Board of Education, Concord School District
Annual Organization meeting and Regular meeting
January 3, 2017

Annual Organizational meeting

I. CALL TO ORDER

II. SEATING OF NEW BOARD MEMBER

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

IV. ADJOURNMENT

Regular meeting

I. CALL TO ORDER

II. APPROVAL OF AGENDA .................................................................................. p. 1

III. PUBLIC COMMENT – agenda items only

IV. PRESENTATIONS
   Mill Brook School
   ConcordTV staff, to announce student training opportunities

V. RECOGNITIONS

VI. APPROVAL OF BOARD MINUTES
   a. Public Hearing (December 5) ........................................................................ pp. 11-16
   b. Regular monthly meeting (December 5) ........................................................ pp. 17-28

VII. JOINT CAPITAL FACILITIES/INSTRUCTIONAL COMMITTEE
   a. Minutes included for the record (December 5) ............................................. p. 29

VIII. INSTRUCTIONAL
    a. Committee meeting report (December 7) .................................................. pp. 30-32
IX. COMMUNICATIONS AND POLICY
   a. Committee meeting report (December 14) ........................................ pp. 33-35
   - Policy #683 Partnerships (first reading) ........................................ pp. 36-38
   - Policy #684 Engagement – Title I Programs (first reading) ............... pp. 39-42
   - Policy #133 Minutes (second reading) ........................................... p. 43
   - Policy #462 Criminal Records Checks (second reading) ..................... pp. 44-46
   - Policy #642 Opening Exercises - Patriotic Exercises (second reading) .. p. 47
   - Policy #518 Access to Public School Programs by Nonpublic, Charter School and Home-Educated Pupils (second reading) .......... p. 48
   - Policy #875 Relations with Police Authorities (second reading) .......... p. 49

X. PROPOSED CALENDARS OF MEETINGS ............................................... pp. 52-53

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

XII. ADJOURNMENT
Revised Charter of the Concord Union School District

(Approved by Legislative Act June 6, 1983)

Excerpted

...  

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

The officers of the School Board shall be a president, 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. 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.

President

The president shall preside at all meetings and shall have the right to vote on all matters before the School 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 School Board may from time to time determine.

Secretary

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

These three officers and the immediate past president, if serving, form the Executive Committee.

Adopted June 18, 1984
Revised January 2, 2007
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 School Board Standing Committees are listed below with their primary roles. The committees shall perform such other duties as the Board may assign from time to time.

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

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

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

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

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

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

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

The entire Board shall be informed of all committee meetings.

Approved June 18, 1984
Revised February 3, 1992; March 1, 1993; December 3, 2001; January 2, 2007; March 7, 2016
Concord School District Policy #110

Code of 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.
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. Encourage and respect the free expression of opinion 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. Communicate openly with and delegate executive functions to the Superintendent of Schools.

Adopted October 2, 2000
Concord School District Policy #135
Rules of Order

1. All meetings of the School Board shall be conducted in accordance with Robert’s Rules of Order provided, however, that if Robert’s Rules should be inconsistent with statutes of the State of New Hampshire applicable to the School District or with these rules, the said statutes and these rules shall govern.

2. Minutes of all meetings of the School Board shall be recorded by the secretary and shall be maintained in the office of the Superintendent of Schools.

3. The president, or in the president’s absence, the vice-president shall preside at all meetings of the School Board. In the absence of both, the secretary will preside. In the absence of all three officers, the Board shall elect a temporary chairman. The presiding officer shall have the discretion to set the procedures of the meeting consistent with Robert’s Rules of Order including limiting the time of public comment.

4. If the presiding officer shall so direct, or if three or more members of the Board shall so request, any motion shall be reduced to writing before it is debated and put to a vote.

5. Members of the School Board may vote affirmatively or negatively or may abstain from voting on any question or resolution.

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

7. The School Board may adjourn and go into executive session from which all except its own members may be excluded, for the discussion of matters which, in the opinion of a majority of the Board, would not be in the public interest or would tend or injure any person in their professional or personal affairs. When any such matter has been considered in executive session, the Board may reconvene in public session and vote on the matter considered in executive session.

8. The president shall appoint such committees as the Board may establish.

9. If a committee chair is unable to attend a committee meeting, the committee chair will appoint a member of the committee to be the chair.

10. When a committee lacks a quorum at a meeting, the chair of the committee may appoint another Board member to be a temporary member of that committee for the purpose of acting on matters at that meeting.
11. All regular and special meetings of the School 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.

12. The adoption of an agenda for any meeting shall not deprive any member of the Board of the opportunity to introduce new business or to speak on any problem relative to school affairs.

13. These Rules of Procedures may be amended at any regular meeting of the School Board, or at any special meeting called for that purpose, but only if the proposed amendment is submitted in writing to each member of the Board not less than seven days prior to the meeting at which it is to be considered.

Approved: 1962
Revised: December 4, 2006; August 3, 2015
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
Board Member Conflict of Interest

A conflict of interest exists where there is a potential for a 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.

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 of the District. 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 School 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 Concord School 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.

Adopted January 7, 2002
Revised November 2, 2009
(Related Board Policy: #110 - Code of Ethics)
Concord School District
Board of Education
Public Hearing on the bond presentation
December 5, 2016

Board members present: Rusty Cofrin, Clint Cogswell, Tom Croteau, Nathan Fennecsey, Barb Higgins, Alana Kimball, Jennifer Patterson, Maureen Redmond-Scara, Jim Richards, student representatives Rebecca Proulx and Esther Elonga

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

Board President Clint Cogswell opened the public hearing at 7:00 p.m., and noted that its purpose was to receive public input on the proposed loan. Business Administrator Jack Dunn commented that the loan resolution has been discussed with the Board in various stages over the past few months and presented a number of details using a PowerPoint presentation. He reviewed the following:

Prior Board Discussion
October 17, 2016 – Finance Committee
  • Declaration to Reimburse
  • Provide copy of Loan Resolution
  • Discussion Timeline
October 26, 2016 – Special Board meeting
  • Introduction of Loan Resolution and Ratification of Declaration of Intent to Reimburse
  • Set Public Hearing for November 7, 2016
  • Set Special Board Meeting for November 22, 2016 for Vote on Loan Resolution
November 7, 2016 – Board meeting – Public Hearing
  • Public Hearing on Loan Resolution
December 5, 2016 – monthly Board meeting
  • Vote on Loan Resolution

Bonding History
Joint District and City:
1987-88 – Rundlett Middle School – Addition & Expansion
  • $4,684,000 (1987)
  • $4,865,000 (1988)
1995 – Concord High School – Addition & Expansion
  • $32,000,000 (2 Issues)
  • $22 million – Paid off in FY15
• $9 million – To be paid off in FY18
2001 – Various projects - Buses and Building Repairs
  • $1,000,000

District-issued:
2009 – Rundlett Middle School - HVAC Upgrade Project
  • $4.3 million – Qualified School Construction Bond (QSCB) – 0% Interest after Rebate
2010 – Elementary Consolidation & SAU Renovation Project
  • State Building Aid (40-43%) reimbursement (old program sunset June 30, 2010)
  • Build America Bonds (BABs) – Interest Reimbursement Program (sunset December 31, 2010)
  • Authorized $62,539,605
  • Borrowed $55,000,000
  • Bond Premium $1,800,000
2014 – 10 Year Capital Projects and Bus Fleet Upgrade
  • Proposed $8.6 million (May, 2014)
  • Authorized $8.6 million (August, 2014)
  • Cancelled $8.6 million (October, 2014)

Capital Projects

Abbot-Downing (2012) 72,000 sq ft
Projects
Heat plant conversion to natural gas from Concord Steam
Total

Christa McAuliffe (2012) – 68,000 sq ft
Projects
Heat plant conversion to natural gas from Concord Steam
Total

Rundlett Middle School (1957) Last major renovation and addition 1989 – 186,000 sq ft
Projects
Heat plant conversion to natural gas from Concord Steam
Total

Concord High (1929), Last major renovation and addition (1995-1996) – 536,000 sq ft
Projects
Heat plant conversion to natural gas from Concord Steam with addition to house mechanical boilers and hot water from heaters
Total
CRTC Childcare Facility (1994) renovate/replace/relocate – 4,600 sq ft

