Annual Organizational meeting

I. CALL TO ORDER

II. SEATING OF NEW BOARD MEMBERS

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

IV. ADJOURNMENT

Regular meeting

1. CALL TO ORDER

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

3. SAFETY, SECURITY & WELL-BEING UPDATE
   a. Compliance Officer job description

4. PUBLIC COMMENT – agenda items only

5. APPROVAL OF BOARD MINUTES
   a. Regular monthly meeting (December 9) .................................................. pp. 3-12

6. RECOGNITIONS / REPORTS
   a. CHS student representatives
   b. ConcordTV (Josh Hardy)
   c. Mathematics connections presentation
   d. Update on Superintendent search

7. COMMUNICATIONS & POLICY
   a. Committee meeting report (December 16) .................................................. pp. 13-24

8. INSTRUCTIONAL
   a. Committee meeting report (December 18) .................................................. pp. 25-28

9. PROPOSED CALENDAR OF MEETINGS .................................................. pp. 31-32

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

11. ADJOURNMENT
Board members present: Tom Croteau, Chuck Crush, Barb Higgins (arrived at 6:53 p.m.), Jim Richards, Pam Wicks, Liza Poinier, Danielle Smith, Nancy Kane, Jennifer Patterson, President

Administration: Dr. Frank Bass, Interim Superintendent, Jack Dunn, Business Administrator, Larry Prince, Director of Human Resources

Agenda Item 1. Call to Order
Board President Jennifer Patterson opened the meeting at 6:00 p.m.

Agenda Item 2. Approval of agenda
Ms. Patterson moved to amend agenda to add a non-public session at the end of the meeting and add a staff nomination under section 8 Personnel.

The Board voted 8-0 to amend the agenda to add a non-public session at the end of the meeting and a staff nomination under Personnel (moved by Tom Croteau, seconded by Chuck Crush).

Jim Richards made a motion to approve the agenda.

The Board voted 8-0 to approve the amended agenda (moved by Mr. Croteau, seconded by Mr. Crush).

Agenda Item 3. Update on student safety and well-being
Superintendent Bass provided an update on the District’s student safety actions and introduced Concord Police Chief Bradley Osgood, who spoke about the new memo of understanding (MOU) between the Concord Police Department (CPD) and Concord School District (CSD). Revisions to the MOU began near the end of the last school year; he also attended work sessions over the summer. He and Donna Palley worked closely together on the MOU.

Mr. Crush asked him to discuss the revisions and what changed in the MOU. Chief Osgood noted that much information stayed the same, but several legislative changes
regarding alcohol, hazing, etc. required changes. The MOU, which is posted on the website, directs the District's actions regarding evidence the District may obtain, for example, and covers good faith reporting and the NH DOE Code of Conduct. Jim Richards asked if it was included in the MOU that, if CPD became aware of a situation that might put children in danger, the PD would let the Superintendent know that law enforcement action might be taken. Chief Osgood noted that if state law allowed, he would inform the Superintendent.

Dr. Bass noted that the focus of the MOU was communications protocol, and that he anticipated regular contact with the CPD Chief and the School Resource Office (SRO) at CHS, and thanked the Chief for assisting completing the document. Mr. Richards thanked CPD for its volunteer contributions to school projects. Dr. Bass noted that his focus would be on visibility, and connecting with students, teachers, parents and community members. He noted that the recent planned 3-hour early release at CHS was dedicated to developing better ways to cultivate a community of collegiality; helping staff align in a positive direction on behalf of the children served. He noted that student voice is the lifeblood of a school; students need to feel they are being heard. He said the administration was analyzing the position of compliance officer/Title IX coordinator, which would ensure that incidents would be appropriately addressed in a timely manner. He noted that the District was hosting a Title IX training this summer by ATIXA. He also discussed the possibility of a Director of Guidance at CHS, to allow counselors to have time and flexibility to deal with student issues. Dr. Bass mentioned the ongoing upgrade of behavioral programs that would address acting-out issues in a timely and effective manner. He discussed the possibility of putting at least one Educational Assistant for every kindergarten class over 16 students, with a pilot program at MBS. While he did not expect all these changes will be included in next year's budget, he said these discussions were important. Regarding public relations, he had met with City Manager Tom Aspell and Mayor Jim Bouley to share concerns and discuss how to work better together. He not that the Consul General of the Netherlands would be coming to Concord to visit for two days, to talk about civics, democracy, presidential elections, freedom of speech and allowing CHS students to explore how schools are run in the Netherlands. He has been hosting a show on topical educational issues on ConcordTV once a week, not just to address the school community but also to promote better relations with the City. He said that the Instructional Committee would talk about teacher sabbaticals, which are not currently covered in the budget. Dr. Bass noted that CHS interim Principal Michael Reardon would bring a strong capability to CHS: he is collegial; concerned; and wants students to succeed.

Mr. Crush asked about creating the position of compliance officer/Title IX coordinator; Jack Dunn replied that the administration was looking at funding that might be available; developing job description and whether to make it part-time; and bringing it forward to Board at the January meeting. Ms. Patterson noted that there would be an atypical Board meeting at the end of January when Board members could comment on items they might want to include in the budget.

Lastly, Dr. Bass noted that Donna Palley had been working on the student-safety strategic
plan for community and partnership outreach, and that she would report on that at the Board’s January meeting.

Agenda Item 4. Public Comment

Ms. Patterson opened the meeting to public comment, reminding those wishing to speak that this first section was intended for comment on agenda items only, adding that each speaker was limited to five minutes. She reminded the public of Policy #136 Public Participation at Board Meetings.

Concord resident and parent Melissa Hinebach read an email submitted by Concord resident and parent Deodonne Bhattarai stating that the new Beaver Meadow playground fell short of the principles of universal design, particularly as it was inaccessible to those who use wheels to navigate. The use of wood chips as ground cover is an architectural barrier. She asked that the Board make sure that all future projects be “universal design,” as none of the schools has a fully-compliant playground. Mr. Crush stated that Mr. Cashman would reach out to community members to address the situation. Dr. Bass also noted that the administration would analyze an upgrade to the playground.

