1. CALL TO ORDER

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

3. UPDATE ON STUDENT SAFETY AND WELL-BEING
   • Superintendent’s updates

4. PUBLIC COMMENT – agenda items only

5. APPROVAL OF BOARD MINUTES
   a. Regular monthly meeting (November 4) ...................................... pp. 3-16
   b. Canvass of the vote (November 6) .............................................. p. 17
   c. Special Board meeting (November 18) ....................................... pp. 18-22
   d. Special Board meeting (November 21) ....................................... pp. 23-25

6. SUPERINTENDENT SEARCH
   • Selection of firm

7. RECOGNITIONS / REPORTS
   a. CHS update
      • Interim Principal Michael Reardon
      • Student Board representatives’ updates
   b. RMS update
      • Principal Fitzgerald will discuss the recent NELMS assessment

8. PERSONNEL
   a. Coach nominations ........................................................................ pp. 26-27

9. NEGOTIATIONS
   a. Committee meeting report (November 6 and December 2)
      • Possible consideration of Tutors collective bargaining agreement

10. INSTRUCTIONAL
    a. Committee meeting report (November 13) ................................. pp. 29-32
       • The Chemistry of What We Eat science course ....................... pp. 33-36
       • Science of Survival science course ........................................ pp. 37-40
       • 2020-2021 School Year Calendar .......................................... p. 41

11. COMMUNICATIONS & POLICY
    • Policy #576 Service Animals in Schools (2nd reading) ............... pp. 42-45

12. CAPITAL FACILITIES
    a. Committee meeting report (November 18) ................................ p. 46
       • Recommendation to authorize administration to continue
         to explore possibility of transfer of Stable building

13. PROPOSED CALENDAR OF MEETINGS ........................................ pp. 49-50

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

15. ADJOURNMENT
Concord School District
Board of Education
Regular monthly meeting
November 4, 2019

Board members present: Tom Croteau, Chuck Crush, Barb Higgins, Jim Richards, Pam Wicks, Liza Poinier, Danielle Smith, Nancy Kane, Jennifer Patterson, President

Administration: Donna Palley, Acting Superintendent, Jack Dunn, Business Administrator, Matt Cashman, Director of Facilities, Larry Prince, Director of Human Resources

Agenda Item 1. Call to Order
Board President Jennifer Patterson opened the meeting at 7:01 p.m.

Agenda Item 2. Approval of agenda
Ms. Patterson moved to amend agenda to consider the resignation of Concord High School Principal Tom Sica.

The Board voted 9-0 to amend the agenda, to add consideration of the resignation of Concord High School Principal Tom Sica (moved by Ms. Patterson, seconded by Barb Higgins).

Jim Richards made a motion to approve the agenda.

The Board voted 9-0 to approve the agenda, (moved by Jim Richards, seconded by Chuck Crush).

Agenda Item 3. Recognitions and reports
Student representatives Gaven Brown and Alice Richards were seated with the Board, and reported on activities at Concord High School. They discussed the founding of CHS Voice, a small group of students interested in giving feedback on current concerns within the student body. The group intends to comment on changes to policies before they are put into place. They thanked those who made the TV system in the school possible. They noted that the Field Hockey team made the finals, that girls' soccer scored a victory over Bedford in a triple overtime match, and that both girls' and boys' cross-country teams won state titles (3rd for boys, 1st for girls). They noted that on October 16, 300 participants took the PSAT. Lastly, they noted that the student body has been busy with freshmen orientation, the club fair, two college fairs, Spirit week, and Senior One Acts.
Consideration of the resignation Concord High School Principal Tom Sica

Mr. Crush made a motion to unseal that portion of the minutes of the non-public session of September 25, 2019 regarding the motions and votes related to Principal Tom Sica’s employment.

The Board voted by roll call 9-0 to unseal that portion of the minutes of the non-public session of September 25, 2019 regarding the motions and votes related to Principal Tom Sica’s employment (moved by Mr. Crush, seconded by Pam Wicks).

Ms. Patterson read that portion of the minutes of the non-public session of September 25, 2019 regarding the motions and votes related to Principal Tom Sica’s employment:

"The Board voted unanimously on a roll call vote (9-0) to terminate the employment of Mr. Sica, moved by Ms. Patterson and seconded by Chuck Crush. The Board also voted unanimously on a roll call vote (9-0) to non-renew Mr. Sica’s contract, moved by Mr. Crush and seconded by Tom Croteau. The Board voted unanimously on a roll call vote (9-0) to authorize the Board President to work with counsel to draft and deliver a termination notice to Mr. Sica consistent with the findings of investigator [Attorney] Djuna Perkins with respect to Mr. Sica, moved by Ms. Patterson and seconded by Mr. Croteau."

Tom Croteau made a motion to approve the agreement relieving Concord School District of its obligations of its administrator’s contract with Thomas M. Sica and to accept Principal Sica’s resignation effective November 1, 2019.

The Board voted by roll call 9-0 to approve the agreement relieving Concord School District of its obligations of its administrator’s contract with Thomas M. Sica and to accept Principal Sica’s resignation effective November 1, 2019 (moved by Mr. Croteau, seconded by Ms. Higgins).

Agenda Item 4. Update on investigation/student safety actions

Ms. Patterson provided an update on the ongoing investigative process and the District’s student safety actions. She noted that the Board’s central focus was to operate the District; ensure student safety/respond to the Howie Leung situation including any personnel action and implementation of findings to create culture change; and to regain community trust. She further stated the Board had made substantial progress over the past month and acknowledged there was still much to do. She outlined the work to date:

Operating the District

Progress made:
1. Accepted the resignation of Superintendent Forsten and Principal Sica. This has enabled the District to move forward under new leadership.
2. Hired interim Superintendent. On November 1, the Board extended a conditional offer of employment as interim Superintendent to Dr. Franklyn Bass. His first day of work would be November 7, 2019. Opportunities would be established for the school community to meet and speak with him.