<table>
<thead>
<tr>
<th>Projects</th>
<th>Amount</th>
<th>Life Expectancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renovate, replace or relocate the CRTC</td>
<td>$1,000,000</td>
<td>20+ Years</td>
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<tr>
<td>Childcare Facility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$1,000,000</td>
<td></td>
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<tr>
<td>Transportation Fleet - current fleet: (26) &quot;Big&quot; (12) &quot;Small&quot; Passenger Buses</td>
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<tr>
<td>Buses</td>
<td></td>
<td></td>
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<tr>
<td>(2) Type D, 76 Passenger w/ WC</td>
<td>$331,000</td>
<td>10 Years</td>
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<tr>
<td>(2) Type D, 89 Passenger</td>
<td></td>
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<tr>
<td><em>Replaces Buses 2006-2007, Planned</em> in FY18</td>
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<tr>
<td>(1) Type A, 17 Passenger w/ WC</td>
<td></td>
<td></td>
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<tr>
<td>(3) Type C, 78 Passenger</td>
<td>$317,000</td>
<td>10 Years</td>
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<tr>
<td>*Replaces Buses 2008-2010, proposed for FY19</td>
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<tr>
<td>(2) Type A, 18 Passenger w/ WC</td>
<td></td>
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<tr>
<td>(3) Type C, 77 Passenger</td>
<td>$352,000</td>
<td>10 Years</td>
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<td>* Replaces Buses 2009-2010, proposed for FY20</td>
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<tr>
<td>Total</td>
<td>$1,000,000</td>
<td></td>
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<tr>
<td>Technology Update</td>
<td></td>
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<tr>
<td>Technology</td>
<td></td>
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<tr>
<td>Replacement iPads for elementary level,</td>
<td>$1,000,000</td>
<td>5 Years</td>
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<tr>
<td>Chromebooks for CHS grades 9 &amp; 12, and</td>
<td></td>
<td></td>
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<tr>
<td>staff laptops</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>$1,000,000</td>
<td></td>
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<tr>
<td>• Elementary iPads are going to be 5 years old</td>
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<tr>
<td>• iPad2s will not upgrade to iOS 10</td>
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<tr>
<td>• Chromebooks for Grades 9 and 12. (Grades 10 and 11 Chromebooks in current FY17 Budget)</td>
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<tr>
<td>• Staff Laptops</td>
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<tr>
<td>• Further evaluation will determine the exact upgrades and technology for next year</td>
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</tbody>
</table>

**Capital Projects (~862,000 square feet)**

<table>
<thead>
<tr>
<th>Projects</th>
<th>Amount</th>
<th>Life Expectancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heat conversion (ADS, CMS, RMS, CHS and CRT)</td>
<td>$9,000,000</td>
<td>20+ Years</td>
</tr>
<tr>
<td>CRTC Childcare facility</td>
<td>$1,000,000</td>
<td>20+ Years</td>
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<tr>
<td>Total Capital Projects</td>
<td>$10,000,000</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
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<tr>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type A, C &amp; D buses</td>
<td>$1,000,000</td>
<td>10+ Years</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Amount</td>
<td>Life Expectancy</td>
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<tr>
<td>-----------------------------------------</td>
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</tr>
<tr>
<td>iPad replacement and Chromebooks</td>
<td>$1,000,000</td>
<td>5 Years</td>
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<tr>
<td>Grand Total:</td>
<td>$12 million</td>
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</table>

**Bond process (if Board authorizes debt)**

1. Authorize the debt and notify First Southwest and bond counsel

2. Update Disclosure/Preliminary Official Statement to be used as part of the bond prospectus – needs to be updated with current/most recent data, and make sure there is nothing material that an investor would want to know in making a decision to invest in the School District that is not already disclosed in the document. Set up rating call and ask for questions/topics in advance.

3. Legal review of bond authorization by bond counsel; bond counsel provides a list of documents needed to evidence that the bond was duly and properly authorized as required by law. The School District needs to provide these documents and satisfy legal requirements set forth by bond counsel in order to for bond counsel to be able to be in a position to provide a legal opinion on the bonds.

4. Process – legal documents are sent to First Southwest; First Southwest forwards the information to bond counsel and tracks the status of legal requirements.

5. Prepare Debt Schedule/bond structure with First Southwest. Once a structure is agreed upon, the final structure goes to bond counsel for review.

6. Ratings Call (S&P & Moody’s) – First Southwest coordinates conference call with rating agency and School District, typically an hour-long review process

7. Bond counsel reviews the Preliminary Official Statement and bond structure and provides any comments before the bond sale is advertised.

8. Issue request to market – Preliminary Official Statement is distributed electronically to prospective bidders on the bonds.

9. Bond Sale – First Southwest takes bids on the bonds and works with the bond underwriter and bond counsel to provide certain information related to the bonds. First Southwest provides School District with bond debt schedules and sets up the delivery of bond proceeds with the bond underwriter.

10. Pre-delivery preparation – bond counsel prepares bond securities and related documents and sends to School District to execute at a scheduled School Committee meeting. School District sends executed bond documents back to First Southwest. First Southwest delivers executed bonds to US Bank (paying agent on the bonds) and to bond counsel.

11. First Southwest closes the issue with bond underwriter, and bond proceeds are delivered to the School District’s bank account.
Proposed Motion
Move that the School Board adopt the loan resolution, as presented, on November 7, 2016 and December 5, 2016 that authorizes debt of up to $12,000,000 for the following projects:

<table>
<thead>
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<tr>
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<td>$1,000,000</td>
<td>10+ Years</td>
</tr>
<tr>
<td>iPad Replacement and Chromebooks</td>
<td>$1,000,000</td>
<td>5 Years</td>
</tr>
<tr>
<td>Total</td>
<td>$12,000,000</td>
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</tbody>
</table>

The Public Hearing and loan resolution vote must happen within 15-60 days of the introduction of the loan resolution. Two-thirds of Board members are needed to vote in the affirmative to authorize debt. The proposed date for this action is Monday, December 5, 2016.

Public Comment
Concord resident Betty Hoadley noted that the Board has long had a goal to maintain long-term debt of no more than 5% of the total budget. She complimented the Board on going forward with the plan to bond $9 million for the required steam conversion. Mrs. Hoadley said she attended or viewed several Board meetings on this topic. She also offered feedback on the long duration for IT proposed in the bond. She agreed that $1 million for new buses is “a no-brainer.” Mrs. Hoadley found it troubling that the childcare facility plan is not fully formed, noting that the proposed $1 million needs to be dedicated (cannot be used for another purpose) to something that is at least in the ballpark. She noted that there are many possible problems with the stable building, including that it has not been stabilized, and that there are many restrictions for preschool (students cannot be on the second floor; appropriate access and egress). She said she is concerned about the last $1 million; she supports the other $11 million. She will be watching carefully the 5% “debt differential” or the “stabilization fund.” Ms. Patterson agreed that this fund is essential and critical. She said the Board cannot deviate from this plan. She noted that Mr. Dunn always looks for state aid and state adequacy buildup, and carefully figures out where the District can get help.

Concord resident Roy Schweiker noted that he has tried to find information about School Board meetings to little avail and that, compared to City Council public hearings, there are no linked spreadsheets or plans on the District website. He said that public hearing minutes are not linked to any spreadsheets or plans that were presented at the meetings. City Council has a link to all its related documents. He commented that the only source of information on this material, due to lack of information on the District website, was the Concord Monitor. Mr. Schweiker also commented that he
found it strange that there is little cost difference in the conversion between the 70,000 sq ft elementary school and the 186,000 sq ft middle school. Mr. Schweiker noted that both his furnace and water heater suddenly stopped working last year; he was able to fix these immediately, with no planning time whatever. He remarked that he is not as sympathetic as others might be, as the District has an immense amount of time to develop a plan. As for the Technology, Mr. Schweiker noted that he could not find any documentation and asked how thoroughly the District has reviewed the need for iPads. He commented that other devices are much cheaper than iPads, such as the Amazon Fire for $33, and asked how the expensive iPads were picked. He said he is concerned about whether this technology is anything that is at all useful, and noted that when the iPads were bought, the public was told that one person per school would be hired to teach teachers about technology. He said his understanding was that these teacher positions were to be temporary. He said that it is taking more people to undertake teaching with iPads than without them, and now the District is spending $1 million on them. He said that he understands that learning hasn’t increased and that now we have to have kindergarten because our children are falling behind, which means the promise of more learning with computers is not true and, at the same time, it is taking extra staff. He suggested eliminating the coordinators and cutting $400,000 for iPads.

At the end of Mr. Schweiker’s comments, Mr. Cogswell noted that when the Technology Integrator positions were added, the librarian positions were consolidated.

Mr. Schweiker also commented that if the community is investing more into computers, than savings on personnel should be realized, which is what the private sector is doing.

Mr. Cogswell closed the public hearing at 7:23 p.m.

Respectfully submitted,

Tom Croteau, Secretary
Concord School District
Board of Education
Regular monthly meeting
December 5, 2016

Board members: Rusty Cofrin, Clint Cogswell, Tom Croteau, Nathan Fennessy, Barb Higgins, Alana Kimball, Jennifer Patterson, Maureen Redmond-Scura, Jim Richards; student representatives Rebecca Proulx and Esther Elonga

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

Agenda Item 1. Call to Order
Board President Clint Cogswell called the meeting to order at 7:24 p.m.

