protect the rights and privacy of third persons.

5. During the hearing, the pupil, parent, guardian or counsel representing the pupil shall have the right to examine any and all witnesses; provided, however, that the privacy rights of witnesses shall be respected and witnesses may testify by anonymous statement or other means if their safety is threatened.

B. The decision of the Superintendent or Board shall be based on a dispassionate and fair consideration of substantial evidence that the accused pupil committed the act for which such long-term suspension or expulsion is to be imposed and that such acts are, in fact, a proper reason for the consequence.

C. The decision shall state whether the student is suspended or expelled and shall specify the length of time. If the decision is to expel or suspend the pupil beyond 10 days, the decision shall include the legal and factual basis for the decision.

D. The decision shall contain a procedure for how the pupil, parent or guardian, if available, may request a review of the Superintendent’s or Board’s action prior to the start of each school year, including procedures for how the Superintendent or Board will make timely response to the request which shall be no later than 30 days from the receipt of the request. The procedure shall also provide for a transition plan, if applicable, detailing actions the student will be required to take as a condition for re-entry into the school at a date later than the start of the school year.

E. In all cases, appropriate adjustments shall be made to account for the age and grade level of the pupil being disciplined.

VI. Appeals and Review

In accordance with RSA 193:13 the following waiver, appeal and review procedures shall be followed:

A. The decision of the Principal in a short-term suspension shall be final.

B. Process of appeal to Board of Superintendent’s decision: appeals of the Superintendent’s long-term suspension decision to the Board shall proceed as follows:

1. The request for an appeal must be in writing and given to the Board through the Superintendent’s office within five school days of the receipt of the decision.

2. During the pendency of the appeal, the discipline imposed by the Superintendent shall take effect;

3. The Board will determine in each such appeal whether it will review the record and evidence submitted to the Superintendent, take limited additional testimony or conduct a de novo hearing. The President of the Board (or the committee) shall-
notify both the administration and the parents or student five days before the hearing as to which course it will take in the appeal.

4. The appeal hearing shall follow the procedures in Paragraph V, to the extent applicable.

C. Long-term suspension or expulsion may be appealed to the State Board of Education in accordance with RSA 193:13, I, II, or III.

D. All appeals to the State Board allowed under RSA 193:13, II or III shall be filed within 10 calendar days of the written decision of the local school board and shall be in accordance with RSA 541-A and Ed 200.

E. In the case of pursuant to RSA 193:13, II and this policy, written application may be made to the Board through the Superintendent’s office no later than one month prior to the start of each school year. The application shall contain a statement in the pupil’s own words explaining why he/she should be considered for readmission. The application shall be accompanied by at least one recommendation from a member of the community, such as a counselor, minister, or employer who has observed the pupil’s behavior during the period of expulsion. The application shall also be accompanied by the Superintendent’s and the building administrator’s recommendation to the Board, which may include conditions for phased readmission.

F. The Superintendent may, upon written application of an expelled pupil and on a case-by-case basis, recommend to the Board modification of the expulsion requirements of paragraphs IV, (A), (3) and (4) above. Prior to consenting to such a modification, the pupil shall be required to submit to the Superintendent sufficient evidence in the form of letters, work history or other documents or testimony demonstrating that it is in the school’s best interests and the pupil’s best interests to allow a modification. In making such a decision, due regard will be given to other pupils and staff whose safety and well-being shall be of paramount importance.

VII. Notification of Students

In accordance with RSA 193:13 the following notification procedures will be followed:

A. The student handbooks for middle school and high school pupils shall contain a summary of RSA 193:13 (as amended) and a summary of this policy. Copies of the statutes and this policy shall be available in the Principal’s office. Notice of the policy and the location of copies shall be displayed in a prominent place on each school’s notice board.

B. Copies of the statutes and handbook will be given to all teachers and other school employees.

C. Copies of the statutes and school policy will be given to any student being disciplined pursuant to its terms.

VIII. Reporting Procedures
A. In accordance with RSA 193-AA, each written report by a supervisor to the Principal relating to an act of theft, destruction, or violence in a safe school zone shall be on-standardized Form #Ed 317.

B. The report by a supervisor to a Principal on Form #Ed 317 shall contain all the statutory information required by RSA 193-A:4.

C. Form #Ed 317 shall be completed and filed with the Commissioner of Education on or before June 30 of each year. Form #Ed 317 shall contain the following information:

1. School name;
2. School address;
3. School telephone number;
4. Name of building-Principal;
5. Date of incident involving an act of theft, destruction, or violence, or the possession of a firearm;
6. Time of incident in (5) above;
7. Location of incident in (5) above;
8. Alleged offense;
9. Description of incident;
10. Name of suspect;
11. Grade in school of suspect;
12. Address of suspect;
13. Gender of suspect;
14. Name of victim;
15. Grade in school of victim;
16. Address of victim;
17. Gender of victim;
18. Name of employee reporting incident;
19. Date report was completed by employee;
20. Date report was filed with local law enforcement authority by building Principal.

IX. Student with an Educational Disability

A. Any long-term suspension or expulsion of a student with an educational disability as defined in Ed 1102.31 shall be in accordance with Ed 1119.11.