Concord resident and parent Dan Habib thanked Superintendent Bass, noting that he has seen positive movement regarding student safety. He noted that a year after some students reported seeing former teacher Howie Leung kissing another student in a car, the community does not know how he stayed in school for several months before his arrest; what District leadership did or didn’t do; or what systemic or cultural issues contributed to the situation. He asked whether the Board had discussed hiring Attorney Perkins to create a summary report. Ms. Patterson noted that the Board had done its work with the report, that Dr. Bass had studied it with his administrative expertise, and that the Board would look for recommendations from District leadership. She said that, given the complicated nature of report, the Board’s ability to share information was limited. The Board’s focus was to move forward on the Board’s work. Dr. Bass remarked that he could not share the substance of the report but that, as an outsider coming into the District, he found it to be detailed and voluminous, and traced an intricately interwoven situation. He said that while it was hard to parse out specific instances, there clearly were systems failures, mostly centering around communication (who is to say what, when they are to say it, and under what circumstances). By improving communication protocols, the District would, for the most part, ensure a similar situation will not happen again. In response to a question from Mr. Habib whether the Board had discussed or intended to discuss asking Attorney Perkins to write a third report, Mr. Croteau noted that the Board had had many discussions on this issue and that, following legal counsel, the Board would not and could not discuss nor release any part of the report. He noted that the way the report was written, one would know the whole report and the whole story from reading only parts. He stated strongly that the Board would not want to harm students or innocent staff and that, in addition, releasing the report would certainly discourage students or staff from coming forward in the future. Mr. Habib said that he had heard
students had been “shut down” at the high school when talking about last year’s events. He said that specific language defining simple assault, which he believed was often reported in the guise of restraint/seclusion, was not included in the MOU, and asked under which scenario a Principal would report simple assault.

Concord parent and parent Kate Frey said she appreciated Dr. Bass’ update and was glad to hear a Title IX coordinator position would be established, about the suggestion to establish a Director of Guidance at CHS, and about the recent MOU with the Crisis Center. She asked how students and staff would be notified that the on-site advocate would be available, and where that person’s office would be. She said she felt the District should start calling what happened last year sexual assault, rape, suspending a girl for “malicious gossip.” She asked for a list of people who are participating in the development of the strategic plan, and how they were chosen. She said there was a way to have a report that states what the systemic failures were and urged the Board to discuss creating a third report for the community.

Barb Higgins arrived at 6:53 p.m.

Concord resident and parent Betsy McNamara asked that a third report be created. She said that she could not move forward unless she knew what had happened in the past. She said she was excited about the possibility of hiring a compliance officer; the District’s work with the Crisis Center of NH; and the MOU with CPD. She said that, while Dr. Bass had expressed hope that students would get to know and trust the administrators, there would always be the need for anonymous and readily available sources.

Concord resident and incoming Board member David Parker commented that the Board had not acted on the report beyond firing the Superintendent and the CHS Principal. He asked about the nature of some of the mistakes that were made, and suggested that some members of the public were frustrated not to know whether there were other administrators who had made egregious mistakes but were still employed. He said the Board should provide answers that would not compromise confidentiality, to help some members of the public understand why the Superintendent and the Principal left.

Agenda Item 5. Approval of Board minutes

Ms. Patterson asked for a motion to approve the minutes from the Board meetings on November 4 (with a correction on page 14), November 18 and November 21, and the canvass of the vote on November 6. She went over the minutes of November 18 regarding the upcoming search for a new, permanent Superintendent. She said that Board members were impressed by the quality NESDEC offered for this process.

The Board voted 9-0 to approve the minutes of the Board meetings on November 4 with a correction, November 18 and November 21, and the canvass of the vote on November 6 (moved by Mr. Richards, seconded by Mr. Croteau).
Agenda Item 6. Superintendent search

Liza Poinier reported that she, Nancy Kane and Barb Higgins each spoke to a Board member in communities that had recently used NESDEC (New England School Development Economic Council) for their superintendent searches. They reported that NESDEC’s timeline was accurate; that it did an excellent job with focus groups and community outreach; that it has a great reach and is familiar with all the candidates. All three communities enthusiastically reported a seamless process.

Mr. Dunn said he called NHSAA for a list of search firms, which included NHSBA (the firm used last time) and private consultant Richard Ayers. He reached out to Primex, which indicated it could facilitate a search but preferred not to. Mr. Richards thanked the ad hoc committee and Jack Dunn for its extra work. Mr. Crush noted that 6-10 community focus groups would be formed, and that financially, this was a very good deal.

The Board voted 9-0 to hire NESDEC to assist the Board in a comprehensive Superintendent search process (moved by Ms. Patterson, seconded by Ms. Kane).

Agenda Item 7. Recognitions and reports

Dr. Bass introduced Interim CHS Principal Michael Reardon, who started on December 2. Mr. Reardon thanked the Board for entrusting him with the sacred trust for the physical and emotional safety of the children under his charge. He said that his impression was of an outsider at the school, that he had been listening to school community members talking about their feelings and was concerned that staff also want resolution, which might involve the creation of a third report. He said that the high school staff needed to have a sense of this ending, as the status quo could not continue indefinitely; an answer in some concrete way so staff could go on and not have this devastating shadow hanging over them. He said that over the past few years, CHS staff have not only had this terrible situation to deal with, but also recently lost a beloved principal. He said that his impression was that CHS was a fine high school, with many talented teachers and professionals responding to the needs of Concord students. He noted that two cross-country coaches were recognized (Zach Procek and Allison Davis) as cross-country coaches of the year, and of 21 teams in Division I, CHS was no. 1 in sportsmanship. He talked about Anne-Marie DiPasquale’s attending a national meeting with two CHS graduates. He noted that his philosophy was that what occurs in the classroom was profoundly important, but secondary to the real lessons of interacting respectfully with tolerance that kids learn in the hallways, student center, cafeteria, etc. because these are a model of the real world. Mr. Reardon has formed a faculty committee to look at changing the school’s master schedule, which has been examined for some time; over the next calendar year staff will research possibilities for a different CHS master schedule. He has also asked faculty to consider instituting a daily advisory session, which he feels is an invaluable asset, and will look at restructuring the way the administrative team is set up, particularly whether to have each Assistant Principal handle discipline issues from their respective commons. He commented that the school needed more work on conveying
information about competencies to students and parents.

Student representatives Gaven Brown and Alice Richards described a survey that was sent to CHS students soliciting their opinions on the draft of policy #437, Employee-Student Relations. Gaven and Alice created a video about the survey, and students were given time in class to answer two multiple choice questions for each of the 18 core parts of the policy, and provide comments if they wanted to. They said that many students took the survey seriously and provided the Board with ample feedback, that students were happy they were being given a voice in this matter, and they hoped to continue this form of open response, where applicable, to continue communication between students and Board.

Gave noted that he and Alice took part in the first CSD Task Force meeting, which included students, parents, educators, and community partners, to develop a strategic plan for improving students' safety and well-being. He said that he, Alice and three other students actively involved in the CHS community were taking part and were very encouraged to be able to participate in this group to help bring student voice to another matter that impacts them so heavily. They shared that CHS was taking part in the Food and Fund drive to benefit the Capital Region Food Program Holiday Food Basket.