Agenda Item 2. Approval of Agenda
Mr. Cogswell asked to amend the agenda to add updates on the steam to gas conversion, flooding at CHS, and insurance in the Capital Facilities report.

The Board voted 9-0 to approve the agenda with additions noted (motioned by Jennifer Patterson, seconded by Maureen Redmond-Scura).

Agenda Item 3. Public Comment– agenda items only
There was no public comment.

Agenda Item 4. Presentation on PACE by Rundlett Middle School (RMS) students
Principal Jim McCollum discussed a PBIS initiative called PRIDE (perseverance, respect, integrity, discipline and excellence) in use throughout RMS, which establishes clear standards and behavior expectations. Students assess themselves weekly on the rubric and teachers score them as well; the score goes on the report card each term as an independent behavior-based grade. Professional development methods to improve classroom management includes techniques from the book “Teach Like a Champion” by Doug Lemov. To support academic progress and remove any distraction to it, students are required to put their cell phones in their lockers at the beginning of each day. A student of the month and most improved student in the area of PRIDE celebration is held monthly. A common academic grading format has been established: formative and summative. Formative grades are based on work done to develop skills
and knowledge, and summative grades are based on the demonstration of mastery of the content being studied. A recognition that grades need to be accessible to parents led to getting the grading program online. To enhance parent engagement, RMS offers more than 10 opportunities for parents to connect with RMS administration and teachers, including a “meet the administrators” night, two open houses, cluster-based academic recognitions, weekly grade-level information, and a weekly letter from the principal. He presented science teacher Amy Schaeffner, who guided the presentation of the PACE science assessment units in 6th and 8th grade.

Ms. Schaeffner noted that the middle school curriculum had been working to integrate “next generation science standards.” PACE has provided impetus to incorporate engineering projects.

RMS science teacher Michele Bartlett brought 6th grade students Tyler Carrier and Lochan Sharma to present the “Cargo Boat challenge.” She noted that she wanted to integrate STEM approaches, to get the sixth graders ready to learning the engineering design process exactly the way the eighth graders do it.

Tyler explained the project to the Board, saying that he liked it because it introduced hands-on building and involved strategy by having a price limit. He said the boat project wasn’t just games, but the students also learned about buoyancy (“the upward force water exerts on an object”) and density (“the degree of compactness in an object”). For example, if an object has a density lower than one it will float; if the object has a density higher than one it will sink; and if the item’s buoyancy is equal to 1 it has a level buoyancy, meaning that the object is under water but will not touch the bottom of the sea floor. This was helpful so they knew what objects would sink and float.

Lochan explained that the students had to build a boat out of tin foil, cardboard, paper, and other materials; each material had a different “price” and each group had to develop the best working and cheapest boat. The boat had to move across a meter of water the fastest and to hold 100 grams of pennies or paper clips. The boat also had to be less than a certain size to qualify to race. The $2,000 budget and having prices for certain objects could help with economy and money in the future. The boat details are exactly what engineers have to deal with every day, whether it’s building boats, cars or even buildings which have to hold a lot of weight. He said this project not only could help students with jobs in the future, it could help with everyday life.

Ms. Bartlett noted that the next project, a zip line, will have students working with the concepts of force and motion.

Ms. Schaeffner introduced one of her eighth-grade students, Alice Richards, who talked about the nature of science and scientific methods.

Alice said this year’s Science PACE assessment, a soil study, asked her to imagine that she was competing in a “giant pumpkin” contest. Her teacher brought in two soil samples, one from an area that was largely undisturbed and a second sample from an area that had recently been disturbed. She had to predict which sample would be best.
for giant pumpkin growth and then test soil variables to determine if her prediction was correct. After researching optimal soil conditions for giant pumpkin growth, she conducted tests on both soil samples and collected data. She then compared her results to her research and communicated her conclusion. Alice said that two of the most useful tools she used were the rubric and the practice project, an experimental design project on bubble size, which helped her to learn how to set up an experiment and how to communicate results. The rubric provided an outline of what needed to be included to effectively communicate what she learned during the soil unit. She said she liked thinking and working like a real soil scientist; she had a lot of freedom to set up the project the way she wanted to and test the variables she thought would help her answer the testable question. One of the variables she tested was soil percolation, which determines the amount of water that soil can retain. She chose this test because it is important for all plants, but especially giant pumpkins, to have access to lots of water, and determining which soil sample had the lower percolation rate was important. She started by making three holes in the bottom of a Styrofoam cup and filling it halfway with a soil sample, then placing the cup over an empty 400 mL beaker, and slowly pouring 50 mL of water over the soil. Lastly, she measured the amount of water that percolated the soil in one minute. This test was done on both soil samples, and the results were compared to what her research showed was optimal for pumpkins. Alice said her favorite part of the project was communicating her findings. Often in tests or assessments there is only one right answer, but in this project it didn’t matter if your test results were right or wrong as long as all of the pieces of data supported your conclusion. She said the soil PACE test included many skills important in science, and was beneficial for learning, giving teachers insight on what students know, and being fun too.

Agenda Item 5. Recognitions

Student Board representative Rebecca Proulx reported that in the spirit of the holidays, clubs are partnering up for presents and necessities for CHS families which do not have enough. She noted that CHS Envirocorps recently held a recycling competition.

Student Board representative Esther Elonga noted that in celebrations of diversity, CHS held both a “CHS Idol” contest and a coffee house at which a variety of students expressed their different talents. There will be an “Africa party” on December 21 at which students will represent the countries and different cultures in Africa.

Agenda Item 6. Approval of Board Minutes

Mr. Cogswell reviewed the minutes of the Public Hearing on November 7, which was about the $12 million bond that will fund various projects, and the regular monthly meeting on November 7.
The Board voted 9-0 to approve the minutes of the Public Hearing and the regular monthly meeting on November 7 (moved by Tom Croteau, seconded by Ms. Redmond-Scura).

Canvass of the Vote

It was noted that Board member-elect Pam Wick's last name was spelled incorrectly on the Canvass of the Vote. District Clerk Roger Phillips will be contacted to amend this.

The Board voted 9-0 to approve the canvass of the vote as amended (moved by Nathan Fennessy, seconded by Ms. Redmond-Scura).

Agenda Item 7. Personnel

Mr. Prince presented one coach nomination.

Ross St. Onge, Indoor Track Assistant Coach, Concord High School, $2,446, Step 1, Group 9, 6.0%. Ross replaces Daniel Haines

The Board voted 9-0 to approve the coach nomination as presented (moved by Barb Higgins, seconded by Ms. Redmond-Scura).

Agenda Item 8. Communications and Policy Committee

Communications and Policy Committee chairperson Jennifer Patterson presented the report of the meeting on November 14. She noted that the committee reviewed a number of policies and deferred action on several of them. She read the five policies which were before the Board for a first reading: Policy #133 Minutes (in response to a change of legislation); Policy #462 Criminal Records Checks (in response to a new law with broader reporting requirements); Policy #642 Opening Exercises and Patriotic Exercises; Policy #518 Access to Public School Programs by Nonpublic, Charter School and Home-Educated Pupils (new policy in response to an amendment to state law); Policy #875 Relations with Police Authorities.

Mr. Fennessy commented that he was unfamiliar with the federal law requiring programming to be offered during the week of Constitution Day. Superintendent Forsten noted that this requirement has been in the NH legislature for some time, and that this change is to a policy that has been in place for some time. She noted that the District will ensure this programming is developmentally focused and appropriate.

Superintendent Forsten read the five policies which were before the Board for a second reading: Policy #101.1 Save Harmless Legislation; Policy #110 Code of Ethics; Policy #111 Philosophy of the Board of Education; Policy #112 Publicity Releases; Policy #115 Filling a Vacancy on School Board. The Board made no further changes.

The Board voted 9-0 to adopt revisions to Policy #101.1 Board Member Indemnification – Save Harmless; Policy #110 School Board Member Ethics;
Policy #111 Philosophy of the Board of Education; Policy #112 Publicity – Public Information; Policy #115 Board Member or District Officer Resignation, as presented (moved by Ms. Patterson, seconded by Mr. Croteau).

Agenda Item 9. Instructional Committee

Instructional Committee acting chairperson Jennifer Patterson presented the report of the meeting on November 16. She reviewed the new Concord High School courses, both electives in the English/Language Arts department: Sports Literature and The Write Stuff: Authentic Writing in Production and Publication.

Ms. Redmond-Scura noted that while there is interest in English electives, until now there have not been any for 9th and 10th graders. In response to a question from Mr. Fennessy about whether these courses would take the place of a required class or would be in addition to them, Ms. Patterson noted that they would not replace the required English 9 or English 10. In response to a question from Mr. Cofrin about additional cost for these courses, Ms. Patterson noted that the number of staff will not change.