B. If, under the provisions of Ed 1119.11 (c), the special education placement team determines that the behavior leading to the suspension or expulsion is not a direct result of the student's educational disability, Sections Ed 317.01 through Ed 317.05 shall apply, unless otherwise required by federal law.
C. In the case of a student with an educational disability who is determined to have brought a firearm or other dangerous weapon into a safe school zone as defined in 18 U.S.C. 921 (a)(3), the federal requirement of section 615(e) of Public Law 101-487 shall apply, and the student may be placed in an interim m. alternative educational setting for the time periods determined by that Public Law.


Corresponds to NHSBA Policy
Concord School District Policy #529
Homeless Students

The District will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided District services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, English Language Learning, vocational and technical education programs and school nutrition programs.

Homeless students are defined as those students lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in previous examples.

The Superintendent shall designate an appropriate staff person to be the District's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living.

If there is an enrollment dispute between the child's parent/guardian and the District, the student shall immediately be enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian shall be informed in writing of the District's final decision and the parent/guardian's appeal rights. Unaccompanied youth will also be enrolled pending resolution of a dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to District policies. If the student does not have immediate access to immunization records, the
student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the District liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to District policies. Emergency contact information is required at the time of enrollment, consistent with District policies.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If a homeless student is living in another district but will attend his or her school of origin, both districts will make reasonable efforts to coordinate the transportation services necessary for the student.

The District's liaison for homeless students and their families shall coordinate with: local social service agencies that provide services to homeless children and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. The District's liaison will also review and recommend to the District policies that may eliminate barriers to the enrollment of homeless students.

**Legal References**

NH Code of Administrative Rules, Section Ed 306. 04(a) (19), Homeless Students
RSA 193:12, Legal Residence Required

Adopted November 6, 2006. Revised August 6, 2012; _______, 2019
Corresponds to NHSBA Policy IFABD

Concord School District will follow all the laws, rules and procedures provided for in 42 U.S.C. 1431 (McKinney-Vento Homeless Education Act); Title X in the 2002 revision of the Elementary and Secondary Education (ESEA) Act and NH RSA 193.12 (Legal Residence Required) as those statutes and regulations issued thereunder may be amended from time to time.
Concord School District Policy #536

Corporal Punishment

No teacher, administrator, student or other person will subject a student to corporal punishment or condone the use of corporal punishment by any person under his or her supervision or control, except in self-defense or in exigent circumstances. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian or school official.

Provisions for the use of physical restraint, medical restraint and/or mechanical restraint are established by Policies #430/#536.1.

Legal References
RSA 627:6, II, Physical Force by Persons with Special Responsibilities

Corresponds to NHSBA Policy IKA

Concord School District prohibits the use of corporal punishment to control or direct the behavior of a student. This is distinguished from the physical restraint of students as governed by Policies #536.1 and #430: Restraint and Seclusion.
Concord School District Policy #543

Student Discipline and Due Process

At all times, students are required to conduct themselves in accordance with behavioral standards set forth in Policy #540 and all other applicable School Board policies and all District or school rules. Failure to comply can lead to disciplinary consequences as set forth in this policy and applicable law.

A. Disciplinary Measures – “Definitions”

Disciplinary measures include, but are not limited to, removal from the classroom, detention, in-school suspension, out-of-school suspension, restriction from activities, probation and expulsion.

1. “Removal from the classroom” means a student is sent to the building Principal’s office. It is within the discretion of the person in charge of the classroom to remove the student.

2. “Detention” means the student’s presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class. The building Principal is authorized to establish guidelines or protocol for when detention shall be served (either before school or after school). Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee disciplining the student or the building Principal.

3. “In-school suspension” means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten (10) consecutive school days.

4. “Out-of-school suspension” means the temporary denial of a student’s attendance at school for a specific period of time for gross misconduct, for neglect or refusal to conform to school rules or policies.
   a. “Short-term suspension” means a suspension often (10) school days or less. Ed 317.04(a)(1).
   b. “Long-term suspension” means the continuation of a short-term suspension under RSA 193:13, I (b)-(c), and also means a suspension in excess of (10) school days under Ed 317.04(a)(2).

5. “Restriction from school activities” means a student will attend school, classes and practice but will not participate in other school extracurricular activities, including competitions.

6. “Probation” means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.
7. “Expulsion” means the permanent denial of a pupil’s attendance at school for any of the reasons listed in RSA 193:13, II and III.

B. Standards for removal from classroom and detention

Students may be removed from the classroom at the classroom teacher’s discretion if the student refuses to obey the teacher’s directives, becomes disruptive, fails to abide by school rules or policies or otherwise impedes the educational purpose of the class. Likewise, classroom teachers may assign students to detention for similar conduct. The building Principal may assign students to detention under the same standard.

C. Standards for in-school suspension, restriction of activities and probation

The building Principal is authorized to issue in-school suspensions, restrictions of activities, or place a student on probation for any failure to conform to school or District policies or rules or for any conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees and visitors, is otherwise inappropriate or is prohibited by law.

Restriction of activities may also be issued pursuant to rules or policies pertaining to specific clubs or teams.