Students and staff were working to make this a successful fundraiser; for example, soup was sold at the parent-teacher conferences to benefit this fundraiser. On parent-teacher conference night, CHS administrators made themselves available to parent opinion and thoughts, which the students felt was a valuable option. At this season, students have been decorating “trees” on the school walls with small notes about what they are thankful for. Multiple trees around the school had been fully decorated with these “leaves.” The students noted that the Senior Class student government was “fostering” a family in need this holiday time, with donations to help feed and clothe a family, and many other clubs were participating in similar activities as CHS works to give back to our community.

Rundlett Middle School Principal Paulette Fitzgerald said she had been charged with making RMS “a true middle school” and that an ESSA Title IV grant had identified needs at RMS. In May, NELMS did an assessment, including feedback from parents, students and staff about what was working/not working. Over the summer, she and her leadership team worked on how RMS could identify as a community that was safe, respectful.

Assistant Principal Chrigus Boezeman said they had implemented a daily advisory for all students, especially those who needed more social-emotional learning support. Multi-tiered support systems would provide safety and security for both students and staff. They had certified 24 new staff members in CPR and first aid. Ms. Fitzgerald noted that last year had been difficult for many RMS staff regarding the Leung situation, and that she had been thinking how to support them in their healing as well. Mr. Crush asked whether RMS administration had thought about a parent advisory committee for special needs students regarding inclusion. Ms. Fitzgerald noted that there is a mention in the report about getting more parent input.

Ms. Patterson thanked Ms. Kane and Ms. Wicks for their significant service to the Board for their respective terms. Ms. Higgins also complimented Ms. Wicks, who said she was proud of the work of the Board, and of her work on the Board.
Agenda Item 8. Personnel

[Note: the nomination sheet for Interim CHS Principal Michael Reardon was included in the Board packet for the record. His nomination was approved by the Board on November 21, 2019.]

Mr. Prince presented several coach nominations.

Kyle Averill, Freshman Girls Basketball Coach, Concord High School, $3,641, Step 2, Group 6, 8.5%. Kyle replaces Sarah Fuhrmeister

Scott Dunlop, Boys JV Basketball Coach, Concord High School, $4,070, Step 3, Group 6, 9.5%. Scott replaces Adam Tuttle

James Thorpe, Boys Varsity Basketball Coach, Concord High School, $7,282, Step 3, Group 2, 17.0%. James replaces David Chase

Erin Waters, Assistant Nordic Ski Coach, Concord High School, $2,570, Step 1, Group 9, 6%. Erin replaces Abraham Meyerhofer

Kaitlin Carlson, Spirit B Team Coach, Rundlett Middle School, $1,071, Step 2, Group 14, 2.5%. No coach last season

Vincente Zenni, Freshman Boys Basketball Coach, Concord High School, $3,641, Step 2, Group 6, 8.5%. Vincente replaces Cameron Owen

Michele Bartlett, Assistant Cross Country Ski Coach, Rundlett Middle School, $1,285, Step 3, Group 14, 3.0%. New supplemental position

The Board voted 9-0 to approve the coach nominations as presented (moved by Ms. Higgins, seconded by Mr. Richards).

Mr. Prince presented one staff nomination.

Monica Unger, Special Education Teacher, Concord High School, $27,044, 57% B-13, prorated 114 days, one year only. New Position. Budgeted at $27,044

The Board voted 9-0 to approve the staff nomination as presented (moved by Ms. Kane, seconded by Ms. Higgins).

Agenda Item 9. Negotiations

Committee Chair Chuck Crush noted that the Negotiations Committee met on November 6 and also earlier that evening, on December 9. The Committee voted to recommend that the full Board ratify the 3-year agreement (2019-2022) with the tutors. Highlights include:

- The tutor wage scale will have an increase to the base of 2% to 3.25% (effective 11/20/19).
- Bargaining unit members may use up to three sick days, instead of two, for bereavement
• Bargaining unit members may receive between $2,000 to $3,000 when they leave the District, depending on their years of service. There is no payout for unused sick days.

• The bargaining unit will work annually with the Assistant Superintendent to develop Professional Development topics.

Mr. Crush thanked Laurie Minihane and Jason Faria. This collective bargaining unit has 40 members. This was the second contract for this group.

The Board voted 9-0 to ratify the 3-year agreement (2019-2022) with the tutors (moved by Mr. Crush, seconded by Ms. Poinier).

Mr. Prince presented a sidebar agreement between the District and the Concord Administrators Association, negotiated in good faith; no CAA members would be paid out sick days upon termination as of 2021. Mr. Dunn noted that there was a mutual benefit for both parties and that it would remove a liability going forward.

The Board voted 9-0 to approve the sidebar agreement with CAA regarding sick day payout (moved by Mr. Crush, seconded by Mr. Richards).

Agenda Item 10. Instructional

Committee Chair Pam Wicks reported on the Instructional Committee meeting on November 13. The Science department provided an update on the “Next Generation” science courses, with considerable enthusiasm from the science teachers for this new material. Mr. Richards said he was impressed that the new courses integrate physics and biology. Gaven Brown asked how the Science of Survival course would overlap with the Ropes class, suggesting that the two classes be aligned.

The Board voted 9-0 to approve the new science courses Chemistry of What We Eat and Science of Survival (moved by Ms. Wicks, seconded by Mr. Crush).

Ms. Wicks presented the draft school year calendar for 2020-2021, noting that all District schools would be closed for the 2020 presidential election on November 3, 2020 and an extra day would be added in June. This proposal would apply only to presidential election years. On election day, Beaver Meadow (Ward 3); Broken Ground (Ward 10); and Abbot-Downing Schools (Ward 7) would be used as polling locations to ease capacity, traffic and parking issues for the City. Mr. Crush asked whether parents were included in the development of the school year calendar, saying that he was pleased that schools were going to be closed on Election Day but that he was going to vote against the calendar as presented because he wanted parents to be involved. Ms. Poinier commented that when parents were polled about starting school after Labor Day there had been a 50/50 split; what tipped balance was that the vast majority of staff wanted to start before Labor Day. Ms. Patterson noted that the calendar needed to be set early for sending schools.

The Board voted 8-1 (Mr. Crush voted no) to adopt the school year calendar for 2020-2021 (moved by Ms. Wicks, seconded by Ms. Patterson).
Agenda Item 11. Communications and Policy
Ms. Patterson reported that the Communications and Policy Committee did not meet in November, but one policy was ready for a second reading and vote by the Board.

The Board voted 9-0 to adopt Policy #576 Service Animals in Schools (moved by Ms. Patterson, seconded by Mr. Croteau).