The Board voted 9-0 to approve two new electives in the English/Language Arts department: Sports Literature and The Write Stuff: Authentic Writing in Production and Publication, as presented (moved by Ms. Patterson, seconded by Rusty Cofrin).

Mr. Cogswell noted that these classes are actually only temporarily approved and that, during the budget work sessions as the Board analyses course enrollments, the classes may be held depending on how well they are enrolled.

Mr. Richards noted his concern whether Sports Literature was going to be a rigorous course, and was satisfied with the breadth of the available literature.

Ms. Patterson reviewed the proposed School Year calendar for 2017-2018, pointing out two professional development (PD) days before school starts (August 28 and 29). There was some discussion about whether to schedule a day for Veterans Day, and whether to schedule a PD day on Columbus Day. Mr. Fennessy asked about the PD day that falls the first Friday in March right after February vacation. Superintendent Forsten replied that this had been discussed; the value was that at that point of the year it had a greater impact. She noted that dates were chosen that really connect for faculty as well.

Ms. Patterson said that the District is currently in the second year of full-day PD days, and next year will be the third year and that, while these are great from a faculty perspective, there is an impact on family schedules. She also noted that it was important to adopt a calendar at this meeting if possible. Mr. Richards asked about October 6 and heard that this a compelling date as there is an associated conference.
The Board voted 9-0 to approve the School Year calendar for 2017-2018 as presented, with the rescheduling of one professional day from March 9 to March 16 (moved by Ms. Patterson, seconded by Ms. Redmond-Scura).

Ms. Patterson presented the report of the November 28 meeting, at which the committee discussed three options for early childhood programming in great detail. The committee discussed actual and projected class sizes, teaching staff, access to community options, transportation, potential additional state funding for kindergarten and costs.

Ms. Redmond-Scura noted an error in the meeting notes regarding the cost of the half-day kindergarten and preschool option. The cost is actually $685,738, not $751,475.

Ms. Patterson made a motion to approve Option 3, the Combination Half-Day and Full-Day Kindergarten program, as the back-up plan for early childhood programming for next year in case the budget does not support full-day kindergarten for all students. Under this option, two full-day kindergarten classrooms would be offered at Mill Brook School, with one full-day classroom each at Abbot-Downing, Beaver Meadow and Christa McAuliffe Schools.

Mr. Fennessy indicated that this option would be too complicated, noting that it would be rife with problems. He suggested instead that the back-up plan offer full-day kindergarten to all students in at least one school.

Ms. Higgins and Mr. Croteau noted concerns about selecting just one school.

Mr. Richards asked about the cost of Option 3. He expressed concern that the teachers providing full-day kindergarten would not get a preparation period, per the budget described for this option. Superintendent Forsten responded that teachers would be provided with a 45-minute planning period each day per the contract. The expectation is that this would be accomplished without adding staff. She will work with elementary principals to develop this schedule. Mr. Richards noted that this option could end up costing a little more than currently proposed, but there will be plenty of opportunity during the budget process to discuss this.

Ms. Redmond-Scura indicated that if there are initially a smaller number of kindergarten classes, the District would be able to gather its own data. She noted that the model of some students without risk factors joining a group of needier students is similar to the model in the preschool program.

Ms. Patterson noted that Option 3 has the greatest continuity with what the District is already doing. She indicated that she believes that Plan A is optimal, but that it makes more sense to focus on a pilot approach to full-day kindergarten as a back-up plan.

The Board voted 7-2 (Mr. Fennessy and Mr. Richards voted nay) to approve Option 3 as the backup plan for early childhood programming in case the budget does not support full-day kindergarten (moved by Ms. Patterson, seconded by Ms. Redmond-Scura).
Agenda Item 10. Capital Facilities

Capital Facilities Committee Chairperson Rusty Cofrin presented the report of the RMS subcommittee meeting on November 29, at which the two firms being considered for the educational specifications/architectural services for the upcoming Rundlett Middle School work were discussed. SLAM presented in the morning and HMFH presented in the afternoon; the subcommittee reviewed positives and negatives after each presentation. SLAM did not have an educational consultant present. The subcommittee recommended HMFH.

Mr. Cofrin made a motion to contract with HMFH and New Vista Design for educational specifications/architectural services, noting that the subcommittee was comfortable with HMFH based on its considerable work in the past with the District.

Mr. Richards noted the lack of specific security planning in the presentations, and asked whether this will be further defined. Mr. Cogswell replied that the chosen firm would meet with school personnel, parents and the community in a very inclusive process.

Ms. Patterson noted that HMFH has a solid plan to reach out to the community.

In response to a question from Mr. Richards about the timeframe, Mr. Cashman noted that the process would take four months, with the District controlling the start time. He suggested that he invite the firm to also make its presentation to Board.

The Board voted 9-0 to approve the contract with HMFH and New Vista Design for educational specifications/architectural services for Rundlett Middle School (moved by Mr. Cofrin, seconded by Ms. Higgins).

Agenda Item 11. Capital Facilities/Finance Committee

Finance Committee chairperson Tom Croteau presented the report of the meeting on November 30, at which the Committee discussed the proposed resolution for a $12 million bond. The committee discussed whether were any more urgent needs that could come to the top of the list, for example: HVAC systems; classroom door locks that do not lock from the inside; CHS catwalk windows that are not energy efficient; Food Service upgrades of equipment that is upwards of 40 years old. He said four items will be the priority for this bond. The conversion from steam to natural gas, childcare renovation/relocation/build new, bus replacement, and technology.

Mr. Cofrin commented that on December 6 there would be a neighborhood meeting with the CHS neighbors about the conversion from steam to natural gas, providing an opportunity to inform the neighbors about the construction project and address their questions or concerns.
In response to a question from Mr. Fennessy whether the Board has the ability to use any of that money toward any of the projects abovementioned, Mr. Dunn responded that the Board can reprioritize the existing funds or leftover funds toward projects that are equal or greater in life expectancy. For example, 20-year funds (steam conversion or childcare) cannot be used for technology (5 years life expectancy).

Ms. Patterson noted that dishwashers that are tied into the steam system may need to be replaced in conjunction with it; these were not included in the original scope.

Mr. Cofrin commented that there may be additional unanticipated expenses in the steam to gas conversion.

Mr. Dunn clarified that the $9 million was for the conversion from steam to natural gas. The administration will hold on $1 million for childcare until the steam conversion is under way. During the preliminary work, it was discovered that the heat pipes are a combination of welded pipe and pipes joined together by couplings. The couplings have been leaking over the years; the administration is obtaining costs to replace the fittings with new ones and with welded pipe to eliminate the leaks.

Mr. Croteau made the following motion:

The school Board voted 9-0 to adopt the loan resolution, as presented on November, 2015 and December 5, 2016, that authorizes debt of up to $12,000 for the following projects (seconded by Mr. Richards)

(1) That under and pursuant to the Municipal Finance Act, Chapter 33, N.H.R.S.A., as amended, and any other enabling authority, there be and hereby is appropriated the sum of $12,000,000 in order to finance the costs of the following capital projects, including the payment of costs incidental or related thereto (collectively, the “Projects”):

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heat Conversion Projects at Abbot-Downing, Christa McAuliffe, Rundlett Middle School, and Concord High School</td>
<td>$9,000,000</td>
</tr>
<tr>
<td>Computer Hardware and Software Technology</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>School Buses</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Child Care Building Renovation/Replacement/Relocation</td>
<td>$1,000,000</td>
</tr>
</tbody>
</table>

(2) To meet this appropriation, the District Treasurer, with the approval of the Board of Education, is authorized to borrow $12,000,000 under the Municipal Finance Act, as amended, and any other enabling authority and issue Bonds of the District (the "Bond") in the principal amount of $12,000,000, and notes in anticipation thereof.

(3) As the amounts indicated above for each project are necessarily estimates, the Business Administrator, may allocate more funds to any one or more of
such projects, and less to others, so long as, (i) in the judgment of the Business Administrator, each of the projects described above can be completed within the total appropriation made by this vote, and (ii) if such allocation occurs after the funds are borrowed, that such allocation shall not result in funds being allocated to a project with a useful life that is shorter than the term for which such funds were borrowed for.

(4) That the Clerk of the School Board and the signers of the Bond are each hereby authorized to take any and all actions necessary or convenient to carry out the provisions of this vote, including delivering the Bond against payment therefor.

(5) That all things heretofore done and all action heretofore taken by the School Board and its officers and agents in its authorization of the Projects and their financing are hereby ratified, approved and confirmed.