3. Note that Business Administrator Jack Dunn has obtained NH DOE certification as a School Business Administrator.

4. The audit of certification status of all staff was nearly complete.

Work still to be done:
1. Clarity on Dr. Bass’s role as interim superintendent; given that he would be working part-time, determining what functionalities he would perform, and what functionalities would be performed by others.
2. Resolution of Assistant Superintendent Donna Palley’s certification status and role within the District
3. Hiring an interim Principal for CHS
4. Beginning the search for a permanent Superintendent
5. Beginning the search for a permanent CHS Principal

Ensuring student safety/responding to Howie Leung situation

Progress made:
1. Part 2 of Attorney Perkins' report was released October 31, 2019
2. Ongoing communication and meetings with CPD; training sessions on reporting for staff and volunteers; gathering of student and staff input on proposed Policy #437 Employee–Student Relations; monthly meetings of District teams working on social-emotional learning, wellness and resilience.
3. Work with community partners such as Jane Stapleton, Director of the Prevention Innovation Research Center at UNH; Jen Pierson of the Crisis Center of Central NH to develop a scope of work going forward; DCYF supervisors to discuss reporting and follow-up; and partner community agencies for the ACERT team (Adverse Childhood Experiences Response Team).

Work still to be done:
1. Sharing report findings with Dr. Bass
2. Strategic plan on Attorney Perkins’ policy and practices recommendations, in conjunction with the community
3. Further policy discussions and adoption of policies

Regaining community trust

1. Answering community questions

Ms. Patterson noted that Board members had received a number of questions from the community regarding, in part, the procedures the Board uses to conduct its meetings and business; the nature, content and public access to the report prepared by Attorney Perkins; and the Board’s intent to enact new policies and procedures for student safety. She said the Board was preparing responses to these questions which would be posted
on the District website in the near future. She provided initial answers to a few of the most important questions:

**Why is Mr. Sica still being paid by the District? When will this end?**

Mr. Sica was placed on paid leave by the Board on September 27, 2019. He has now resigned effective Nov. 4, 2019. By law, he had the right to remain in that status while the issues that led to his being placed on leave were resolved. Had the District and Mr. Sica not resolved this matter by agreement, the terms of his contract and state law would have required a hearing before this Board, the State Board of Education and, if necessary, an appeal to the NH Supreme Court. Had Mr. Sica elected to exercise those rights, this matter may have remained unresolved for a year or more.

**Why didn’t Board members know Mr. Sica was working, especially given that Attorneys Perkins and Bennett were aware of it?**

Prior to September 27, Mr. Sica was supervised by Superintendent Forsten, not by the Board. Board members knew he was on “voluntary leave” but not the details of what that entailed. While Board members were aware he was performing some duties, the Board would have had no reason to see his emails, or to know the details of his duties, which were set by Superintendent Forsten. Board members were surprised to learn that Mr. Sica had been involved to the degree revealed by the emails recently reported on by the Concord Monitor.

In order to maintain the independence of the investigation, there has been no contact between Attorney Perkins and Board members, other than what is contained in the reports. Attorney Bennett’s role is to be the liaison between Attorney Perkins and the Board. While Attorney Perkins was aware that Mr. Sica was still involved in some school business, she did not know the nature or details of the work he was performing. Attorney Perkins did not discover any evidence that Mr. Sica’s work involved anything to do with her investigation nor does there appear to be any evidence contained in the emails released to the Concord Monitor that Mr. Sica influenced or attempted to influence the outcome of the report.

**Has Mr. Sica performed any duties since the Board placed him on leave?**

The only duties Mr. Sica can perform on his current leave are things that only he could do, such as testifying under subpoena at a court or administrative hearing about events he observed or actions he took in connection with his work with the District. Any instance of performing such duties requires prior consultation with Board counsel.

**What did Board members know about the Leung investigation as it was being conducted, and when did they know it?**

The only Board members who were aware of the investigation prior to Mr. Leung’s arrest were the Board president and vice president. The information shared with those two members was extremely limited, and neither knew more than minimal information until they read Attorney Perkins’ report in late September. What was shared earlier did not in any way reveal the magnitude of Mr. Leung’s actions or give cause to believe
students were at risk.

This level of information-sharing reflects the fact that a Superintendent is responsible for overseeing staff, and Board members need to remain impartial so they could hear an appeal of any action taken by the Superintendent. Board members did not advise the Superintendent on what action to take in the Leung investigation or personnel action, and did not give legal advice.

In the week prior to Mr. Leung’s arrest, the Board president and vice-president were made aware that a search warrant had been executed at CHS relating to Mr. Leung. However, they were told that police had prohibited the Superintendent from sharing this fact with anyone, including other Board members, until such time as an arrest was made.

Shouldn’t Board members have reported the car incident to the police in December or January?

The facts that were shared with the two Board members during the 2018-19 investigation did not include information that would have given them any reasonable basis to conclude that Mr. Leung was engaged in a sexual relationship with a student, which would have triggered a duty to report to police.

Shouldn’t these Board members have insisted on a more thorough investigation, or investigated the matter themselves?

The Board members who were aware of the investigation did ask questions, and the answers revealed no reason to believe the investigation was not being conducted appropriately. Investigating allegations and taking disciplinary action with respect to staff members is the duty of the Superintendent, not Board members. If Board members conducted their own investigations and reached their own conclusions about the facts, they would not be able to hear any appeal of any action taken by the Superintendent.

2. Acknowledging District failures with respect to Mr. Leung

The Board has always stated that it would release any information it could to the public consistent with the state’s Right-To-Know law and other federal and state laws which protect personnel records and student school records and information.