Agenda Item 12. Capital Facilities
Mr. Richards reviewed the Capital Facilities Committee meeting on November 18. Dr. Merwyn Bagan and David Baer of Milestone Construction spoke with the committee about their continuing interest in using the District’s “Stable Building” (on Warren Street) as a museum for Abbot Downing coaches. The discussion included the potential sale of the building to the City, which would then lease it to Abbot Downing Historical Society (ADHS).

The Board voted 9-0 to authorize the administration to work with the city and ADHS to further explore the possibility of a building transfer over to the city (moved by Ms. Patterson, seconded by Ms. Wicks).

Agenda Item 13. Calendar of meetings
Superintendent Bass reviewed the proposed calendar of upcoming meetings in December 2019 and January 2020, including the annual Board retreat on January 11.

Agenda Item 14. Public comment
Ms. Patterson opened the meeting for additional public comment.

Pembroke resident and parent Deb Provencer described an inappropriate incident between a teacher and her daughter.

Concord resident Dan Habib questioned the Board about this kind of incident.

There was discussion about the appropriate role of the administration and of the Board in an incident like this; Ms. Patterson noted that Policy #812 Communication of Complaints about School District Employees covered situations like these. The Board should not hear these concerns directly, as it might have to rule on an appeal of a personnel action.

Agenda Item 15. Non-public session
Ms. Patterson made a motion to move into non-public session at 9 p.m. under RSA 91-A:3 II (c) that states, in part: “... Matters which, if discussed in public, would likely affect adversely the reputation of any person ...”
The Board voted 9-0 by roll call to move into non-public session at 9 p.m. under RSA 91-A:3 II (c) – public employee (motioned by Ms. Patterson, seconded by Mr. Croteau) to discuss a personnel issue.

The Board recessed into non-public session.

Mr. Crush left the meeting at 9:40 p.m. No votes were taken during the non-public session.

Pam Wicks moved to come out of non-public session.

The Board came out of non-public session at 9:50 p.m. (motioned by Ms. Wicks, seconded by Ms. Higgins).

The Board came out of non-public session and by roll call voted 8-0 to seal the minutes under RSA 91-A:3 II (c) – public employee (motioned by Ms. Higgins, seconded by Ms. Kane).

Agenda Item 16. Adjournment

A motion was made to adjourn.

The Board voted 9-0 to adjourn (moved by Ms. Patterson, seconded by Ms. Kane).

The meeting adjourned at 9:52 p.m.

Respectfully submitted,

Jim Richards, Secretary
Linden Jackett, Recorder
Committee chair Jennifer Patterson called the meeting to order at 5:30 p.m. The agenda was to review feedback on proposed Policy #437 Employee – Student Relations. She noted that this proposed policy was initially discussed at a committee work session last summer.

Assistant Superintendent Donna Palley described the history of Policy #437 Employee – Student Relations (based on NHSBA policy GBEBB) and the 18 items from the policy that were included in the student and staff surveys, noting that the last four items had been incorporated from Attorney Djuna Perkins’ report.

CHS students Gaven Brown and Alice Richards presented feedback from CHS students (approximately 1,100 participants). They chose comments (in italics, below) that best demonstrated students’ overall responses, noting that providing comments was optional.

**Item #1: Staff members shall not make derogatory comments to students regarding the school and/or its staff.**

Ms. Richards noted confusion among students about the word “derogatory” – overall, students felt that staff should be able to express their opinions and disagree, respectfully. Students generally supported this item.

- Teachers should be allowed opinions as much as students are. It is their community as much as it is ours.

- I think teachers and staff members should be able to respectfully voice their disapproval of the school or decisions made that affect them, because it’s important that teachers have a voice. However, I obviously do think teachers and staff members shouldn’t be able to trash or put down other staff members or the school.

- They should be able to have a conversation on concerns about the school, but it should be in private and not in front of the entire class.
• I believe that teachers, staff, and students should be able to critique different things about the school system or have discussions with each other about situations that happen, in a respectful way.

Item #2: The exchange of purchased gifts between staff members and students is discouraged.

Mr. Brown said students wanted the ability to give or receive gifts at special events or during holidays. Student consensus indicated no support for this item. Nancy Kane suggested that excluding food from this item might be acceptable. Mr. Brown suggested that differentiating between items that are school-appropriate (example: notebooks) and items that are personal might be helpful. Ms. Richards noted that students said they should be able to give a small gift to a teacher for the holiday, but teachers should not be giving specific, personal gifts to particular students. Ms. Kane suggested that a student buying a gift for a teacher is very different from a teacher giving a student a gift in that this does not exploit a power differential.

• I could see the conflict with a staff member giving a gift to a specific student, but sharing gifts with entire classes on special occasions I don’t see an issue with. I also think that students should be allowed to give their teachers gifts for special occasions. If the timing and the gift is appropriate, of course.

• A teacher buying gifts for the whole class should be allowed, but buying an item for a specified individual should be discouraged.

• Sometimes students buy small gifts for teachers around holidays and at the end of school. I don’t think there is anything wrong with that.

• What about advisory when our teachers get us food?

Item #3: Staff members shall not fraternize, in writing or verbally, with students except on matters which pertain to school-related issues.

Ms. Richards said that there was low support for this item, with many commenting that the only reason they like a teacher is because they have been able to get to know them, and students would not value school as highly if they were not allowed to build relationships with their teachers. She said that while this would negatively affect the school environment, there is definitely a line that should be drawn.

• If students aren’t allowed to speak to teachers about anything but school, how are students expected to feel safe? Teachers are here to teach and to care for students.

• Students need to build strong relationships with their teachers – they should be trusted and talked to. We like to know about their weekend and vacations and get to know them as people because that’s what makes Concord a great school district. Getting the idea into student’s heads that their teachers are strictly for educational purposes is sad and isolates people.
• It really depends on what they are talking about. If it is in a weird way that may make the student uncomfortable, but if it is just friendly and they're talking about how everything is going, I don't see a problem.

• I agree with this completely because an adult and a teenager should not have that type of close relationship.

Item #4: Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.

Mr. Brown said students overwhelmingly agreed with this item. Liza Poinier said she was concerned that a number of students said this item did not matter to them.

• This is common sense. We obviously shouldn't associate staff members with students involving these situations, that's not what school is for.

• I completely agree with this policy because it is relevant to Concord High School's situation. It would also set a clear-cut policy to those situations leaving no room for interpretation.

• This isn't question. These actions are illegal and need to be taken care of immediately if known about and followed with appropriate consequences.

• It depends on whether it is a lesson, right? [health class, for example]

Item #5: Staff members may not have any personal social media contact with students.