D. Process for out-of-school suspension

The power of suspension is authorized for gross misconduct, for neglect or refusal to conform to District policies and rules as follows:

1. Short-term suspensions. The building Principal or Assistant Principal is authorized to suspend a student for ten (10) school days or fewer.

   As required by RSA 193:13(a), educational assignments shall be made available to the suspended pupil during the period of suspension. Due process standards for short-term suspensions (ten (10) days or fewer) will adhere to the requirements of Ed 317.04(f)(l).

2. Long-term suspensions. The Superintendent is authorized to continue the suspension and issue a long-term suspension of a student for a period in excess of ten (10) school days.

Prior to a long-term suspension, the student will be afforded an informal hearing with the Superintendent on the matter. The process must comply with the requirements of Ed 317.04(f)(2) and Ed 317.04(f)(3)(g) including, without limitation, the requirements for advance notice and a written decision.

Any suspension in excess of ten (10) school days, as described in paragraph 2 of this section, is appealable to the Board, provided the Superintendent receives the appeal in writing within ten (10) days after the issuance of the Superintendent’s decision described in paragraph 2. Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending.

E. Process for expulsion

1. Any student may be expelled by the Board for (a) an act of theft, destruction or violence as defined in RSA Chapter 193-D, (b) for possession of a pellet paint ball gun or BB gun or rifle as provided by RSA 193: 13, II, or (c) for gross misconduct, or for neglect or
refusal to conform to the reasonable rules of the school. An expulsion under this paragraph will run until the Board restores the student’s permission to attend school. A student seeking restoration of permission to attend school shall file a written request with the Superintendent which details the basis for the request. The Board will determine whether and in what manner it will consider any such request.

2. Additionally, any student may be expelled by the Board for bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 in a safe school zone, as defined in RSA 193-D:1, unless such student has written authorization from the Superintendent. Any expulsion under this provision shall be for a period of not fewer than twelve (12) months.

3. Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f)(3) are followed.

4. Any decision by the Board to expel a student may be appealed to the State Board of Education.

5. The Superintendent is authorized to modify the expulsion or suspension requirements of Sections E.1 and E.2 above on a case-by-case basis.

F. Board Sub-committee
For purposes of sections D and E of this policy, “Board” may be either a quorum of the full Board, or a subcommittee duly authorized by the Board.

G. Disciplinary removal of students with disabilities
If a student is disabled under the Individuals with Disabilities Act (IDEA), RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01 (t) shall be in accordance with Ed 1124.01.

H. Notice
This policy and school rules which inform the student body of the content of RSA 193:13 shall be printed in the student handbook and made available on the District’s website to students, parents and guardians. The Principal or designated building administrator shall also inform the student body concerning this policy and school rules which address the content of RSA 193: 13 through appropriate means, which may include posting and announcements. See: Ed. 317.04 (d).

Legal References
RSA 189:15, Regulations
RSA 193:13, Suspension & Expulsion of Pupils
RSA Chapter 193-D, Safe Schools Zones
NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline
NH Code of Administrative Rules, Section Ed 306.04(/), 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)
See Appendix: TICD-R

Adopted, 2019
Corresponds to NHSBA Policy JICD. See also JICD-R
Concord School District Policy #544

Weapons on School Property

Guns and Firearms – Students

Any student who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled by the School Board for a period of not less than 12 months. This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law.

Pursuant to the provisions of 20 U.S.C. § 7151, Gun-Free Schools Act, the Board requires the Superintendent to contact local law enforcement authorities and/or the Division of Children and Youth Services and notify them of any student who brings a firearm or weapon on school property.

Weapons under control of law enforcement personnel are permitted.

All students will receive written notice of this policy at least once each year.

Other weapons

For the purposes of this policy, “weapon” includes but is not limited to: slung shot, metallic knuckles, billies, knives, electric defense weapons (as defined in RSA 159:20), aerosol self-defense spray weapons (as defined in RSA 159:20) and martial arts weapons (as defined in RSA 159:24).

“Weapon” is further defined as any device, instrument, material or substance, which is used, attempted to be used or threatened to be used and is readily capable of causing death or serious physical injury.

Weapons are not permitted in school buildings, on school property, in school vehicles or at school-sponsored activities. This policy applies to students and members of the public alike. Student violations of this policy will result in both school disciplinary action and notification of local law enforcement authorities.

Members of the public who violate this policy may be reported to local law enforcement authorities, if possession of the weapon is used in a threatening, harassing or intimidating manner.

The Superintendent or other building administrator may exercise his/her best judgment in determining the scope of this policy as it relates to inadvertent or unintentional violations of this policy by adults, provided such inadvertent or unintentional violation of this policy does not affect the safety of students, school staff or the public.

Legal References:

18 US.C. § 921, Et seq., Firearms
20 US. C. § 7151, Gun-Free Schools Act
RSA 193:11 L, Disturbance
RSA 193-D, Safe School Zones
RSA 193:13, Suspension and Expulsion of Students
NH Code of Administrative Rules, Section Ed 317, Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process

Adopted _________, 2019
Corresponds to NHSBA Policy JICJ. See also KFA, Appendix JICD-R, Appendix JICI-R
Concord School District Policy #511
Non Resident Student Admission

1. Except as provided below, no person shall attend school or send a student to school under the jurisdiction of the School District unless the student is an inhabitant of the District or receives the written, prior approval of the District or the Superintendent. For purposes of this policy, a student will not be considered a Concord “inhabitant” if the primary purpose of the student’s presence in Concord is to give the student merely an ostensible residence in an attempt to entitle the student to attend a school under the jurisdiction of the District.