It was not until Board members read the report that they realized that it would be impossible to release the report, even in redacted form, while protecting student confidentiality and complying with the Right-To-Know law. The report reviewed by Board members is already redacted. It does not contain names of staff or students, other than Superintendent Forsten and Mr. Sica. However, due to its meticulous level of detail, and the fact that much of the conduct described was observed by many people and/or has been discussed publicly, many or all the people involved would be readily identifiable even in a redacted format.

The Board recognizes the community’s frustration that the report cannot be released. What the Board can and will do is to move forward on the recommendations contained in Attorney Perkins’s second report and seek additional input from experts and the
community to improve the District’s polices and train staff and students so as to prevent another individual from attempting to assault Concord School District students.

To that end, Ms. Higgins moved that the Board vote to instruct District administrators to prepare a strategic plan for proceeding in response to Attorney Perkins’ recommendations, to include input from all stakeholders in the community, and present the initial plan to the Board at its December meeting.

Mr. Croteau said that report should be ready by the December meeting; Ms. Higgins noted that constructive input was necessary for an effective and positive plan.

The Board voted 9-0 to instruct District administrators to prepare a strategic plan for proceeding in response to Attorney Perkins’ recommendations, to include input from all stakeholders in the community, and present the initial plan to the Board at its December meeting (motioned by Ms. Higgins, seconded by Danielle Smith).

Agenda Item 5. 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.

Deerfield resident and parent Michele Lary read a definition of rape and described the events on November 29, 2017 when her daughter was riding home on a school bus. She stated her belief that events in the following days demonstrated a misogynistic rape culture at CHS that discredited survivors. She shared how the effects of that day had affected her daughter who, she stated, went from a confident young girl to one who had lost her dignity, confidence, identity. Ms. Lary said her daughter suffered the betrayal of friends and authorities. She noted that the Board could write and rewrite policies and procedures, but they were only as good as the people who implemented them.

Concord resident and parent Melissa Hinebach expressed her concern for the daughter of the previous speaker. She said she had two children in Concord, including one who had Mr. Leung as a case manager. She asked whether Attorney Bennett represented the School Board; who was paying the bill for his time; and who was paying for Attorney Perkins’ time and reports. She claimed that taxpayers were paying for Bennett to protect the Board and Attorney Perkins’ report. She stated that Attorney Perkins did know the extent to which Mr. Sica was involved in the day-to-day business of the school and asked why, if she was aware that Sica was working in any capacity, she continued the investigation. She claimed that both reports were invalid because of the inherent power imbalance.

Concord resident and parent Dan Habib thanked the Board for the information it had provided, noting that he had a renewed sense of transparency, but still a lot of questions. He encouraged Board members to speak openly. He said that the public did not know why Ms. Forsten and Mr. Sica were gone or what they did or did not do, which left
“everyone in this room” unsettled. He said he knew staff were reporting concerns about Mr. Leung as far back as September 2018, as well as students who brought to the attention of administrators seeing Mr. Leung kiss a student. He said the public knew that Mr. Leung was arrested for multiple counts and that, likely, other students were involved. He stated that the community needs more information and that the Board should ask Attorney Perkins to create a report, which did not violate law or compromise student confidentiality, that explains what happened. He asked if any Board member had been aware of the report in December 2018 that Mr. Leung was seen kissing a girl in a car, and suggested that, if so, that person should recuse him- or herself from any decision about what might be released of the [first] report. He noted that the public must have faith in the leadership of the Board.

Parent Elizabeth Girard noted that her son attends CHS. She commented on Ms. Lary’s speech and the facial expressions of Board members. She said she had worked in domestic violence in Boston “and internationally.” She demanded the terms of the severance agreement with Tom Sica. Ms. Patterson noted that that information would be available sometime later in the week. Ms. Girard stated that the second, 10-page report was not important or relevant and asked how much it cost. Ms. Patterson noted that the invoices would be a matter of public record. Ms. Girard said she had an issue with the first point of the report4\4(667,1119),(921,1283): “Accept that sexual abuse can and does occur in public schools; and that non-sexual boundary violations are often precursors to sexual abuse.” Ms. Girard stated that this was sloppy, clumsy writing and she did not like the way that it was written.

Mr. Crush stated that there was no one on the School Board who accepted that sexual abuse was acceptable. He said he was not going to argue the semantics of the writing.

Concord resident Bill Glahn stated that he had served on the School Board for a number of years and served on the Derryfield School Board for many years. He noted that, while most reports of this kind are confidential, most schools do publish a summary, and he thought that would help, as the community wanted more facts in order to determine what had been learned from the experience. He acknowledged that the Board was constrained by several considerations, in that it would sit for an appeal of any personnel or student decisions made by the Superintendent, and could not know the facts before an ultimate decision was made.

Concord student Ana Goble thanked the Board members for their hard work that was starting to make Concord schools better. She asked why, if Mr. Sica continued to work during the summer, she was told he could not attend the meeting she and her parents had with the Superintendent, “because he was on paid leave.” She said the lack of apology from Mr. Sica had made it harder for her to move on.

Concord resident and parent Betsy McNamara thanked the Board for taking questions and the answers given. She said that, if the community did not know what went wrong, it would not know if the Board was “getting it right.” She expressed doubt that Mr. Sica’s continuing to work over the summer had no effect on the investigation, referencing Mr. Rothenberg’s memo to CHS administrators expressing support for Mr. Sica. She suggested
the investigator might now give staff or students another opportunity to comment, since it is now known that Mr. Sica would not be returning.

Concord resident and parent Kim Wood thanked the Board for its work and welcoming the public to its meetings. She said she felt the community was starting to move forward. She agreed with some other parents that the second report did not provide specifics. She stated that her middle school daughter would be going to CHS in two years and asked how she would know this was not going to happen again? She asked if the investigator’s recommendations would be taken into consideration, including a school climate survey, establishment of a Title IX Coordinator. She requested a plan and a schedule.

Ms. Patterson noted that it was the Board’s intent to create a concrete plan.