Ms. Richards noted that there were varied responses to this item, and that would be helpful for students to have a list of what constitute social media, and the definition of personal social media. She said that some clubs, the music department, yearbook club, etc. have a Facebook page, which can include students, staff, and parents. She asked, for example, whether texting was considered social media. Ms. Patterson said that the evenly distributed responses reflect the difficulty of determining reasonable expectations for staff. Mr. Croteau noted that some of this input demonstrates how Board members may not know the various software tools that are used appropriately. Ms. Kane commented that clubs may also use Facebook, which is not a school application. Ms. Patterson commented that students are almost coerced to be involved in social media, if for example a club or coach insists on a certain method of staying in touch and receiving updates. She said it was challenging to create a system with equal access to all students (those who might not have cell phones, for instance.)

• I understand teachers should not follow students on Instagram, but we use an app called "Remind" and it is a safe texting app. This app helps us remember assignments.

• Post-graduation, I think that it is okay to follow teachers on social media. I know that some teachers have used social media to post homework assignments, which I have no problem with because it was convenient.
• This is a good policy if the relationship is purely student–teacher (as it should be), but what if the teacher was, say, a family friend, a relative, or a neighbor your family has known for years?

• It depends on [what] the social media account is used for. I know many clubs and departments in CHS have Facebook or Instagram accounts run by teachers and students. I find this okay because it’s a promotion for clubs and activities. However, if they are personal accounts, I think it is unacceptable.

Item #6: Dating between staff members and students is prohibited.

Mr. Brown noted that students overwhelmingly agreed with this statement, but noted that some students asked how this would apply after a student turned 18. Ms. Patterson noted that the NH DOE Code of Ethics and Code of Conduct for certified educators guides these situations.

• This is obvious and a needed policy.

• Another obvious thing that needs to be included. Redundancy with policy is good, to follow all possibilities.

• Against the law until student turns 18.

• While dating may be considered as sexual in some ways, love knows no bounds. As long as it is healthy and virtuous, it is okay.

• It’s inappropriate to have a relationship with a teacher.

Item #7: Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.

Ms. Richards noted that student supported this strongly (300) and moderately (250), noting that teachers should be able to can use sarcasm but not to force or insult students. Ms. Patterson said that the Board’s policies must be absolutely clear; and perhaps the word “sarcasm” should not be used. She said having a sarcastic manner or using sarcasm outside of the classroom should not be included – but not directed toward a student. Ms. Poinier suggested that education on this item, especially among coaching staff, would be a good idea. Ms. Palley noted that use of sarcasm with young children is inappropriate.

• I think you can use sarcasm, but not to extent when someone is feeling threatened or forced into doing some sort of work you wish to not do.

• It’s not a good way to encourage kids to do their work and it makes it seem like teachers have no respect for students.

• Sarcasm is a reasonable and common form of communication, but insults are not.

• Some teachers take sarcasm to the extreme and use it to make students feel bad about their opinions and/or intelligence levels. However, sarcasm can be just as, if not more, funny and encouraging for student–teacher relationships as it can be detrimental.
Sarcasm with teachers makes class so much more interesting sometimes and welcoming, with jokes and laughter. Teachers should still be able to express themselves along with students.

Item #8: Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.

Mr. Brown noted that there was a high level of agreement with this, but many students did not understand what would be considered a reasonable standard of care. Ms. Patterson said the language needs to be clearer.

- Yes, teachers should protect students.
- I think that this is also a given, if there are policies in place teachers all should be following them in their classrooms and in the way that they teach.
- I don’t really understand what this policy means.
- This contradicts the ideas stated in item #3, as caring for the supervision, control, and protection of students consists of conversing about non-school-related issues.
- The safety of the students should always be the top priority.

Item #9: Staff members shall not send students on personal errands [outside of school].

Ms. Richards said this item had low support overall, with students asking for a definition of “personal errand.” Many stated that school-related errands were appropriate.

- Errands around the school are okay like delivering something to the office. Errands outside of school are not okay.
- It’s fine, this doesn’t need to be enforced. It seems to be a silly statement. Kids love running errands, it makes them feel important.
- Staff members often send students to get a stapler, carry attendance, or fill their water bottles. Again, there should be clarification on what this means because there are many circumstances where “personal errands” are completely innocent and don’t need to be regulated at all.
- It depends on the errand, and its significance to class time.

Item #10: Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.

Mr. Brown noted that students overwhelmingly supported this. Some students expressed concern that they might want to speak confidentially to a teacher and not have their experiences reported to DCYF. She suggested that students be trained on the mandatory reporting law. Ms. Patterson noted that students need to understand that this is a legal requirement and mandatory for adults (anyone over 18) to report.

- I think this is the MOST important item.
• Teachers are the closest staff members to students and are responsible for maintaining their well-being, so they should report child abuse as a matter of safety.

• I agree with this, but what if the teacher misinterpreted the signs, where it could possibly cause issues for both parties.

• Sometimes kids are too scared to speak out so I think teachers should definitely step up.

Item #11: [Unqualified] staff members shall not attempt to [formally] counsel, assess, diagnose or treat a student’s personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.

Ms. Richards said that over 600 students supported this item at high and moderate levels; 300 were in the low end. The item could be clarified to note that conversations should stop short of a diagnosis and treatment. Students were worried this would block them from talking with a teacher. They said that while the District might be trying to make CHS a much more open place, this item might prevent this. Ms. Kane suggested the word “counsel” might be the only problematic language. Ms. Palley noted that the District employs staff members who are qualified to do exactly these things, and that this item should be re-stated.

• I think a staff member should be able to help ... comfort a student, but in the end, refer them to a professional who can truly help. It’s easier to talk to someone you trust and hear what they have to say first before talking to a higher up.

• IF a student feels more comfortable talking to a certain teacher rather than a counselor, then the teacher should be able to counsel the student but also report the issue to other teachers.

• If I trust a staff member, I should be able to talk to them about myself – by enforcing this policy you are creating a bigger gap between educators and students.

• Some people aren’t comfortable with that kind of referral because it might feel too personal - the teacher should listen and try to help.

• We have been told to talk to a trusted adult. If we are not allowed to talk to someone we trust and not being able to help and if you go to someone you trust and they pass you on to someone you don’t care about, then you aren’t going to get help for yourself. If this [becomes policy], kids won’t bring their issues to people and there will be problems.

Item #12: Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes but is not limited to information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.

Mr. Brown noted that most students were in support of this, but wanted to know which staff members were authorized to receive student information. Ms. Palley noted that FERPA requires that information be shared only with those with a legitimate educational
“need to know” and this is a judgment call by staff. She said it would be important that students and families know this.

Ms. Patterson suggested that anyone who received information about a student must be the person teaching that student. Ms. Kane suggested creating a FAQ to go along with this policy which would, for instance, describe sample nuanced situations.