2. If a student’s parents are divorced and the student lives primarily out of district, the student may nonetheless attend schools within the District and be considered a resident of the District for school attendance purposes provided one parent is a resident of Concord and provided 1. the divorce decree allows the student to attend the District or provided 2. the parents have agreed in writing that the student may attend the District and such written agreement is provided to the District. Students in this situation will not be charged tuition. In a divorce decree, or parenting plan developed pursuant to RSA 461-A, a child’s legal residence for school attendance purposes may be the district in which either parent resides, provided the parents agree in writing to the district the child will attend, and each parent furnishes a copy of the agreement to the district in which the parent resides. Transportation will not necessarily be provided for students admitted under this provision and under corresponding law. The Superintendent or designee will make all determinations whether transportation will be provided in such circumstances. The Superintendent or designee’s decision will be final.

3. Exceptions to this policy may be approved under the following conditions:
   a. To bring into the school system, on occasion, students from other countries who are the guests of District residents, under exchange programs, and who have been approved by the District.
   b. Students whose families move after April 15, or seniors whose families move during the second semester, may continue to attend, tuition free, for the rest of that school year. The District will not provide transportation in these circumstances.
   c. Students may be accepted based on the availability of space and staff following an interview and assessment of each student’s program needs. No student will be accepted or continued as a student whose conduct has demonstrated an unwillingness to follow the rules and regulations of past or present school systems.

The Superintendent is authorized to accept or reject tuition students and to enter into agreements with students and parents of students.

Tuition so charged will be due in advance for the following year and shall be nonrefundable in any event.
4. School District Non Resident Referrals

The Superintendent shall review any requests by another district for reassignment of a non resident student to a school in the District based on the following factors:

a. The reason for the referral must be a factor(s) related to the student’s unique educational needs, exclusive of those needs which arise from factors common to other students in the sending district such as inadequate buildings or facilities, curriculum or course offerings, lack of arts, sports, or other specialized programs, or other factors common to other students in the sending district. Such educational needs also exclude those that could be readily provided by the sending district with an increase in funding or modifications of the curriculum or modifications of other portions of the educational program.

b. The factors in “a.” above are also exclusive of those needs of the student which arise from the student’s residential circumstances, such as a difficult home life or deficient housing.

c. Prior to acceptance of a non resident student referred by another district, the Superintendent, in consultation with the building Principal, must determine that the non resident student may be accommodated without prejudicing or compromising the educational program of resident students and without jeopardizing the health or safety of resident students, the transferring student, or staff. In order to make this assessment, the Superintendent shall review all educational records maintained by the sending District. Appropriate authorizations from the student’s parents or guardians shall be provided for this purpose.

d. When calculating tuition pursuant to RSA 193:3, the Superintendent shall include in the negotiated tuition figure all costs of the student’s educational program including, but not limited to, special education costs, costs of all related services, costs of due process proceedings, and costs of any §504 program or any other costs required by state or federal law. The tuition shall increase or decrease as the required program or services changes during the school year.

e. For the purpose of considering a waiver of all or part of the student tuition pursuant to RSA 193:3, III(e), the term “good cause” shall apply to only those cases where the sending district and this district have negotiated either reciprocal tuition agreements or some other arrangement which provides mutual or offsetting benefits.

f. Any acceptance of a student pursuant to this policy shall be limited to no more than one school year. Acceptance of a student for all or part of a year shall not be construed as a guarantee of continued enrollment in the District beyond the year of acceptance.

5. The Superintendent is authorized to take any necessary actions to carry out the terms of tuition agreements between the District and other school districts or agencies.
Legal References
RSA 186-C:13, Special Education; Liability for Expenses
RSA 193:3 III(e) – Title XV Education, Chapter 193 Pupils, School Attendance, Change of School or Assignment
RSA 193:12 – Title XV Education, Chapter 193 Pupils, School Attendance, Legal Residence Required

Corresponds to NHSBA Policy JFAB
Concord School District Policy #511.1
Elementary Enrollment Areas

Elementary students will attend school within the enrollment area in which they reside unless a written request is made and approved by the Superintendent.Granting such a request to attend a school in another neighborhood within the District is contingent on:

1. space availability at said school;
2. whether the interests of the District and student are best served by allowing the transfer.

Concord School District Policy #512

Entrance Age

The entrance age for kindergarten shall be five years on or before September 30.

Entrance age for first grade shall be six years on or before September 30 unless the child has completed kindergarten in another district or a comparable kindergarten program.

There are no exceptions to this policy.

Legal Reference:
RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

Corresponds to NHSBA Policy JEB
Concord School District Policy #513.3
Tuition Students

Concord School District will accept tuition students in accordance with mutually agreed-upon contracts.

Adopted November 1985.
Concord School District Policy #513.4

Vocational Education Programs

Tuition students will be allowed to enroll in vocational programs in accordance with contractual agreements established between sending schools within Region #11 and Concord School District. Other neighboring districts may request student participation only on a space-available basis.