Concord resident and parent Max Schultz commented that Concord Police Department (CPD) has been doing its own, criminal, investigation, while the Board had hired an attorney for an administrative investigation. He suggested that CPD might not have interviewed the same list of people, and that perhaps the Board would share the first report with CPD for the purpose of pursing the criminal investigation. He encouraged the Board to release the entire report to interim Superintendent Dr. Bass.

Concord resident and Concord Crisis Center advocate Elaine Duclos said that her children had been students in the District and her granddaughters were now in the District. She said she was confused and angry, claiming that some faculty, staff and administrators who learned about inappropriate behavior/crimes chose to dismiss, intimidate and retaliate against some of the students who reported. She said she would like to have more information on this matter, not just more reports that would be filed. She asked whether anything would be done regarding the [presumed] inappropriate behavior of staff and administrators who work at CHS. She said there was a longer way to go before trust in the Board and administrators was restored.

Ms. Patterson again noted that the Board planned to publish responses to these questions.

Concord resident Penny Duffy encouraged the Board to provide a summary of the report, including whether current District policies were followed. She said that would be a simple response and would not violate confidentiality. She commented, too, that she was excited to see service animal and therapy dog policies being worked on.

Concord resident and parent Julie O’Brien stated that, in retrospect, Mr. Leung had supported her son very well up until his arrest. She expressed concern for her son and other students who were left to flounder when Mr. Leung was arrested and summarily removed from the classroom, stating that their grades, overall school performance and emotional states suffered. She said some of these students with IEPs were required to attend summer school to make up the inadequate work, but that it was the school which failed them. She suggested there was a need to establish some protocol in case a teacher was removed from the classroom. She also stated that, while an IEP was legally supposed to be followed, it sometimes wasn’t. Mr. Crush and Ms. Higgins expressed concern for students who were not adequately supported.
Concord parent and parent Kate Frey thanked Board members for their continued work. She said a key part of moving forward was to have answers from the Board. She was concerned about whether Mr. Sica continuing to work over the summer impacted the investigation, although she had not read anything in the published emails that would indicate he influenced the investigation. She said there had been, however, opportunities for staff to meet, talk and align their stories. She stated that when she met with the investigator, she had been given information trying to discredit her daughter. She said she continued to be disappointed that when it was announced that Mr. Sica would be placed on leave, Board member thought it was a good idea even for him to have been working on special projects. She said that after reading the second report, it was obvious to her that there were serious breaches of protocol, a lack of professional communication, and failures to report. She asked what would happen with the information in the first report, and whether it would be reported to NH DOE.

Concord resident Gina Cannon said that accepting Mr. Sica’s resignation was a good step. She said she had talked with many teachers who told her they had seen inappropriate behavior in the past, reported it, and were retaliated against, or that while they saw inappropriate behavior, they did not say anything. She claimed that teachers in the District were afraid to come forward and say what they knew.

Concord resident Tina Smith said she felt the District needed an on-site advocate. She felt that with continuing media attention, students continued to be traumatized, and that they did not feel comfortable talking with staff or administrators. She noted that services provided by the Crisis Center were local, free and available to students and staff.

Concord resident Dellie Champagne noted that, at a previous meeting, a hotline was being considered. She said that calls should not be received by a District employee, but rather by an independent, qualified investigator.

Concord resident Lisabritt Solsky thanked the Board for accepting Mr. Sica’s resignation. She stated that her family had been navigating an issue aside from this matter and felt that CHS administrators were ineffective. She said she hoped the Board would find an interim Principal quickly, as students and staff deserve good leadership.

Concord student Charlotte Goble thanked Board members. She said it was difficult to hear that a CHS administrator wrote an email supporting Mr. Sica “100%.”

Deerfield resident Don Lary commented that his daughter’s experience has affected his own relationship with his daughter, and that not one administrator showed her compassion or empathy for what she had experienced. He said that any student who had gone through something traumatic and not reported, had been left behind.

Agenda Item 6. Approval of Board minutes

Ms. Patterson asked for a motion to approve the minutes from the Board meetings on October 7 through November 1.
The Board voted 9-0 to approve the minutes of the October 7 Board meeting, the two Board meetings on October 28 on the bond resolution and finalizing the FY 20 budget, the October 30 Board meeting and the November 1 Board meeting (moved by Mr. Croteau, seconded by Mr. Crush).

Mr. Croteau noted that on October 23 the city valuation was received. There was a decrease in the school tax rate of 1.04% and in the state tax rate of 4.21% for a combined decrease of 1.48%.

Business Administrator Jack Dunn noted a clerical error on the minutes of September 30 and asked for a Board vote to approve a change in the language indicating that “Board members voted 7-0” in place of “Committee members voted 4-0.” The Board members did in fact vote 7-0, but the minutes needed to be corrected. Mr. Richards moved to approve the minutes from the September 30 meeting with the text change as noted.

The Board voted 9-0 to approve the minutes of the September 30, 2019 Board meeting with the text change as noted (moved by Mr. Richards, seconded by Nancy Kane).

Agenda Item 7. Other recognitions

Beaver Meadow Principal Michele Vance introduced school counselor Ashley Barsaleau and her therapy dog Hazel. Teachers, paraprofessionals and other community members have been supportive of her therapy dog program. Ms. Barsaleau’s dog has been certified as a therapy dog through Pet Partners. She thanked the Board for its consideration of having a therapy dog in Beaver Meadow School. Ms. Barsaleau shared some of the goals the staff have for Hazel in her work in the school. Research has shown improvement in several areas for students working with a therapy dog, including improve reading scores. Students would have a chance to read with Hazel. She said she was hoping to support students from K–12 for a variety of projects, including crisis management. She spoke about allergies, noting that Hazel is not hypoallergenic but is, however, consistently groomed. She noted that she would be strategic about locations where the dog is allowed to be, to limit exposure to students with allergies, and that permission to interact would be gained from parents before exposure. Board members posed a few questions about allergies. The Board expressed support for the project.