(6) That the expected useful life of each of the Projects being financed by the Bond is hereby determined to be as follows:

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Useful Life (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heat Conversion Projects at Abbot-Downing, Christa McAuliffe, Rundlett Middle School, and Concord High School</td>
<td>30</td>
</tr>
<tr>
<td>Computer Hardware and Software Technology</td>
<td>3</td>
</tr>
<tr>
<td>School Buses</td>
<td>10</td>
</tr>
<tr>
<td>Child Care Building Renovation</td>
<td>30</td>
</tr>
</tbody>
</table>

(7) This vote shall take effect upon its passage.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Life Expectancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADS Heat Conversion (ADS, CMS, RMS, CHS and CRTC)</td>
<td>$9,000,000</td>
<td>20+ Years</td>
</tr>
<tr>
<td>CRCT Childcare Facility</td>
<td>$1,000,000</td>
<td>20+ Years</td>
</tr>
<tr>
<td>Type A, C &amp; D Buses</td>
<td>$1,000,000</td>
<td>10+ Years</td>
</tr>
<tr>
<td>iPad Replacement and Chromebooks</td>
<td>$1,000,000</td>
<td>5 Years</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$12,000,000</td>
<td></td>
</tr>
</tbody>
</table>

The Board voted 9-0 to approve the borrowing of $12 million in a bond as noted above (moved by Ms. Higgins, seconded by Rusty Coefrin).

Agenda Item 12. Capital Facilities/Instructional Committee

Capital Facilities Committee Rusty Coerfin presented the report of the meeting on December 5, at which the RMS subcommittee's recommendation of HMFFH was
supported for the educational specifications/architectural services for the upcoming Rundlett Middle School work.

Update on steam to natural gas heating conversion

Matt Cashman updated the steam to natural gas conversion project. He said that within a few weeks, hot water heaters for all four schools would be secured, to be installed before May 2017. Mr. Cashman noted that the remainder of the project would adhere to the District bid policy: contractors, subcontractors, pieces of equipment. He said he was very comfortable with schedule to bring heat by September 2017.

Mr. Cashman discussed the flooding at CHS, noting that the $1.50 piece which failed was over 20 years old. The drain valve, located in a custodial closet on the west wing of CHS, was in the open position. For over 20 years, 160-degree water was degrading the valve. Unfortunately, the valve failure was discovered by way of an alarm. Teacher Jim Foley and a student noticed it and notified the maintenance department by phone, which immediately called ServePro. Mr. Cashman noted that a number of custodians at CHS have been working on the flooding and water problem since 2 p.m. Sunday. At 2:30 p.m. today, he met with ServePro and examined the moisture meters. He said the school will re-open tomorrow.

In response to a question from Mr. Fennessy about the amount of water involved, Mr. Cashman said that an inch to an inch and a half of water moved down to the lowest level through the various floors.

Update on Insurance

Mr. Dunn presented an offer by Primex, the District’s municipal insurance carrier, to continue to enroll in its Contribution Assurance Program (CAP), which will guarantee that the rate over the next few years does not increase any more than by a specified percentage; in this case, for property and liability, an increase of no more than 5% per year for the next three years. For Workers’ compensation insurance, there would be no cap in 2017-2018, and then no more than a 6% increase for the following two years.

Mr. Fennessy asked if the District had any property claims. Mr. Dunn responded that the high school flood was the most recent.

Mr. Patterson noted that she believes workers’ compensation rates have recently gone down.

Mr. Fennessy said that a filing was made at the state level for a 9% decrease.

Mr. Dunn said rates may have gone down, but District experience rating is high, which impacts the District’s rates. He said anything above 1 is bad.

Mr. Fennessy commented that anything above 1.2 is very bad.

Mr. Dunn stated the District’s experience level is at 1.37 and that the District is working with the carrier to review the claims.
Mr. Prince noted that the majority of claims are student-induced, including bites, kicks in the shins, etc and that it is hard to limit that. Staff experience some slips and falls, but the majority of workers’ compensation accidents happen in the school buildings. The rate increase this year was 16%.

The Board voted 9-0 to adopt the following Resolutions, as presented, on December 5, 2016: to enter Primex Workers’ Compensation Contribution Assurance Program (CAP) from July 1, 2018 to June 30, 2019; and: to enter Primex Property & Liability Contribution Assurance Program (CAP). In addition, the Board authorized the Board President, Superintendent and/or designee to sign the resolution and agreement (motioned by Mr. Fennessy, seconded by Ms. Patterson).

Agenda Item 13. Proposed calendar of meetings
Superintendent Forsten discussed the proposed Board committee meetings for December and January.

Agenda Item 14. Public comment
There was no public comment.

Board President Clint Cogswell read the resolution for completion of service for Rusty Cofrin. He was thanked by all members of the Board for his many hours of dedicated service, particularly as chair of the Capital Facilities Committee.

Agenda Item 15. Non-Public Session
Ms. Patterson made a motion to move into non-public session at 9:00 p.m. under RSA 91-A:3 II (a) “The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her . . .”

The Board voted 9-0 by roll call vote to move into non-public session at 9:01 p.m. under RSA 91-A:3 II (a) (motioned by Ms. Patterson, seconded by Mr. Fennessy) to discuss “The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her . . .”

The Board voted to leave non-public session at 9:16 p.m. (moved by Ms. Patterson, seconded by Ms. Higgins).

The Board came out of non-public session and by roll call voted 9-0 to seal the minutes under RSA 91-A:3 II (a) “The dismissal, promotion, or compensation of any public employee or the disciplining of such employee,
or the investigation of any charges against him or her ...” (motioned by Ms. Patterson, seconded by Mr. Fennessy).

The Board recessed the non-public session at 9:16 p.m.

Agenda Item 16. Adjournment

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

The Board adjourned at 9:18 p.m.

Respectfully submitted,

Tom Croteau, Secretary
Concord School District  
Board of Education  
Joint Capital Facilities and Instructional Committee  

School Board Committee: Joint Capital Facilities and Instructional Committees  
Date: December 5, 2016  
Capital Facilities members present: Rusty Cofrin, chair, Jim Richards, Tom Croteau  
Instructional members present: Jennifer Patterson, acting chair, Maureen Redmond-Scura  
Other Board member present: Clint Cogswell  
Administration: Terri Forsten, Matt Cashman, Donna Palley  

Agenda: review of the selection process for the RMS architectural process  
Rusty Cofrin called the meeting to order.  
Matt Cashman laid out the process of the architectural selection for Rundlett Middle School, including review of the RFP, RMS selection committee membership, review of the two architectural finalist firms, and the recommendation to the Capital Facilities committee on which firm is recommended.  
Mr. Cashman explained that the RFP was crafted around two primary focuses: educational programming and a visioning process, and a structural analysis. An overview of the proposal timelines was reviewed, indicating the milestones and dates for each process. The RFP contained 10 points that the committee used to grade the firms. The committee received submissions from five firms and one consultant, and although all firms had nice packages, two of them were ultimately selected as finalists, HMFH and SLAM. HMFH was praised for many aspects of their presentation, including teamwork, knowledge of middle school design, energy saving design and their educational consultant, David Stephen of New Vista Design, a partner for this work. HMFH had a highly personalized approach, showed videos of their own tour of RMS, and demonstrated positive relationship building with committee members. RFS Engineering was an active participant during the presentation, highlighting how it would evaluate energy usage and structure of the existing school.  

The joint committee voted 5-0 to recommend to the full Board approval of a contract with the architectural firm HMFH (motioned by Mr. Cofrin, seconded by Ms. Patterson).  
The meeting adjourned at 5:57 p.m.  
Respectfully submitted,  
Rusty Cofrin, Chair, and Jennifer Patterson, Acting Chair  
Matt Cashman, Recorder
Date: December 7, 2016

Committee members present: Jennifer Patterson, Chair; Maureen Redmond-Scura; Alana Kimball; Tom Croteau

Administration: Superintendent Terri Forsten, Assistant Superintendent Donna Palley

Jennifer Patterson chaired this meeting. Tom Croteau was appointed to serve on the Committee for this meeting. The meeting was called to order at 5:40 p.m.

The purpose of the meeting was to review the enrollment report for Fall 2016. Superintendent Forsten presented the report. The report provides detailed information about the enrollment across the District, identifying 10-year trends in school population.

District Enrollment Trends

Ten-year enrollment trends were presented, showing a continuing small decline that is consistent with enrollment trends across New Hampshire. Enrollment has declined by over 600 students, a 12% decline, since 2007.

10-year enrollment trends show that enrollment continues to decline, but is consistent with the decline across the state. Concord has 48 fewer students in K-12 this year compared to last, or a 1% drop in enrollment. K-12 enrollment this year is 4,535.

Elementary Schools

Three of the elementary schools (Beaver Meadow, Christa McAuliffe and Mill Brook) had increases in enrollment since last year, while two schools (Abbot-Downing and Broken Ground) had decreases. Overall, the elementary schools have 50 fewer students this year. Over a ten-year period, there has been an 11% decrease (226 students) at the elementary level.