Concord School District Policy #514
Attendance, Absenteeism and Truancy

Attendance shall be required of all students enrolled in the School District when school is in session, except that the Principal may excuse a student for temporary absences.

An “unexcused absence” is an absence that is not occasioned by one of the following circumstances:

1. Personal illness or serious health condition;
2. Medical or dental appointments;
3. Family emergencies (such as the death of an immediate family member);
4. Religious holidays;
5. Required court attendance;
6. Absences resulting from disciplinary actions or short-term suspension;
7. Authorized school activities with prior administrative approval.

Unexcused absences fall into two categories:

1. Submitting a written or telephonic excuse which does not constitute an excused absence as defined previously; or
2. Failing to submit any type of written or telephonic excuse by a parent, guardian or adult student.

In the event of an illness, parents must call the school and inform the District of the student’s illness and absence. For other absences, parents must provide written notice or a written excuse that states one of these reasons for non-attendance. The Principal may require parents to provide additional documentation in support of their written notice.

It is essential that students attend school as many days as possible. Generally, absences other than the seven categories identified above will not be approved. However, if parents wish for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Principal will make a determination whether the stated reason for the student’s absence constitutes good cause and will notify the parents of his/her decision. The Principal’s decision shall be final.

Truancy

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence.

Ten half-days of unexcused absence during a school year constitute habitual truancy.

A half-day absence is defined as a student missing:
1. more than two hours of instructional time; and
2. fewer than three and one-half hours of instructional time.

Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence and shall be counted as two half days.

The Principal or Truant Officer is hereby designated as the District employee responsible for overseeing truancy issues.

**Intervention Process to Address Truancy**

When the Principal identifies a student who is *habitually truant* or who is in danger of becoming habitually truant, the Principal shall commence an intervention with the student, the student’s parents or guardians, and other staff members as may be deemed necessary. The intervention may include the following steps:

1. An investigation of the cause(s) of the student’s truant behavior;
2. Involvement of the student’s parents or guardians in the development of a plan designed to reduce the truancy;
3. Modification, where appropriate, of the student’s educational program to address the issues that may be causing the absences; or
4. Alternative disciplinary measures, while retaining the right to impose discipline in accordance with the District’s policies and administrative guidelines on student discipline; and
5. Determination of the effect of school record-keeping practices, and parental notification of the student’s absences, on the student’s attendance.

**Parental Involvement in Truancy Intervention**

When a student reaches or is in danger of reaching habitual truancy status, the Principal shall communicate this situation with the student’s parents or guardians. The communication shall include the following:

1. A statement that the student is or is in danger of becoming habitually truant;
2. A statement of the parent’s responsibility to ensure that the student attends school; and
3. A request for a meeting between the parents and the Principal to discuss the student’s truancy and to develop a plan for reducing the student’s truancy.

**Consequences of Habitually Truant Designation**

If a student continues to be habitually truant despite the implementation of the intervention strategies listed above, the District’s truant officer may file a petition with the Court alleging the child is in need of services (CHINS) pursuant to RSA 169-D:2, II(a).
Developing and Coordinating Strategies for Truancy Reduction

The Board encourages the administration to seek truancy-prevention and truancy-reduction strategies along the recommendations listed below. These guidelines shall be advisory only and the Superintendent is authorized to develop and utilize other means, guidelines, and programs aimed at preventing and reducing truancy.

1. Coordinate truancy-prevention strategies based on the early identification and early involvement of parents or guardians in the prevention and intervention process.

2. Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

The Superintendent or designee shall ensure that this policy is included in or referenced in the student handbook and is mailed to parents annually at the beginning of each school year.

Legal References:
RSA 189:34, Appointment
RSA 189:35-a, Truancy Defined
RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil
RSA 193:7 Penalty
RSA 193:8, Notice Requirements
RSA 193:16 Bylaws as to Nonattendance
NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism
NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism

Corresponds to NHSBA Policy JH
Concord School District Policy #515
Student Early Release Precautions

School District staff will not permit a student to leave school during the school day unless the student is accompanied by the student's parent/guardian or other person so authorized by the District and the student's parents/guardians. In all situations, the building Principal or designee shall approve the early release.

District staff will presume that each parent has equal authority to exercise rights of visitation, removal of the student from school, the right to inspect and review educational records, and all other rights and privileges extended to parents. Requests from parents asking the school to restrict the release of a student to the other parent will not be honored unless accompanied by a court order or other legally binding document which corroborates the request.

The building Principal is authorized to establish additional procedures necessary to ensure the proper and safe release of students. Such procedures must adhere to the following rules:

1. Students will be released only to the parent/guardian or written designee of the parent/guardian, or to other individuals or agencies as permitted or required by law.

2. The District will release a student to either parent unless the District has a valid court order directing otherwise or unless the parent requesting the release is entitled only to supervised visitation. If District staff have concerns about releasing the student to a parent, the student may be held while additional precautions are taken including, but not limited to, verifying custody orders, contacting the other parent or contacting appropriate authorities.

3. Students who are 18 years old or older and who are living on their own must validate their own attendance and dismissal.

4. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. The parent or guardian will be required to enter the school building and sign the student out.