Agenda Item 8. Personnel

Mr. Crush presented the nomination for the interim Superintendent. He said that Dr. Bass had an extensive educational background as a teacher, Assistant Principal, Principal, and Superintendent. He discussed Dr. Bass’ values, which include communication with parents, students, staff; follow-through and timely resolution of issues; common sense and knowledge.
Dr. Bass said he hoped to assist Board in the long journey to healing within the community. While he had prepared remarks, he said he had clearly heard the depth of pain, fear, sense of abandonment, anger and frustration among those commenting. He said he would not have gotten this depth if he had not been present at the meeting. He stated that staff would not find him in his office often unless he had a scheduled appointment. He said he was a believer in quality classroom experience, and would spend several hours each day at the high school until an interim Principal was hired. He stated that emails and calls to him would be returned within 24 hours, as it was frustrating not to hear back. He suggested that members of the public make an appointment with him if they had significant issues. He stated that the Superintendent and Assistant Superintendent need to know about every event, and encouraged community members to bring issues to them and allow them to have a chance to respond. He said it was the Superintendent’s responsibility to ensure all staff were credentialed, and that he would personally double-check with DOE to ensure credentialing was done in a timely manner. He spoke highly of the District’s mission statement, and said he would address the cultivation of an ethos of trust.

Franklyn Bass, Ph.D., Interim Superintendent, Concord School District, $750 per diem, 95 days, M/Th/F, one year only, Experienced Educator Certificate, Superintendent, expires 06/30/22. Frank replaces Terri Forsten – resignation. He would start on Thursday Nov. 7.

Ms. Patterson pointed out that the Board had voted on November 1 to make the offer of employment to Dr. Bass and that no further vote was required.

Director of Human Resources Larry Prince presented two teacher nominations.

Donna Hillyer, Special Education Teacher, Concord High School, $44,102, B-1, one year only. Donna replaces Meagan Comstock (M-6 = $61,125) – LOA. Budgeted at $61,125

Dianna Matzo, Science Teacher, Concord High School, $48,512, M-1. Dianna replaces Tyler Radel (B-9 = $64,301) – resignation. Budgeted at $64,301

Mr. Prince explained that NH DOE allows the District to hire teachers with a “statement of eligibility,” under which they hold an interim educational license. In the case of these two individuals, their Alt IV program would expire in 2022. This program allows teachers to be place on the teacher pay scale; both have earned their interim licenses.

The Board voted 9-0 to approve the teacher nominations (moved by Ms. Higgins, seconded by Mr. Crush).

Mr. Prince presented several coach nominations.

Ryan Daniels, Girls Indoor Track Co-Coach, Concord High School, $1,820, Step 2, Group 6, 8.5%. Ryan will be co-coaching with Hayden Daly

Pia Shea, Assistant Alpine Ski Coach, Concord High School, $1,713, Step 3, Group 13, 4%. Pia replaces Peter Ellinwood

William Chavanelle, Wrestling Head Coach, Rundlett Middle School, $ 2,570, Step 3, Group 11, 6%. William replaces Shawn Moseley

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Robert Darrell, Girls Basketball A Coach, Rundlett Middle School, $2,570, Step 3, Group 11, 6%. Robert replaces Kelvin Duran

Cassidy Emerson, Girls Basketball B Coach, Rundlett Middle School, $2,142, Step 1, Group 11, 5%. Cassidy replaces Kevin Parsons

Melissa Pfefferle, Boys Basketball A Co-Coach, Rundlett Middle School, $1,285, Step 3, Group 11, 6%. Melissa replaces Darius Vanegas/co-coaching with Adam Tuttle

Adam Tuttle, Boys Basketball A Co-Coach, Rundlett Middle School, $1,285, Step 3, Group 11, 6%. Adam replaces Darius Vanegas/co-coaching with Melissa Pfefferle

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

The Board voted 9-0 to approve the list of returning coaches (moved by Ms. Higgins, seconded by Mr. Richards).

Agenda Item 9. Communications and Policy

Ms. Patterson reported that the Communications and Policy Committee met on October 21. The committee reviewed changes to the health procedures manual referenced in Policy #531 Health Procedures Manual. The changes were made by Todd Poret, MD, the District's school physician, and the school nurses. Ms. Palley reviewed a few of the questions that had been raised by Board members during the meeting, including a discussion of the provision of Narcan. In response to a question from Mr. Crush, it was stated that narcotics were not kept in nurse offices.

The Board voted 9-0 to concur with recommended changes to the health procedures manual referenced in Policy #531 Health Procedures Manual as presented (moved by Ms. Patterson, seconded by Ms. Higgins).

Ms. Patterson discussed Policy #576 Service Animals in Schools, a policy required by law. She noted that this policy was being presented for a first reading.

Ms. Patterson discussed Policy #790 Therapy Dogs, noting that this policy was being presented for a first reading.

Pam Wicks made a motion to waive the Board's first reading process.

The Board voted 9-0 to waive its first reading process for Policy #790 Therapy Dogs (moved by Ms. Wicks, seconded by Ms. Higgins).

The Board voted 9-0 to adopt Policy #790 Therapy Dogs (moved by Ms. Patterson, seconded by Ms. Wicks).

Ms. Wicks asked that Hazel (and Ms. Barsaleau) return to the Board at the end of the year with results on the therapy dog experience.
Ms. Patterson noted that the committee would focus its meetings in November and December on policies related to student safety, the special education manual, restraint and seclusion and staff-student relations, for which it was soliciting student input.

Agenda Item 10. Finance

Mr. Croteau reviewed the Finance Committee meeting on October 23, at which the FY19 and FY20 budgets were reviewed. The discussion focused on future expenditures, the tax rate and Medicaid reimbursement. He described the change of rule that would reduce the reimbursement of the District by Medicaid by over $1 million. The District’s Director of Student Services has been attending state meetings on this topic. The tax rate, projected at a 1.48% increase, actually came in at -1.04%. The state decided to contribute $1 million to the cost of the steam-to-gas conversion of two years ago. The total budget was $91,583,548.