Elementary class sizes range from 17-27, with most in the 17-24 range. Average class size across the elementary schools is 20.

There are elementary students in Concord attending schools outside their neighborhood. Students who require intensive support to learn English may attend a program at Broken Ground School (BGS). Parents may request special permission for their child to attend a school outside their neighborhood. Previously, there was an expectation that parents request special permission annually. This year there is a new procedure allowing students to remain in their special permission placement without annual requests. The number of students requesting special permission is small. Superintendent Forsten will provide this information to the Committee.
Rundlett Middle School

Rundlett Middle School’s (RMS) current enrollment is 988, a slight increase (26 students, or 3%) over last year. Over the last ten years, enrollment at RMS has decreased by 9%, or 99 students. Additional detailed information about RMS’ enrollment will be presented in the near future.

Concord High School

Enrollment at Concord High School (CHS) is currently 1,659. The represents a 10% decline (190 students) in enrollment over the last ten years. There are 31 fewer students at CHS this year than last.

The Enrollment Report includes detailed information about enrollment in courses by department. Ms. Patterson noted that historically the Board has looked for comparatively smaller class sizes in core freshman and other required courses. The average class size for English 9 is 21, with a range of 18-26; for English 10 and 11, the average class size is 23. Average class size in Geography and Cultures is 22, with a range of 16-28. Algebra 1 classes have an average class size of 24, with a range of 21-29.

Advanced Geometry classes each have 30 or 31 students. Biology classes have an average class size of 24, with a range of 23-26. It was noted that there is an attempt to keep class size in Biology and other lab classes at 24. Ms. Patterson asked whether there is a cap on lab classes. The goal is to try to keep numbers at 24. In Biology, however, the labs are different than in chemistry.

Both AP Physics and AP American History have been opened up to students in grade 10. Reports from teachers indicate that the younger students are doing well. The total enrollment in science classes is 1,639, which speaks to engaging curriculum offerings and interested students.

The student enrollment in digital education courses (Mobile Apps, Coding and Student HelpDesk) is 76 for the first semester.

There are 529 students participating in music programs. This is an enthusiastic student group that forms close communities. It is noted that enrollments in music at RMS are also very high, with 63% of students this year in one of the performing arts groups. There is a strong music education program in the District.

Special education caseloads are noted in the report, with a range of caseload numbers based on the nature of the specialized programs offered.

There are 1,314 freshmen and sophomores in study halls during the first semester. Some study halls are more focused to provide additional supports for students. Overall, the administration would like to see students in not more than one study hall during a given day.

Physical Education classes are well-subscribed. A large number of students take second-year world language courses, with 888 in total enrolled in the World Language Department.
The report lists eight classes with fewer than 15 students enrolled, and three courses with enrollment over 30 (all three have 31 students).

CHS’ Course of Study is available on the school’s website (chs.saun.ig.org). The program contains detailed information about course offerings, with descriptions.

Committee members asked about the number of Concord students taking classes through the public charter school, Virtual Learning Academy (VLACs). They also asked to review the enrollment for courses added in the last three years. Superintendent Forsten will provide that information.

**Concord Regional Technical Center Enrollment**

Overall, enrollment in CRTC programs this year is 593, an increase of 48 students from last year. 236 students from CHS take classes in the Technical Center, and 357 students come from the eight sending school districts. Sending school districts sent an additional 22 students this year; CHS sent 26 more. The new Stagecraft course has 16 students enrolled, 8 from Concord.

**Students Services Enrollment**

Special education enrollment was reported for a four-year period by school and level. Across the District, K-12, 15%, or 709 students, are identified with an educational disability.

There are currently 346 English learners, K-12. At the elementary level, the highest enrollments of English learners are at Mill Brook School (MBS) (65 students representing 19% of the school population) and BGS (52 students representing 13% of the student population). There are 57 English learners in middle school, and 129 at CHS.

Committee members requested information about the number of students placed out of district. This information will be detailed during the budget presentation.

   The Committee voted 4-0 to adjourn (motioned by Ms. Patterson, seconded by Ms. Kimball).

The meeting adjourned at 6:56 p.m.

Respectfully submitted,

Jennifer Patterson, Chair  
Donna Palley, Recorder
Concord School District  
Board of Education  
Communications and Policy Committee

Date: Wednesday, December 14, 2016  
Committee members present: Jennifer Patterson, chair; Maureen Redmond-Scura; Alana Kimball; Thomas Croteau  
Board members also present: Clint Cogswell  
Administration: Terri Forsten, Superintendent; Donna Palley, Assistant Superintendent; Donna Reynolds, Director, Food Service  
Also in attendance: Leslie Barry, PE teacher

Committee Chair Jennifer Patterson called the meeting to order at 6:05 p.m. The meeting agenda included a review of four policies, and an update on guidance being developed to support transgender students in the schools.

Superintendent Forsten introduced Donna Reynolds, who presented Policy 530 – Wellness. Ms. Reynolds introduced Leslie Barry, who assisted in developing the policy. Ms. Barry explained the process the policy update process and mentioned that the Wellness Committee felt this was a strong policy and hoped the Communications & Policy Committee agreed. Mrs. Patterson asked whether the policy was being presented as a draft or if the Committee was being asked for an approval. Superintendent Forsten clarified that this was an initial approval requested before the revised policy is presented to the full Board. Ms. Barry explained that new standards have been released since the original policy was created, necessitating this update.

Tom Croteau asked for nutrition guidelines in the context of the K-12 curriculum. Ms. Barry clarified that an ongoing discussion with Athletic Director Steve Mello and school administration has been taking place to identify gaps and overlaps where this education would fit. Mr. Croteau asked for clarification regarding classroom activities and fundraising activities. Ms. Barry explained that teachers would be provided with guidelines and lists of healthier choices in the context of celebrations and parties. Ms. Patterson asked if the District is required under federal standards to adopt these guidelines and, if so, whether it would make sense – if not required – to begin with education of the PTOs, booster clubs, etc. rather than by implementing policies. Ms. Reynolds responded that this was a gray area under federal regulations and that the existing guidelines on food being sold are clearer, but fairly nebulous on food being provided for fundraising activities and celebrations.

Ms. Patterson suggested tweaking the language so it comes across less like a directive. Maureen Redmond-Scura noted that the policy as presented seemed like a procedure.
rather than a policy, as it contained detailed enactment language which might commit the District to suggestions made therein. Ms. Patterson again suggested tweaking the policy to incorporate more general concepts rather than specific, detailed language. Alana Kimball was uncomfortable with the language regarding times for lunch and recess, as this may make it difficult for principals and administrators as they develop schedules. Ms. Patterson suggested that the policy should be directed to students only, rather than students and employees. Clint Cogswell asked if the District has enough resources to implement the suggestions in the policy.

Donna Palley asked that the required amount of physical education versus physical activity be clarified. Ms. Barry noted that much of the language in the policy emphasized the importance of physical education in the curriculum as a whole. Ms. Patterson suggested tweaking the policy in a way to delineate the items mandated per federal guidelines and policy items the District would like to implement. Ms. Patterson noted that the policy would likely be more fluid than other policies and would evolve over time. Mr. Croteau noted that the policy contained excellent content and ideas.

Ms. Patterson suggested distilling the current document into an actual policy, and repurposing the additional details into a procedural document. Mr. Croteau suggested identifying resources within the District to enable and enact the actions identified in the policy, as this would be helpful when presenting to the full Board. Superintendent Forsten noted that she and Ms. Palley would work with administration and faculty regarding rolling this policy and associated procedures out to teachers and students.

Ms. Patterson introduced the next proposed Policy #711 – Transportation. Superintendent Forsten introduced the suggested amendments, including conflict resolution regarding student misbehavior on buses, and transportation for charter and private school students. Ms. Patterson asked if the District's current policies are perhaps more generous than required by law, focusing on revision of existing bus routes to transport charter and private school students. She then asked if language should be added to clarify eligibility for transportation in the context of what is required by law. Mr. Cogswell asked if a fee for St. John’s School students who take the buses is charged. Superintendent Forsten stated that she does not believe that there is a fee, but will check. Mr. Croteau asked for clarification of transportation provisions for students with parents living separately and suggested that this language be clearer. Mr. Cogswell asked about trends in school bus incidents. Superintendent Forsten responded that very few incidents have come to her level and that most of those have been bus stop location-related issues. Mr. Croteau asked whether school principals receive updates on student conduct issues on buses, and the committee collectively responded that yes, this is part of the existing procedure.

Ms. Patterson introduced Policy #683 – School, Family and Community Partnerships. Superintendent Forsten noted that this policy was formerly known as Parental Involvement in Education, and that the proposed changes primarily address community partnerships. Mr. Cogswell asked that language regarding communication between parents and schools be clarified, and suggested that parent-teacher
communication be specified. Mr. Croteau agreed, and added that a given teacher could claim that general printed information from the school office suffices according to the current language. The committee re-crafted a sentence regarding communication between school staff and parents.