5. At the high school level, parents will not be required to enter the building and sign the student out, unless they cannot be positively identified as the student's parent or guardian on the phone. At the high school level, students can be dismissed independent of a parent or guardian escort if they have a note from their parent.

Corresponds to NHSBA Policy JHC
Concord School District Policy #515

Post-Graduate Students

Post-graduate students, under 21 years of age, will be allowed to enroll at Concord High School for the purpose of attending regularly-scheduled classes. Enrollment will be determined on a space-available basis.

Adopted 1971. Revised March 19, 1984
Concord School District Policy #516
Guidelines for Foreign Exchange

Concord School District recognizes real benefits can accrue to the school society by allowing foreign students to attend Concord High School (CHS). The guidelines below are designed to ensure a reasonable limit to the number of students admitted in a given school year and to ensure a quality experience for those selected to attend.

1. In any given year, CHS may accept up to five foreign exchange students who are guests of District residents. Exceptions to the limitation of five can be made by the Superintendent.

2. Qualified applicants will be accepted on a first-come, first-served basis beginning October 1st of the school year preceding admission with no more than one applicant per sponsoring organization UNLESS the limit of five is not otherwise reached.

3. Application for enrollment must be made and accepted no later than May 1st for a subsequent September admission.

4. Applications should be made to the building Principal or designee.

5. Applicants residing in Concord must have a J-1 visa signed by a District official. Applicants residing in a sending school district must have a J-1 visa signed by the respective Superintendent.

6. Applicants must meet state and District health requirements and must be sufficiently proficient in the use of the English language to actively participate in academic and social activities.

7. Accepted applicants are expected to carry a full academic schedule and to understand and abide by all school rules and regulations. The eligibility requirement of the NHIAA regarding participation in the athletic program will be followed.

8. Accepted applicants will enjoy all the rights, privileges and responsibilities accorded to all CHS students EXCEPT receipt of a CHS diploma. They may, if they choose, participate in a rite of recognition at the graduation ceremony.

9. If a foreign exchange student does not reside within the District and has been approved by Concord and sending school districts to attend CHS, the sending community will be responsible for the appropriate tuition payment for that student.

Corresponds to NHSBA Policy JFABB, JFABB-R
Concord School District Policy #641
Class Size Guidelines

The average class size objectives shall be:

| Kindergarten | 17 | 14–17–20 |
| Primary      | 21 | 18–21–24 |

If class size exceeds 20 students in kindergarten, 24 students in grades one through three, or 28 in grades four through six, educational consideration will be given to regrouping, employment of an aide or employment of an additional teacher.

Secondary

Secondary administrators will consider 30 students as a maximum class size and 15 as a minimum class size. Classes with student enrollment of fewer than 15 must have approval of the Superintendent.

Legal References:
N.H. Code of Administrative Rules, Section Ed 306.17, Class Size

Corresponds to NHSBA Policy IIB
Concord School District Policy #818
Website Accessibility and Grievance Process

The District is committed to ensuring accessibility of its website for students, parents, and members of the community with disabilities. All pages on the District website will conform to the W3C Web Accessibility Initiative (WAI) Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance, or updated equivalents of these guidelines.

The Superintendent is directed to establish procedures whereby students, parents, and members of the public may present a complaint regarding a violation of the Americans with Disabilities Act (ADA), Section 504 and Title II related to the accessibility of any official District web presence which is developed by, maintained by, or offered through the District or third-party vendors and open sources.

A. Website Accessibility

With regard to the District website and any official District web presence which is developed by, maintained by or offered through third party vendors and open sources, the District is committed to compliance with the provisions of the ADA, Section 504 and Title II so that students, parents and members of the public with disabilities are able to independently acquire the same information, engage in the same interactions and enjoy the same benefits and services within the same timeframe as those without disabilities, with substantially equivalent ease of use; and that they are not excluded from participation in, denied the benefits of or otherwise subjected to discrimination in any District programs, services and activities delivered online.

All existing web content produced by the District, and new, updated and existing web content provided by third-party developers will conform to Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance, or updated equivalents. This regulation applies to all new, updated and existing web pages, as well as all web content produced or updated by the District or provided by third-party developers.

B. Complaints and grievances concerning accessibility of District websites

A student, parent or member of the public who wishes to submit a complaint or grievance regarding a violation of the ADA, Section 504 or Title II related to the accessibility of any official District web presence that is developed by, maintained by or offered through the District, third party vendors and/or open sources may complain directly to a school administrator or the District webmaster. To best assure timely processing and resolution of any complaint/grievance under this policy, the initial complaint or grievance should be made using Website Accessibility Complaint/Request Form to be created under the direction of the Superintendent.

The Website Accessibility Complaint/Request Form may be submitted in hard copy or via email to the District’s “Website Accessibility Compliance Coordinator (WACC).” The Board designates the Director of IT as the WACC. Notwithstanding the above, however, a verbal complaint or grievance may be made. Any District employee who receives such a verbal
complaint or grievance, is directed to immediately refer the matter to the WACC, who shall take such steps as are necessary to reduce the complaint/grievance to writing.