Ms. Patterson described the canvass of the vote, a state law requirement that applied to calls for recounts.

The Board voted 9-0 to conduct the election canvass of the vote by telephone (moved by Mr. Crush, seconded by Ms. Higgins).

Agenda Item 11. Calendar of meetings

Ms. Palley reviewed the proposed calendar of upcoming meetings in November and December.

Agenda Item 12. Public comment

Ms. Patterson opened the meeting for additional public comment.

Mr. Habib said he thought Dr. Bass would find a welcoming community. He stated that he hoped Dr. Bass would address some systemic failures, including testimony that no one stepped in to support students who lost their special education case manager. He said he was unsure that the community had faith that recommendations would be implemented. He suggested hiring an independent compliance officer, not just creating an internal plan. He asked how such a plan would be implemented, its timeline and how it would be determined that the plan was working. He asked how families of students with communication issues would work with a Title IX coordinator. He said he was aware of continuing work on the MOU with CPD, and hoped that Dr. Bass would be part of ongoing conversations with CPD.

Concord resident Elaine Duclos asked how community input on the student safety plan would be gathered, and how the community would know that its input was welcomed. She commented about the importance of teaching and training students and staff, and suggesting also including the public, informing everyone in the community about how to report suspicions of child neglect or abuse. She suggested the need for a comprehensive,
uniform protocol for responding to sexual misconduct.

Ms. Patterson repeated that the Board had an opportunity to develop a strategic plan specifically addressing Attorney Perkins' recommendations. The Board had asked for a draft strategic plan by December, and that would incorporate Dr. Bass' input.

Concord resident Penny Duffy said that 16% of District students in District have disabilities, and stated that some parents were frustrated that their children's IEPs were not being implemented. She said she was hoping for a Superintendent who would listen to parents of children with disabilities.

Concord resident and parent Erin Sharkey asked to what extent staff, students and community members would be involved in the hiring of the new Superintendent and the permanent CHS principal. She also commented that her middle school nieces and nephews had been given responsibilities to clear trash and clean tables in the cafeteria, and should be given globes.

Ms. Patterson noted that the Board had not yet delineated the search process.

Mr. Habib asked whether the Board would play a role in hiring the interim Principal, and whether the interim Superintendent would actually do the hiring. Ms. Patterson noted that would be some Board input and she would want to confer with Dr. Bass.

Ms. Wicks said she had received an email from Deodonne Bhatarai about walking conditions in a neighborhood near Cranmore Ridge, where parents have had to drive their children to school because there is barely a shoulder and the traffic is fast and heavy. The neighborhood is within the walk zone, which was not an issue before the opening of a new plaza. Portsmouth Street has become a cut-through for Loudon Road. Ms. Wicks suggested further discussion about changing walk zones. She said if students do not have sidewalks, their parents should not be forced to drive them to school.

Concord resident and parent Beth Richards noted that she served as parent representative for the City/District Safe Walks to School. She asked the Board to reinstate the task force for these issues, as federal transportation supports safe routes to school differently from state. She said the dollars are different, but needs have not changed.

A motion was made to adjourn.

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

The meeting adjourned at 10:00 p.m.

Respectfully submitted,

Jim Richards, Secretary
Linden Jackett, Recorder
On November 6, 2019, the vote of November 5, 2019 was canvassed by a telephone poll, with election results certified by Roger B. Phillips, School Board Clerk.

### November 5, 2019 School Board Election Results

#### District A – Wards 1-4 – Three Year Term
- Jim Richards: 598 votes
- Patrice Myers: 387 votes

#### District B – Wards 5, 6 & 7 – Three Year Term
- Max Schultz: 844 votes
- David Parker: 947 votes

#### District C – Wards 8, 9 & 10 – Three Year Term
- Pam Wicks: 643 votes
- Gina Cannon: 777 votes

**Total votes cast:** 486
**Overall turnout was 16.20%**

**Total # of registered voters, opening of polls (10 wards):**
- 3337 2942 2148 3281 3734 3008 3472 2917 2861 3809 31509

I hereby certify the above election results are true and correct.
Roger Phillips, School Board Clerk

The three candidates elected to three-year terms, beginning January 1, 2020, are:
- Jim Richards: 598 votes, District A (Wards 1, 2, 3 and 4)
- David Parker: 947 votes, District B (Wards 5, 6 and 7)
- Gina Cannon: 777 votes, District C (Wards 8, 9 and 10)

The results of the November 5, 2019, School Board election were accepted by all nine Board members.

Respectfully submitted,

Jim Richards
Secretary
Concord Board of Education
Special Board Meeting
November 18, 2019

Board members present: Jennifer Patterson, President, Thomas Croteau, Pam Wicks, Jim Richards, Liza Poinier, Chuck Crush, Nancy Kane, Barb Higgins, Danielle Smith

Administration: Donna Palley, Assistant Superintendent, Larry Prince, Human Resources Director

The meeting was called to order by Board President Jennifer Patterson at 6:30 p.m. She stated that the agenda was to begin to plan the search process for a permanent Superintendent, noting that it was important to post the advertisement for a permanent Superintendent soon, in order to achieve as robust a search as possible.

Business Administrator Jack Dunn described the make-up of the last search committee for a permanent Superintendent and introduced Arthur Bettencourt, Executive Director of the New England School Development Council (NESDEC). Dr. Bettencourt described this non-profit organization, noting that it serves schools just in the New England states but does have a national presence with the national network called the National School Development Council. NESDEC is located in Marlborough, Massachusetts and has been in existence since 1946 (75 years).