Policy #684 – Title I Family and Community Engagement. Mrs. Patterson suggested changing the title to “Family and Community Engagement with Respect to Title I.” Superintendent Forsten recommended that this policy be adopted as written, as it was crafted in collaboration between the NH DOE and NH School Board Association using federal guidance. Mrs. Patterson noted concerns similar to those she had with the Wellness policy, regarding delineating between a policy and a procedural document.

The committee voted 4-0 to recommend to the full Board that it adopt both Policy #683 and Policy #684 as presented and amended (motioned by Ms. Patterson, seconded by Ms. Redmond-Scura).

Ms. Patterson introduced an update to the District transgender student guidelines. Superintendent Forsten provided the May 2016 “Dear Colleague” letter from US DOE and US DOJ as a resource. She highlighted nuances about student records, terminology/language, school facilities and activities, and family support for transgender students. Ms. Patterson noted that privacy was a major issue with transgender students, and these student and families need support from the school community. Mr. Croteau noted that the terminology in the policy was helpful and beneficial, as this was a tricky and relatively new issue. He asked about circumstances when a student and their parents may disagree regarding the student’s preferred gender expression. Mr. Cogswell clarified that the policy was meant to support the student, and let them know the District fully supports their identity. Superintendent Forsten emphasized that the District has the intent to support families and to make sources of support and community resources available to them. Ms. Patterson noted that the subject of the discussion was currently a set of guidelines rather than an official policy.

The committee voted 4-0 to adjourn (motioned by Ms. Redmond-Scura, seconded by Mr. Croteau).

The committee adjourned at 7:30 p.m.

Respectfully submitted,

Jennifer Patterson, Chair
Terri Forsten, Recorder
Concord School District Policy #683
School, Family and Community Partnerships

The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board to define standards for involvement between the schools, the community, and the parents of all students enrolled in District schools. The Superintendent is directed to implement these standards.

District schools are a welcoming place, clearly accessible to parents and the community. Communication between home and school is regular and meaningful, involving teachers, administrators and other staff. Parents are full partners in the educational decisions that affect children and families. Parents will be encouraged to visit their schools for beginning of the year events such as “Open House” and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.

Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.

Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year. Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable. For the purposes of this policy, the term “parent” refers to any adult - mother, father, older sibling, aunt, uncle, grandparent, guardian, mentor - who plays a significant role in the care of a student or students enrolled in District Schools. Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.

The support of area businesses, agencies and faith-based organizations will be sought through financial, goods and services, and volunteer contributions. Partnerships will be developed with local organizations, local city and county governments, and talented individuals to strengthen school programs, family practices and student learning. Student participation in community service will be encouraged. Business partnerships will also be developed to assist students in the successful transition to employment or further education.

Legal References:
    Ed 306.04(a)(11), Community Partnerships
    Ed 306.04(k), Community Partnerships

Adopted September 3, 2002. Revised _____________, 2017

Corresponds to NHSBA Policy IJO/KA
Concord School District Policy #683

Parental Involvement in Education
School, Family and Community Partnerships

The District recognizes that a child’s education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goals of the School District to educate all students effectively, the schools and parents must work as knowledgeable partners.

The District will support the development, implementation and regular evaluation of roles and involvement of parents at all grade levels. The efforts will be comprehensive and coordinated in nature and will include, but not be limited to, the following:

1. Promoting clear two-way communication between the school and the family as to school programs and children’s progress.

2. Supporting parent involvement in providing instructional and support roles where appropriate at school.

3. Providing available information regarding programs to develop parenting skills that foster positive relationships at home and programs designed to aid parents with appropriate techniques in order to effectively assist children with learning at home.

4. Providing appropriate referrals to community and support services for children and families.

The Superintendent will develop administrative procedures to implement this policy.

The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board to define standards for involvement between the schools, the community, and the parents of all students enrolled in District schools. The Superintendent is directed to implement these standards.

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**Legal References:**
- Ed 306.04(a)(11), Community Partnerships
- Ed 306.04(k), Community Partnerships

**Adopted September 3, 2002. Revised 2017**

Corresponds to NHSBA Policy IIQ/KA
Concord School District Policy #684
Family and Community Engagement with Respect to Title I Programs

The School Board endorses the family and community engagement goals of the Every Student Succeeds Act and encourages regular collaboration between family members, community members, and school leadership. The education of children is viewed as a cooperative effort among the parents, school and community, other family members involved in supporting the child’s development and education.

Pursuant to federal law, the District will develop jointly with, and distribute to, parents of children participating in the Title I program a written family and community engagement policy.

The goal of this policy is to:

1. Honor and recognize families’ funds of knowledge,
2. Connect family engagement to student learning,
3. Create welcoming, inviting cultures, and
4. Develop the capacity of families to negotiate the roles of supporters, advocates, and collaborators.

The District will implement at least one annual meeting that is available to all families of students attending Title I schools and/or for families that include a student who receives Title I services (Targeted Schools). These meeting will provide parents and family members opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Additional meetings may be held at the will of the Superintendent or school board. These meetings will be used to:

1. Involve parents in the joint development of the Title I program plan, the process of reviewing the implementation of the plan, and suggesting overall school improvements goals.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective family and community engagement activities to improve student academic achievement and school performance.
3. Build the schools’ and parents’ capacity for strong family and community engagement.
4. Coordinate and integrate Title I family and community engagement strategies with those of other educational programs.
5. Conduct, with the involvement of families, an annual evaluation of the content of the family engagement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically
disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

6. Involve families in the activities of the schools served.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation, childcare costs, food for the event, and academic based supplies and activities during the event. In targeted assistance programs, the families of children identified to participate in Title I programs will receive from the school Principal and/or Title I staff an explanation of the reasons supporting each child’s selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child’s progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

Legal References:
20 U.S.C. §6318, Title I - Parental Involvement

Adopted ____________, 2017
Policy #684

Family and Community Engagement with Respect to Title I Programs

The School Board endorses the family and community engagement goals of the Every Student Succeeds Act and encourages regular collaboration between family members, community members, and school leadership. The education of children is viewed as a cooperative effort among the parents, school and community, other family members involved in supporting the child’s development and education.

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Legal References:

20 U.S.C. §6318, Title I - Parental Involvement

Adopted ___________ 2017
Concord School District Policy #133

Minutes

Records of the actions of Board of Education meetings shall be kept at the office of the Superintendent of Schools. The minutes of the Board of Education meetings shall be kept in an official minutes book and shall include resolutions and motions.

Copies of the draft minutes of a meeting shall be sent to the members of the Board before the meeting at which they are to be approved. Corrections to the minutes may be made at the meeting at which they are to be approved.

All minutes shall be kept in accordance with RSA 91-A:2 II, A:3 III and A:4 I and will be in the custody of the Superintendent, who will make them available no later than five days after the meeting to interested citizens on request (72 hours for minutes of nonpublic sessions). Electronic records may be provided, if the requestor so requests and if such records can be delivered electronically.

Statutory References:

RSA 91 -A:2 II
RSA 91 -A:3 III
RSA 91 -A:4 I

Adopted 1971
Revised May 7, 2001, __________, 2017

Corresponds to NHSBA policies BEDG, BEDG-R
Background Investigation

The Superintendent will conduct a thorough investigation into the past employment history, criminal background check, and other applicable background, of any person considered for employment with the District. This investigation shall be completed while the employee begins their work on a conditional basis, prior to making a final offer of employment.

The Superintendent shall develop a background investigation protocol for use in completing a background investigation and shall keep a written record of all background investigations which have been done.

As part of the application process, each applicant for a position shall be asked whether he/she has ever been convicted of any crime, and whether there are any criminal charges pending against him/her at the time of application. The falsification or omission of any information on a job application or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or immediate discharge from employment.

Criminal Records Check

Each person considered for employment by the Board whose duties require regular contact with pupils must submit to a State and FBI Criminal Records Check.

“Persons regularly in contact with students” means a person or persons who, in the performance of his/her duties, (1) comes in direct contact with pupils on a daily basis for any period of time, (2) meets regularly, e.g., once or twice a week, with students, including, but not limited to, an art, music, or physical education teacher, (3) a substitute teacher who comes in direct contact with pupils on a limited basis, or (4) any other persons whom the Superintendent believes, by virtue of their duties and contact with students, should appropriately undergo a Criminal Records Check.

The Superintendent is responsible to establish all necessary internal procedures relative to the initiation and completion of the State and FBI Criminal Records Check.