C. Investigation and resolution of complaints and grievances

Whether or not a formal complaint or grievance is made, once the District has been notified of inaccessible content, effective communication shall be provided as soon as possible to the reporting party to provide access to the information. The complainant should not have to wait for the investigation of the complaint to be concluded before receiving the information that he/she was unsuccessful in accessing.

The formal ADA non-compliance complaint, and the Website Accessibility Complaint/Request Form should include the following:

- Name
- Address
- Date of the complaint
- Description of the problem encountered
- Web address or location of the problem page
- Solution desired
- Contact information in case more details are needed (email and phone number)

The complaint or grievance will be investigated by the WACC or another person designated by the Superintendent. The student, parent, or member of the public shall be contacted no later than five (5) working days following the date the WACC receives the information.

The procedures to be followed are:

1. An investigation of the complaint shall be completed within fifteen (15) working days. Extension of the timeline may only be approved by the Superintendent.

2. The investigator shall prepare a written report of the findings and conclusions within five (5) working days of the completion of the investigation.

3. The investigator shall contact the complainant upon conclusion of the investigation to discuss the findings, and actions to be taken as a result of the investigation.

4. A record of each complaint and grievance shall be maintained at the District office. The record shall include a copy of the complaint or grievance filed, report of findings from the investigation, and the disposition of the matter.

Legal References:
Ed 306.08, Instructional Resources
Americans with Disabilities Act, 42 U.S.C. §§12101 et seq.
Title VI, Civil Rights Act of 1964, 42 U.S.C. §§2000d et seq. (nondiscrimination based on race, color, and national origin in federally assisted programs)
Title VII, Civil Rights Act of 1964, 42 U.S.C. §§2000e et seq. (nondiscrimination based on race, color, and national origin in employment)
Title IX, Education Amendments of 1972, 20 U.S.C. §§1681 et seq. (nondiscrimination based on sex)
Individuals with Disabilities Education Law, 20 U.S.C. §§1400 et seq.
Genetic Information Nondiscrimination Act of 2008 P.L. 110-233, 34 C.F.R. §§ 100.6; 104.8; 106.9; 110.25

Adopted __________, 2019
Corresponds to NHSBA Policy KEE
Concord School Board  
City and Community Relations Committee  
Meeting with Concord City Officials  
November 30, 2018

Committee members present: Clint Cogswell, Chair, Liza Poinier, Maureen Redmond-Scura

Committee member absent: Chuck Crush

Other School Board members present: Tom Croteau, Nathan Fennessy

City officials present: Jim Bouley, Mayor, Tom Aspell, City Manager, Jennifer Kretovic, City Councilor, Carlos Baia, Deputy City Manager, Stefanie Phillips, City Public Information Officer, David Gill, Director, Parks & Recreation

Administration: Terri Forsten, Superintendent, Matt Cashman, Facilities Director

Clint Cogswell called the meeting to order at 7:30 a.m. and reviewed the agenda, including discussion of the School District brochure, demographics study, school facilities update, Memorial Field, zoning study, public and private construction projects and permits, Continuing Education/communications/Community Center and City road projects.

School District brochure

Superintendent Forsten shared a rough draft copy of the District brochure being created to share information about the District and to market the quality of Concord public schools to parents, realtors and the business community. Tom Aspell introduced Stefanie Phillips, City Public Information Officer, as someone who could also review the draft, offer feedback and support the plan to share the finished brochure on the City’s website.

Demographics study

Superintendent Forsten noted that the District has contracted with Davis Demographics from Texas to create a demographic report that will project school enrollment for the coming years. This report is expected to support decision-making processes as the School Board considers the development of a new middle school facility. Mr. Aspell suggested that it may be important for the Board to review the City’s zoning study as well.

School facilities update

Matt Cashman offered an update on several projects the District completed over the summer, or projects that are currently underway. He expressed appreciation to the City team that worked so well with the District team throughout the Warren Street road project by Concord High School; the District appreciated being a part of those ongoing conversations. Jim Bouley asked whether the new parking and modified traffic curbing at CHS was effective. Superintendent Forsten confirmed that the District saw the change to short-term parking on Warren Street in front of CHS as positive; the curbing provides safer
walking areas. Mr. Cashman spoke about roofing projects that were completed this summer at CHS and at Broken Ground School. He provided information on the current safety and security project at CHS that includes installing cameras, new outside doors and controlled access to the facility.

Memorial Field

As the City continues to explore the development of a large, multi-use, turf athletic field, costs associated with the maintenance of Memorial Field are becoming challenging. The bleachers need to be replaced and should offer ADA accessibility; the projected cost is estimated $1.3 million. Mayor Bouley suggested that as the District athletic teams are the main user of the fields, the District might consider supporting the cost of the replacement of the bleachers and other necessary upgrades by applying for financial support under state building aid (if and when it becomes available again).

Zoning study

The City team discussed its ongoing zoning Study. Carlos Baia stated that zoning regulations guiding construction in Concord have not been reviewed for many years. An updated zoning study will be instrumental to the City’s goal of supporting, easing and encouraging construction.

Public and private construction projects and permits

City staff have just completed their tally of the number of permits administered this past year – 503 total permits represents the highest number of permits in over ten years. This includes several housing developments; the Heights continues to gain restaurants and businesses.