- **Who would be considered authorized to receive the information?**
- **I would make a comment about the freedom of speech of the teachers but this is important to the privacy of the students so it seems that this would be reasonable. The only issue is with authorization. Who is and isn’t authorized should be defined.**

**Item #13: Staff members shall not be alone with a student in a room with a door closed, a locked door, or with the lights off.**

Ms. Richards noted that students tended to agree that doors do not need to be locked and lights do not need to be turned off. Students did want doors to be able to be closed when speaking with a guidance counselor, etc. Students did not favor situations in which all three components were present. Students wanted the option to have the door closed. Mr. Brown said students were confused whether the policy included all three components, each time. Ms. Richards noted that there are windows in all the classroom doors. Some teachers always cover the windows in their rooms, but this is not consistent. Mr. Brown suggested that the privacy shade should be up all day long. Ms. Richards noted that in terms of quiet and privacy, doors should be able to remain closed – but not locked.

- I think it’s fine if the door is closed but the lights are on and if it isn’t locked.
- What if you have a meeting about your grades the lights off is weird, but you should be able to have the door closed.
- Some students have teachers they trust and feel like they can talk to; if they’re talking about personal information they would probably want the door closed to avoid having students overhear them. Also, while after school to retake or take a test the door might be closed to avoid distraction.
- Meeting with guidance counselors or teachers with a door closed happens all the time and is not inappropriate. This is restrictive and makes talking to staff unnecessarily difficult, which could discourage students from talking or meeting with staff.

**Item #14: Staff members are strongly discouraged from socializing with students [outside of school] on social networking websites, consistent with the provisions of Policy #434.**

Mr. Brown noted that students were in agreement but not overwhelmingly. Ms. Richards noted that two items in this same policy are very similar. The language in this item is “strongly discouraged” rather than “are not allowed,” and this has more support than the other. Ms. Patterson emphasized that this item refers to socializing “outside of school.” Ms. Poinier suggested that a FAQ include a list of what software constitutes social media
("Remind," for example, is not). Ms. Palley noted that items 14 through 18 were derived from Attorney Perkins' recommendations. Mr. Croteau noted that he is mindful of intentionality when crafting this policy– what is the purpose of having a window covered over; what is the purpose of social media– to define what the Board is trying to prevent.

- I use "Remind" for Health Science and it has been super helpful in remembering which days to wear scrubs and has saved me many times when I almost forgot money for HOSA dues. I think this is a very great tool that would be unfortunate to get rid of.
- I think it is important to use for sports and homework, but it shouldn't be a teacher to student.
- My teachers use Remind to put out information and without it I would have no idea what's going on.
- There are many situations like using remind which is very beneficial, and in outside activities with school trips phone numbers are used to communicate to make sure everybody has a way to contact teachers immediately if needed to.

Item #15: Staff members shall not provide transportation to students and vice versa unless the school administration and student parent/guardian receive prior notice of the transportation arrangements and give consent.

Ms. Richards said this item received high or moderate support. Students said that, generally, parents should have prior notice, but that in an emergency, it would be acceptable for a staff person to drive a student. Mr. Brown said there are few instances when written prior notice would be required (sports). Ms. Patterson noted that there are very specific transportation rules in the context of sports. She said it was important to clarify for staff, who are trying to be helpful, what the boundaries are. Ms. Richards asked whether a protocol for obtaining permission to drive students might already be in place.

- What if the student has a 45-minute walk, or if the student is in the middle of a storm? Why would you make a student walk if you could give them a quick lift?
- In 6th grade I hit my head at a field trip at Rollins which we walked to. I needed a ride to the school to get to the nurse which I got from a member of the administration I believe. So, in situations like this it is important.
- I mean, if someone missed the bus and a teacher is willing to give a ride, then that is nice of them if their home is not a walking distance.
- During sports, I think it's ok if there are always multiple students in the car of a coach, but if there is a sole student, I think it shouldn't be allowed.
- I think it's okay if the parents and administrators are aware.
- I'm in a club and some people couldn't be involved this year due to the teacher not allowed to bring them, most teachers are very concerned with students.
Item #16: Staff shall be forbidden to give [anything of value] to students except rewards/awards authorized by the administration.

Mr. Brown said more students disagreed with this item, which was only directed toward staff. They asked whether food items would be included, and for a definition of “value.” Ms. Kane noted that there would always be situations where a student need was obvious, and a staff member might want to help in some way. Mr. Richards gave an example of giving a book to a student; whether this would be allowed.

- Teachers should not be pressured to spend their personal money on student rewards and students should not be motivated by the possibility of receiving valuable rewards.
- What do you mean by “of value” like if a teacher is donating to a student in need that seems okay or giving out candy and stuff to people. If there isn’t a necessary intention behind it and it’s just being nice, that might be a little weird.
- Gifts to an extent are okay. Overzealous gift giving perhaps not.
- I agree that high-dollar gifts should not be given, but I suppose that it would depend on where the line is drawn for “high-dollar.” Maybe make a limit?

Item #17: Staff are discouraged from socializing with students outside of school and are required to disclose any relationship with students that require in-person contact outside of school or school-sanctioned events, such as employment or family relationships.

Ms. Richards said that students were evenly split on this item, and noted that Concord is actually a small community. Student asked how far this item would extend, but generally agreed that there should not be inappropriate relationships outside of school. She suggested including sample situations in the FAQ. Ms. Patterson questioned how well a policy could control socializing outside of school. Mr. Brown questioned how beneficial it would be to have this item in the policy, compared to how much work it would be for everyone to be in compliance. He also questioned how this would be enforced.

- Staff shouldn’t have to avoid students when seeing them in public.
- There are many situations when teachers are also family, or family friends and so things like babysitting or taking care of animals while they are away. I think this is very vague and there are so many events that shouldn’t require talking to the district about that make this policy hard to agree with.
- How is this helpful at all? This doesn’t help anyone; it simply forces teachers to disclose all their personal relationships with the state. Why is it that this policy is removing the teachers’ ability to have a life outside of school?

Item #18: Staff are forbidden from hugging students or engaging in any physical contact with a student other than as a momentary hand on a shoulder or arm, or a handshake/fist bump outside of child restraint as it is defined in other policies/laws.
Mr. Brown said that a large group of students do not have relationships with teachers and do not care that about this item. Another group of students is much closer to teachers and would definitely want hugs in many situations. He suggested there was a difference between teacher-initiated and student-initiated physical contact. If students initiate the contact, that should be all right; but that general consent of both parties would be implied. Ms. Richards noted that, especially in younger grades, staff are also taking care of young children. She said there would need to be different boundaries for different age groups. She suggested it was good to teach young children about consent, with regard to hugs.