Dr. Bettencourt outlined several essential aspects of NESDEC’s search process:

1. The search assistance and guidance mode is based on CSD needs, during which consultants would work with the Board to build a calendar of milestones outlining the search and determine who was responsible for completing each step.

2. Based on this timeline, which would include outreach, and inclusion of constituencies on the screening committee, a Successful Candidate Profile is developed. Consultants would reach into the community and talk with constituents about what people want in the next school leader. The consultants would bring this data to the Board and assist with interpretation. The Successful Candidate Profile then would guide the rest of the search, informing interview questions and focus.

3. NESDEC is very familiar with New England, having done demographic reports, enrollment projections, strategic planning, special education audits, and Title IX work. It has its own unique proprietary recruiting network and can directly reach out to let candidates know about this vacancy. A self-selection process that can occur.

4. NESDEC does not recirculate candidates from one search to another. The Successful Candidate Profile development process would be unique to CSD.

Ms. Patterson noted that there are number of firms that do this kind of work and that the Board did not use NESDEC for its most recent search.
Dr. Bettencourt noted that the composition of the search committee was very important, and that its work would start once applications were received. He said the Board must feel confident that the committee has been chosen wisely, and that it should include several, but not all, Board members.

Ms. Patterson said that the Board’s critical work would be to develop the “Successful Candidate Profile,” noting that the advertisement should be posted before January. She said the Board should decide whether to use this firm, another firm, or no firm; although using a firm would leverage the Board’s ability to reach a wider class of candidates.

Regarding the last Superintendent search, Tom Croteau stated the critical importance of collegiality within the search committee, especially as members approach the task with different views of what is important. Donna Palley noted that there had been two public opportunities to speak about what qualities they were looking for in a Superintendent, as well as a survey. Mr. Dunn stated that the value of confidentiality could not be overstated. He stated that a nation-wide search this time was particularly important.

Mr. Bettencourt said that the Board had sufficient time prior to posting the job advertisement, and stated that there was no obligation for NESDEC to be the firm chosen. He suggested electronically distributing the word of a vacancy in the next few weeks, with a more expansive process in January 2020. He advised moving forward quickly, but deliberately. He also noted that having a knowledgeable, personable, accessible interim Superintendent in place could put the District in a good position to give the search the thought it deserved.

Chuck Crush asked how the field of candidates would be narrowed down. Mr. Dunn indicated that previously, after a “skype” interview of one candidate; visits with two other candidates in their districts; google searches and reference checks; the committee distilled the field to two and ultimate made the determination to bring only one forward.

Ms. Patterson suggested that, while delegating the main responsibility for vetting candidates, if it was important to the Board to retain a choice among candidates, the Board could give that guidance to the committee.

In response to a question from Danielle Smith about how the student, teachers, community members were chosen for the search committee. Ms. Palley and Ms. Wicks described this part of the process, noting that the building Principals might suggest PTO presidents, parents or staff involved in leadership activities.

Ms. Patterson noted that the Board would be doing this work, and that it was not Dr. Bass’ function to choose his successor. She said the committee must represent constituencies and could have a larger number and still be manageable. She suggested that multiple people from the community might be interested in participating, while noting that at the same time the Board would also be searching for a new CHS Principal.

Dr. Bettencourt said the community outreach process would be a 3-pronged process:

1. Identify constituents from a variety of between 6 and 10 focus groups.
2. Conduct a community-wide, proprietary electronic survey with a combination of partially forced responses and partially open-ended responses. This could be posted as a link on the District website.

3. Identify other individuals with whom the firm could have facilitated conversations.

The data would be brought back to the Board in groupings, which would be distilled into major themes, and culled down to 4 or 5 pages of bulleted comments that the Board determined it was important for candidates to know.

Mr. Crush commented that while this was a different Board from the previous, he thought there would be more community interest.

Dr. Bettencourt said that the composition of the screening committee, which would exist to narrow the applicant pool to those candidates the Board would be interested in as finalists, was best assembled not by targeting people or requesting the large influx of people who might be interested but, rather, approach constituent groups with requests to put forward suggested members.

Dr. Bettencourt recommended a meeting of the NESDEC team with the Board to plot out the search and develop a timeline, and then discuss regional and national outreach. Advertising would be done electronically. The next stage would be active recruiting: contacting those who might be a good fit, and fielding calls from interested parties. He said that confidentiality was critical to this process. After this, the community-wide needs assessment process would involve several teams going into the community to collect data. NESDEC would work with the Board to solidify the screening committee, and would train the committee. This would include developing screening questions, the role of chair, the location of interviews, etc. He suggested that two Board members should serve on the screening committee, working under Board authority. NESDEC would be the bridge between the work of screening committee and the work of Board in this process. All applicant packets would then be made available electronically on NESDEC’s own website, and NESDEC would assist in arranging interviews for selected candidates. NESDEC would screen for credentialing, experience, and other qualifications. The screening committee would narrow candidates down to 3 to 5 for Board review. At that point a public process would include candidate visits to the District; the Board would perhaps visit their Districts. He stated that in total this would be a 4-month process, noting that from March to April and up to June 30 would be a good transition period and would allow for contract separation if required. Typically, a new Superintendent would start in July or August. Dr. Bettencourt indicated that typically, 25 applicants would apply for a position in a city the size of Concord.

In response to a question from Mr. Croteau about unsuccessful candidates wanting to know why they were not chosen, Dr. Bettencourt indicated NESDEC would have those conversations. He did, however, suggest that NESDEC would not be the public voice; the Board President should be the voice of the Board and the search process.

NESDEC’s fixed consulting fee would be $14,500 and its fixed expenses fee would be $3,260, for a total of $17,760. Mr. Crush said he felt the fixed consulting and expenses fees
were reasonable, and asked if there were other costs that were not typically included in the proposal.

The Board thanked Dr. Bettencourt, who left the meeting.