Continuing Education/Communications/Community Center and City road projects

Mr. Cashman spoke to the successful collaboration between the City and District as the road construction project was completed on Warren Street by CHS last June. David Gill spoke to the positive connection from high school athletes to City youth recreation leagues, as they run clinics to support skill development. Mr. Gill highlighted that there are 14 successful adult education courses at the new community center (fka Dame School). The newly-renovated facility is being well used and has potential for future program development.

The meeting adjourned at 8:25 a.m.

Respectfully submitted,

Clint Cogswell, Chair
Terri Forsten, Recorder
### Enrollment Report January 2019

#### Elementary

<table>
<thead>
<tr>
<th>School</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>17</td>
<td>17</td>
<td>17</td>
<td>21</td>
<td>26</td>
<td>384</td>
</tr>
<tr>
<td>Beaver Meadow School</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>12</td>
<td>7</td>
<td>313</td>
</tr>
<tr>
<td>Broken Ground School</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>344</td>
</tr>
<tr>
<td>Christa McAuliffe School</td>
<td>17</td>
<td>17</td>
<td>20</td>
<td>24</td>
<td>25</td>
<td>414</td>
</tr>
<tr>
<td>Mill Brook School</td>
<td>16</td>
<td>18</td>
<td>19</td>
<td>18</td>
<td>19</td>
<td>348</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(grades 4/5 combined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broken Ground School</td>
</tr>
</tbody>
</table>

#### Middle

<table>
<thead>
<tr>
<th>School</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rundlett</td>
<td>328</td>
<td>325</td>
<td>297</td>
<td>950</td>
</tr>
<tr>
<td>CHS</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Concord</td>
<td>367</td>
<td>367</td>
<td>314</td>
<td>371</td>
</tr>
<tr>
<td>Deerfield</td>
<td>42</td>
<td>41</td>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>409</td>
<td>408</td>
<td>352</td>
<td>410</td>
</tr>
</tbody>
</table>

#### Preschool

<table>
<thead>
<tr>
<th>School</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS</td>
<td>40</td>
</tr>
<tr>
<td>Mill Brook</td>
<td>55</td>
</tr>
<tr>
<td>Community Placement</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>127</td>
</tr>
</tbody>
</table>

#### District Total

<table>
<thead>
<tr>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>288</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4332</td>
</tr>
</tbody>
</table>

(not including preschool numbers)
## Monthly Enrollment Report Summary
### 2018-2019 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>383</td>
<td>387</td>
<td>387</td>
<td>384</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beaver Meadow</td>
<td>315</td>
<td>314</td>
<td>314</td>
<td>313</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broken Ground</td>
<td>343</td>
<td>347</td>
<td>344</td>
<td>344</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christa McAuliffe</td>
<td>412</td>
<td>405</td>
<td>411</td>
<td>414</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mill Brook</td>
<td>348</td>
<td>351</td>
<td>348</td>
<td>348</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Elementary</strong></td>
<td><strong>1801</strong></td>
<td><strong>1804</strong></td>
<td><strong>1804</strong></td>
<td><strong>1803</strong></td>
<td><strong>0</strong></td>
<td></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>RMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total RMS</strong></td>
<td><strong>961</strong></td>
<td><strong>960</strong></td>
<td><strong>953</strong></td>
<td><strong>950</strong></td>
<td><strong>0</strong></td>
<td></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>CHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deerfield</td>
<td>1435</td>
<td>1443</td>
<td>1433</td>
<td>1419</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total CHS</strong></td>
<td><strong>1596</strong></td>
<td><strong>1603</strong></td>
<td><strong>1593</strong></td>
<td><strong>1579</strong></td>
<td><strong>0</strong></td>
<td></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>Total K - 12</strong></td>
<td><strong>4358</strong></td>
<td><strong>4367</strong></td>
<td><strong>4350</strong></td>
<td><strong>4332</strong></td>
<td><strong>0</strong></td>
<td></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>Preschool</strong></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>36</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mill Brook</td>
<td>49</td>
<td>54</td>
<td>55</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Placement</td>
<td>31</td>
<td>30</td>
<td>30</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Preschool</strong></td>
<td><strong>116</strong></td>
<td><strong>124</strong></td>
<td><strong>125</strong></td>
<td><strong>127</strong></td>
<td><strong>0</strong></td>
<td></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>
# January 2019 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>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>5:00 p.m. Board meeting</td>
<td></td>
<td>5:30 p.m. Capital Facilities</td>
<td></td>
<td>8 to 2 Board Retreat</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5:30 p.m. Communications &amp; Policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Martin Luther King, Jr. Day NO SCHOOL</td>
<td></td>
<td>5:30 p.m. Instructional Competency and enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5:00 p.m. Executive</td>
<td></td>
<td>5:30 p.m. Special Board meeting Demographic study</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## February 2019 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>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Special Events
- **February 3, 7:00 p.m.**
  - Board meeting
- **February 15, 5:30 p.m.**
  - Budget Work Session #1
  - Opening presentation
- **February 17, 5:00 p.m.**
  - Executive
  - Budget Work Session #2
  - Salaries & benefits
- **February 20, 5:30 p.m.**
  - Budget Work Session #3
  - Student Services

### Winter Recess — No School