- Hugging students is not necessarily a negative action, and some students may form bonds with their teachers to the extent where they view them as family and thus huggable. Regular instances of hugging, however, should be discouraged.
- Why no hugs? They are harmless if both parties agree, and it is quick.
- What if the student is just having a bad day and they both give consent for a hug?
- The only physical contact that should be allowed should be high-fives, fist bumps, but nothing more.

Ms. Palley noted that approximately 500 pre-school to high school teachers/educational assistants also responded to the survey. Responses were categorized into the percentage who agree; percentage who disagree; and the percentage who were unsure or had questions. She briefly reviewed teacher/ed assistant comments in each section.

Policies related to student safety, summer/fall 2019

Ms. Palley reviewed the status of several policies related to student safety that had been addressed over the summer.

- Policy #414/521 Sexual Harassment - Students, Reporting Child Abuse was adopted with revisions on September 3, 2019; it was combined with a policy related to employees. Additional revisions were recommended at a committee meeting on September 16, 2019.
- Policy #432/#537 Reporting Child Abuse was adopted with revisions on August 5, 2019. It was revised to eliminate redundancies and was adopted October 7, 2019.
- Policy #539 Student Safety and Violence Prevention - Bullying was adopted with revisions on August 5, 2019.
- Policy #540 Code of Student Conduct revisions were discussed in committee on September 16, 2019. This was not deemed ready for a first reading.
- Proposed Policy #540.2 Student Discipline and Due Process was initially discussed at a committee meeting on September 16, 2019.
- Policy #540.1 Schoolwide Behavioral Interventions and Support was briefly reviewed.
- Policy #520 Safe Schools and Policy #875 Relations with Police Authorities: comments were made by community but have not yet been taken up.
• Policy #812 Communication of Complaints about School District Employees was revised and adopted on August 5, 2019.
• The former Policy #812 Communication of Concerns to School Officials still needs to be addressed; it addressed concerns other than about employees.
• Policy #431 Professional Expectations revisions were adopted on August 5, 2019.
• Policy #462 Background Investigation and Criminal Records Checks and Policy #463 Employment References and Verification were discussed and deemed up to date.
• Policy #414/521 Sexual Harassment was combined with the policy specific to employees and adopted with revisions on September 3, 2019. Additional revisions were recommended at a committee meeting on September 16, 2019.
• Draft Policy #437 Employee-Student Relations had been initially discussed and was on hold for student and staff feedback.

Ms. Palley noted that other student-related policies to be discussed include Policy #430/536.1 Restraint and Seclusion, and the Special Education Manual.

Each fall, the NH School Boards Association provides a policy update; NHSBA is still developing its model policies based on new legislation. The new or revised policies required by law include:

• Non-Discrimination, Equal Opportunity Employment and District Anti-Discrimination Plan
• Prohibitions Regarding Use and Possession of Tobacco Products, E-Cigarettes and E-Liquids in and on School Facilities and Grounds
• Teaching About Alcohol, Drugs and Tobacco
• Advanced Coursework/Advanced Placement Courses and STEM Dual and Concurrent Enrollment Program
• Suicide Prevention and Response

Ms. Palley proposed a timeline for upcoming review of policies.

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<th>Timeline</th>
<th>Policies in Review</th>
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<tr>
<td>Jan 23, 2020</td>
<td>Restraint and Seclusion, Policy 430/536.1</td>
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<td>Special Education Manual, Policy 575/625</td>
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<td>Feb–March 2020</td>
<td>Student and staff feedback will be solicited on safety policies, including Policy</td>
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<td>(budget work)</td>
<td>#415/521 Sexual Harassment; Policy #539 Bullying; Policy #540.1 School Behavior</td>
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<td>Interventions; Policy #540 Code of Student Conduct; Policy #812 Communication of</td>
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<td>Complaints/Concerns</td>
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<td>April–June, 2020</td>
<td>Committee will review safety policies, including</td>
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<td>• Policy #540 Code of Student Conduct</td>
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<td>Committee will develop policies to meet requirements of new legislation</td>
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<td>• Policy #540.2 Student Discipline</td>
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<td>• former Policy #812 Communication of Concerns to School Officials</td>
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Ms. Palley noted that a strategic planning group including five students, partners, parents and staff are charged with developing a plan in response to recommendations in the Perkins report.

There was some discussion about the schedule to refine proposed Policy #437. Ms. Patterson suggested the committee recommend a policy that contains those items with which most people agree, leaving to future revision those without consensus. The committee set a meeting on January 8 for a work session on proposed Policy #437. Ms. Patterson said the committee would decide then which of the above policies it would focus on, and for which policies staff or surveys might be developed.

Ms. Patterson noted that the Board addresses policies at a high-level; that a FAQ sheet would best be created after the policy is passed.

Mr. Richards thanked staff for responding to the survey, and recommended that the committee update students on its upcoming meeting and the Board’s actions going forward.

A motion was made to adjourn.

Committee members voted 3-0 to adjourn (motioned by Ms. Kane, seconded by Mr. Croteau).

The meeting adjourned at 7:45 p.m.

Respectfully submitted,

Jennifer Patterson, Chair  
Linden Jackett, Recorder
Committee Chair Pam Wicks called the meeting to order at 5:32 p.m. The agenda was the presentation of the annual enrollment report, the driver for budget development.

In the absence of Assistant Superintendent Donna Palley, Business Administrator Jack Dunn briefly reviewed the 5-year history of District staffing. He indicated that the declining enrollment trend seen over the last years continued. There was a 2% drop in students this year compared to last.

Over a 10-year period, the District had seen a 14% drop overall, with 775 fewer students. This was consistent with state enrollment numbers. The District’s current K-12 enrollment is 4,237 (preschool numbers are not included). Rundlett Middle School (RMS) had seen a decrease of 1.25%, overall, down by 116 students over the last 10 years. In RMS performing arts, orchestra numbers were up; chorus was steadily declining.

At CHS, 1530 students were enrolled, a drop of 66 or 4.13% fewer than last year. The average class size was 21; the range could go down to 10. There were 8.8 students average in reading classes at CHS; some high-risk students needed particular help in reading. Mr. Belmont commented that this district recognized the importance of reading and had made a significant commitment to literacy. Of classes with fewer than 15, more than 30, one Geography & Cultures class had a particularly big section at 31. Social Movements, a new class, had 12 students. In response to a question from Nancy Kane about capacity, CRTC Director Steve Rothenberg commented that the physical plant was at capacity.