Volunteers

Designated Volunteers are subject to a background investigation/criminal records check and the provisions of this policy. “Designated Volunteers” are defined and so designated pursuant to Policy #890. Volunteers not categorized as “Designated Volunteers” per Policy #890 will not be subject to a background investigation or criminal records check.

Conditional Employment

Persons who have been selected for employment may be hired on a conditional basis, pending a successful completion of the State and FBI Criminal Records Check.
No selected applicant for employment shall be extended a conditional offer of employment until the Superintendent, or his/her designee, has initiated the formal State and FBI Criminal Records Check process and has completed a background investigation.

Any person who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that his/her contract and continuation of employment is entirely conditioned upon the completion of a Criminal Records Check which is satisfactory to the District.

All persons employed under a conditional offer of employment may be covered under the District’s health insurance program, at the sole discretion of the Board, and in accordance with Board policies and/or collective bargaining agreements, if applicable. However, any such coverage will immediately cease and will not be subject to extension under COBRA, if the Board does not tender the person a final offer of employment by reason of application of this Policy.

**Final Offer of Employment**

A person who has been extended a conditional offer of employment may be extended a final offer of employment upon the completion of a Criminal Records Check which is satisfactory to the Board.

No person with a conditional offer of employment shall be extended a final offer of employment if such person has charges pending or has been convicted of any crime listed in RSA 189:13-a, V; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States; or where such person has been convicted of the same conduct in a foreign country.

In addition to the felonies listed in pertinent and applicable law, a person may be denied a final offer of employment if he/she has charges pending or has been convicted of any crime, either a misdemeanor or felony. Such determination will be made by the Superintendent on a case-by-case basis.

The Superintendent, or designee, will transmit this policy to the State Police, who will then screen the criminal records check for any selected applicant for employment, or designated volunteer, and will notify the district whether the record of said selected applicant or volunteer contains any felony convictions.

When the District receives a notification of a felony conviction from the State Police on a particular person which it finds unsatisfactory in accordance with the pertinent and applicable law RSA 189:13-a, V, the Superintendent, after consultation with an attorney, shall dismiss said person within twenty-four (24) hours of the receipt of such report, excluding Saturdays, Sundays, or legally recognized holidays.

Additionally, a person may be denied a final offer of employment if the Superintendent becomes aware of other conduct which he/she determines would render the person unsuitable to perform the responsibilities of the position involved. Such determinations shall be made on a case-by-case basis.

**Additional Criminal Records Checks**

The Board may require a Criminal Records Check of any employee at any time.
Legal References:
RSA 189:13-a, School Employee and Volunteer Background Investigations
Appendix GBCD-R: Technical Advisory, School Employee Background Investigation, including a Criminal History Records Check, N.H. Department of Education

Adopted: March 1, 1999
Revised: October 6, 2008, __________, 2017

Corresponds to NHSBA policy GBCD
Concord School District Policy #642
Opening Exercises and Patriotic Exercises

When opening exercises are held, they will include a salute to the flag which may be followed by a moment of silent meditation.

In accordance with federal law, the District shall offer an education program(s) each year, during the week of September 17, Constitution Day, to commemorate the September 17, 1787 signing of the United States Constitution. The Superintendent or his/her designee shall establish administrative guidelines ensuring that the District observes Constitution Day properly and in a manner befitting the importance of the event.

Further, during the weeks of Memorial Day and Veterans Day, the district will devote time to exercises of a patriotic nature, including a discussion of the words, meaning, and history of the Pledge of Allegiance and the Star Spangled Banner.

Legal References:
RSA 189:18, Patriotic Exercises

Adopted June 18, 1984. Revised ____________, 2017
Corresponds to NHSBA Policy IMDA
Concord School District Policy #518
Access to Public School Programs by Nonpublic, Charter School
and Home-Educated Pupils

The District will comply with the provisions of RSA 193:1-c allowing pupils who attend
nonpublic schools, charter schools or are home-educated equal access to the District’s curricular
courses and cocurricular programs. The District recognizes that any School Board policies
regulating participation in curricular courses and cocurricular programs, cannot be more
restrictive for non-public, public chartered school, or home educated pupils than the policy
governing the District’s resident pupils.

Legal References:
RSA 193:1-c, Access to Public School Programs by Nonpublic, Public Chartered Schools or
Home Educated Pupils.

Adopted ____________, 2017
Corresponds to NHSBA policy JJJ. See also IHGC-R, Participation by Home-school Students
Concord School District Policy #875
Relations with Police Authorities

It is the policy of the District to cooperate with law enforcement agencies to the extent necessary to protect the health, safety and welfare of students, staff and visitors to the school.

The District may utilize a school resource officer and may collaborate with local law enforcement agencies to engage the use of school resource officer.

The Superintendent is authorized to develop and implement an annual memorandum of understanding with local law enforcement relative to cooperation with local law enforcement and, if applicable, the use of school resource officer.

Legal References:
RSA 186:11, XXXVII. School Resource Officers
RSA 193-D:4, Written Report Required, Memorandum of Understanding

Adopted __________, 2017

Corresponds to NHSEA policy KLG; see also Appendix JICD-R, pages 1-4
## Enrollment Report January 2017

**Elementary** | K | 1 | 2 | 3 | 4 | 5 | Total |
---|---|---|---|---|---|---|-------|
Abbot-Downing School | 17 | 18 | | | | | 35 |
| 17 | 20 | 18 | 19 | 23 | | 79 |
| 19 | 18 | 20 | 19 | 20 | 24 | | 91 |
| 20 | 18 | 20 | 21 | 22 | 25 | | 98 |
| 39 | 70 | 60 | 76 | 61 | 72 | | 378 |

Beaver Meadow School | 17 | 17 | 16 | 19 | 27 | 19 | | 98 |
| 19 | 18 | 18 | 19 | 27 | 20 | | 93 |
| 10 | 20 | 19 | 19 | 20 | 21 | | 80 |
| 10 | 56 | 54 | 53 | 58 | 81 | 60 | | 362 |

Broken Ground School | 21 | 21 | 21 | | | | 63 |
| 21 | 22 | 21 | 21 | 22 | 22 | | 100 |
| 22 | 22 | 22 | 22 | 22 | 23 | | 110 |
| 22 | 22 | 22 | 23 | 22 | 24 | | 111 |
| 129 | 131 | 133 | | | | 393 |

Christa McAuliffe School | 17 | 20 | 24 | 20 | 21 | 24 | | 118 |
| 20 | 20 | 24 | 20 | 21 | 24 | | 115 |
| 21 | 21 | 24 | 21 | 23 | 24 | | 110 |
| 58 | 61 | 72 | 81 | 65 | 72 | | 409 |

Mill Brook School | 14 | | 18 | | | | 18 |
| 16 | 15 | 18 | | | | 18 |
| 16 | 16 | 18 | | | | 18 |
| 17 | 17 | 18 | | | | 18 |
| 17 | 17 | 18 | | | | 18 |
| 17 | 18 | 19 | | | | 18 |
| 18 | 18 | 19 | | | | 18 |
| 115 | 101 | 128 | | | | 344 |

| Total | | | | | | | |
---|---|---|---|---|---|---|---|
Abbot-Downing School | 268 | 286 | 313 | 344 | 338 | 337 | 1886 |

**Middle** | 6 | 7 | 8 | Total |
---|---|---|---|-------|
Rundlett | 315 | 325 | 350 | 990 |
CHS | 9 | 10 | 11 | 12 | Total |
| Concord | 365 | 416 | 312 | 399 | 1492 |
| Deerfield | 37 | 44 | 37 | 38 | 156 |
| Total | 402 | 460 | 349 | 437 | 1648 |

**Preschool** | Number of children |
---|---|
BMS | 37 |
Mill Brook | 65 |
Total | 102 |

**District Total** (not including preschool numbers) | 4524
## Monthly Enrollment Report Summary
### 2016-2017 School Year

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- **Sun, 1 January**: New Year's Holiday (NO SCHOOL)
- **Mon, 2 January**: 7:00 p.m. Board Meeting
- **Tue, 3 January**: 5:30 p.m. Communications & Policy
- **Wed, 4 January**: Professional Development (NO SCHOOL)
- **Thu, 5 January**: Joint City Council/School Board Committee
- **Fri, 6 January**: 7:30 a.m. Legislative Breakfast (location TBD)
- **Sat, 7 January**: School Board Retreat (snow day)

- **Sun, 8 January**: 5:00 p.m. Executive
- **Mon, 9 January**: 5:30 p.m. Opening Budget presentation
- **Tue, 10 January**: 5:00 p.m. Executive
- **Wed, 11 January**: 5:30 p.m. Opening Budget presentation
- **Thu, 12 January**: 5:00 p.m. Executive
- **Fri, 13 January**: 5:30 p.m. Opening Budget presentation
- **Sat, 14 January**: School Board Retreat (snow day)
# Concord School Board ... February 2017

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