He noted that every student coming to CRTC was elective, and that there was a very high “loyalty rate.” He indicated CRTC was interested in the property where the former childcare facility was. When asked by Ms. Kane whether there was an opportunity to use space in the building with CHS declining enrollments, Mr. Rothenberg commented that that would require construction. While there has been significant declining enrollment over 10 years, there have been increases in certain sections, such as ELL. These more numerous but smaller offerings have filled up the space. He noted that the Culinary Arts program needed a heavy investment of capital to bring its facilities up to par. He noted
that the state has 27 regional career technical centers (the program in Concord has the largest geographic section); CRTC can recruit for all nine high schools within its section, but cannot recruit from private high schools. The Theatre/Film program is unique, and not only in NH. A few homeschooled students attend CRTC. He noted that CRTC had seen a demand for mid-level health workers and has been working with Concord Hospital to establish a program whereby a student can earn a certificate and from there work toward a career as a medical assistant; radiology technician, etc. He said that a lab class was 16-18 students, while the more traditional classroom target size was 20-22. He said that CRTC’s smallest program was Culinary Arts. Emergency Services was taught by a professional firefighter, with a targeted class size of 12 students. Mr. Rothenberg noted that a student’s success in two years after high school is the target for CRTC. Students at CRTC can mix in college classes and work/study to create a well-designed path leading to community college and the work force.

Director of Student Services Bob Belmont noted that CSD has been committed to quality special education services in all elementary schools. Speaking of the trend of decreasing students, he noted that in 2015-2016 there were 87 preschool children with IEPs, and this number is now typically up to 93, many with multiple disabilities. He explained that 1 in 56 births is later diagnosed with autism. The District has also been committed to specialized program for students with emotional problems: these are at 15% for elementary students; 17% for middle schoolers (up from five years ago); and 14% for high schoolers (down from 17% five years ago). Mr. Belmont noted that for pre-K to grade 3 students, the primary disability categories are communication disorders and developmental delay. He noted that the District’s major focus was in the work Donna Palley was doing, partnering with regular and special education teachers on curriculum so that all children have access to same material. Mr. Belmont also noted a proposal to create the District’s own Board-certified behavior analyst cohort (using online training from the FL Institute of Technology). He also noted a focus on Social Emotional Learning, exemplified by an ongoing Task Force analyzing all students in regular education. He also noted a focus on extended day and summer programming, which included over 26 programs from Title I to ELL to special education. He noted that Concord had a large number of resettled refugees/immigrants, and there were over 40 original languages among Concord students. A year ago, the number of students who hadn’t “tested out” of ELL services was 360; this had dropped to 272. This was because in July 2019, the US DOE and NH DOE agreed to drop the required score from 5.0 to 4.7; a total of 78 students no longer qualified for ELL services. The District had appealed this decision to the NH DOE, but was trying to get these additional 78 students involved in other services. Because of this situation, there is a need to redeploy staff. Nevertheless, there is a strong commitment among staff working with ELL students to involve and educate their parents. At CHS, social worker Anna Marie DiPasquale works diligently to encourage her students to explore secondary education. Mr. Belmont noted that many ELL families have settled in and did not plan to leave Concord, although some have moved to states like Ohio for better jobs and a greater ability to buy a home.
Mr. Belmont noted that the homeless student population would be likely to grow to 78 as winter approached; there were 57 homeless students at the time of the meeting.

Mr. Belmont also stated that all District schools were Title I, which allowed for resources to be shared among all students. He highlighted the “entering kindergarten” program, which is held for three weeks in the summer and allows children to ride the bus and encourages parents to read to their children. He stated that the District was constantly partnering with other agencies; for example, over the past 4 years, the Community Action Program has helped served over 2,000 meals to Concord kids over the summer.

Ms. Kane asked how Mr. Belmont viewed the impact of the new Assistant Principals on the special education /ELL population? Mr. Belmont noted that since the beginning of the school year, he has observed that the Assistant Principals’ duties have allowed the Principals to have deeper conversations about student growth and curriculum. The APs have been dedicated to looking at quality of instruction in Title I, ELL, and special education. Mr. Belmont has encouraged the APs to provide training and conversations with educational assistants, and they are involved in discipline issues and in supporting parents. He added that there must be a local educational agency (LEA) representative at every IEP or placement meeting; in the past, this had been the building Principal but now the APs are running special education meetings. They are also more focused on the goals and objectives in student IEPs and whether progress was being made. They are also involved with special education transition process that moves students from grades 5 to 6.

In answer to a question from Mr. Croteau about short-term approaches to help building Principals and staff deal with the small group of very young children with serious behavioral problems, Mr. Belmont noted that the APs have been utilizing services (counseling; Riverbend; contact with family doctor; etc.) to wrap around students’ medical or psychological needs, and to support their families. They have been developing research- and evidence-based interventions training for staff. He said that the special education management team recently met and would meet again in January to examine students who present with that profile, to determine what was being done and what was needed, and how best to support teachers with these challenging students every day.

Ms. Kane asked about the special education parent “advisory group” that had been mentioned at a few meetings in the previous year, and asked whether the APs would be interested in getting involved in such a group. Mr. Belmont noted that he was planning an invitation to special education parents to review the special education manual coming before the Communications & Policy Committee in January, and might be able to assemble a parent group from that.

Ms. Poinier noted a letter from the school nurses about a lack of resources given the increasing number of students who need assistance, which might be considered in context of a parent group. Mr. Belmont noted that he and Dr. Bass would be meeting with the school nurses about their concerns; he had recommended filling a position that was in the budget but hadn’t been filled: Nurse Coordinator, and recommended examining
student/nurse ratios in each of the buildings. The special education medical software (Caredox) would also be shifted over to the web-based SNAP in the near future; nurses had advocated for this change.

It was noted that 164 school-age children in Concord were homeschooled. Mr. Belmont noted that homeschooled children who had been on IEPs were put on “Child Find” — that is, listed but not provided with special education services. The District’s i4SEE administrator (Rocky Stone) can use the state’s NHSEIS system to track whether a special education home-schooled child has moved to another District.

Ms. Kane asked whether the District had a contractual relationship with Parker Academy. Mr. Belmont noted that the District used Bill White for direct services/consultations; SERESC; Institute on Disabilities; and Dr. Jeremy Brooks at CHS and in the elementary schools as a clinical psychologist. If special education teams placed a child in an educational day placement, they would typically choose Granite Academy, Parker Academy or the Contoocook School. He mentioned that if a court ordered a child into residential placement, the District was responsible for the costs of education services. Ms. Wicks noted that those numbers would be presented to the Board at budget time.

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

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

The meeting adjourned at 7:00 p.m.

Respectfully submitted,

Pam Wicks, Chair
Linden Jackett, Recorder
### Enrollment Report January 2020

#### Elementary

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TOTALS | 1736 |
## Monthly Enrollment Report Summary
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Winter Recess

NO SCHOOL