Ms. Patterson suggested that if the Board hired NESDEC, the composition of the search committee could be somewhat deferred. Mr. Croteau suggested that the Superintendent was such an important search that the Board would need the best guidance and guidelines of a professional search firm. Ms. Kane asked if the Board had a responsibility to put out a bid, see who else was out there. NESDEC seemed comprehensive, etc.

Ms. Patterson noted that the goal was usually to issue an RFP. Last time an RFP was issued: one company did not meet the criteria and the other two were highly qualified. She suggested there might not be a significant number of other firms in the region. Ms. Poinier expressed her opinion that it was important to secure a firm with national reach, as NHSAA had had such a limited pool. Ms. Patterson commented that she was impressed by how this firm would engage with the community. She stated that the whether to hire NESDEC would be a decision of the Board, but that the process was already well established and organized.

Board member-elect Gina Cannon commented that the focus groups would be of value and that their input, while possibly not ultimately the same as the candidate qualities sought by the Board, would engage the community.

Board member-elect David Parker suggested that any decision to hire a firm at this point would be based on only one presentation.

Mr. Richards said he was not familiar with school superintendent search firms and that normally the Board would issue an RFP to other search firms. He stated that the Board would not find a less expensive option, but it might be worth getting another option, reaching outside New Hampshire. Ms. Patterson stated that the Board could be prudent and look at further options even if it did not want to issue a formal RFP. Ms. Higgins, Ms. Kane and Ms. Poinier volunteered to call references on previous superintendent searches completed by NESDEC, inquiring about the following areas, and would create a brief report for the December 2 meeting.

1. guided vs. comprehensive – ask this of Dr. Bettencourt
2. the scope of community engagement
3. adherence to timeline
4. what worked and what didn’t work in terms of the process
5. whether the Board was happy with the result

Ms. Wicks left the meeting at 7:35 p.m.

Ms. Patterson noted that the screening committee’s role would be important, but the final decision still lay with the Board, and suggested the Board carefully choose its search firm.

Public Comment
Concord resident and parent Kate Frey commented that the NESDEC presentation was very good. She said the Board would need a comprehensive search, relying on experts that have been through this process a number of times. She said, about the search committee list from 2015, that it needed to be expanded and might include community constituency groups such as the Chamber or the municipality. She also said students must be included but the Principal should not decide who those might be.

Larry Prince said a job description existed from the last search process, and the search firm would help further develop this.

A motion was made to adjourn.

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

The meeting was adjourned at 7:15 p.m.

Respectfully submitted,

Jim Richards, Secretary
Concord Board of Education
Special Board Meeting
November 21, 2019

Board members present: Jennifer Patterson, President, Thomas Croteau, Pam Wicks, Jim Richards, Liza Poinier, Nancy Kane, Barb Higgins, Danielle Smith

Board member absent: Chuck Crush

Administration: Dr. Frank Bass, Interim Superintendent, Donna Palley, Assistant Superintendent, Larry Prince, Human Resources Director

The meeting was called to order by Board President Jennifer Patterson at 7:00 p.m. She noted that the Board had been meeting in non-public session and had come out of non-public session. The agenda for the meeting was to consider hiring an interim Principal for Concord High School. Interim Superintendent Frank Bass presented the distinguishing characteristics and qualifications of Michael Reardon, Ph.D.

University of New Hampshire, Ph.D. in 1994; University of New Hampshire, M.A. in 1985; Boston University, B.A. in 1972

Headmaster, Pembroke Academy, from 1999-2014
Director of Curriculum and Instruction, Pembroke Academy, from 1996-1999
English Department Chair, Timberlane Regional High School, from 1989-1996
Adjunct Professor of English, University of New Hampshire, from 1988-1992
Graduate Teaching Assistant, University of New Hampshire, from 1983-1987
English Department Chair, Farmington High School, from 1979-1982
English Teacher, Farmington High School, from 1976-1982
English Teacher, Walpole High School, from Jan 1976-Jun 1976

Dr. Reardon would be paid $75,033, on a schedule of 85 full-time days and 67 part-time days. He would replace Tom Sica (prorated step III = $81,358) – resignation. Budgeted at $81,358.

Tom Croteau said he was very pleased to learn Dr. Reardon had been chosen as the CHS Interim Principal. Pam Wicks noted that she knew Dr. Reardon.

Interim Superintendent Bass said that Dr. Reardon would start at CHS on December 2 and would attend that evening’s Board meeting. He would work full-time until some time in April and then would work 30 hours per week until June 30. He said he was confident that the Board, staff and students would be very pleased with this candidate. He noted that Dr. Reardon’s certification had lapsed after his retirement in 2014; that he
has begun the process of re-certification; and that he has until June 30 to secure certification. Dr. Bass explained how Dr. Reardon’s name had come up in the search.

Barb Higgins said she was grateful that the Board was able to follow a fairly normal hiring process for this interim position.

Public comment

Concord resident Gina Cannon asked whether there were any other candidates. Dr. Bass replied that there were not.

Ms. Patterson noted that a search committee would be convened for a formal search process for the permanent Principal.

Concord resident David Parker noted that he had worked with Dr. Reardon in the past. He stated that not considering a number of candidates might “ruffle feathers.”

In response to a question from Liza Poinier about how many qualified Principals were available at that time of year, Dr. Bass replied that there were zero. The candidate pool would have consisted of recently retired administrators who might be interested; most people have commitments and would not be available.

Mr. Parker suggested it would be advisable to articulate these reasons to the public.

Ms. Cannon asked the Board to reiterate how impossible it would be to do a full search, where no candidates were available or were under contract, in a short timeframe, for an interim position.

Mr. Croteau added that the candidate was also required to be highly qualified.

Jim Richards noted that the Board had done its research since Dr. Reardon was proposed two weeks ago. He said that, while there were no other available candidates, the Board had performed its due diligence prior to considering this nomination.

Dr. Bass stated that any other candidate who, while available, was not qualified, he or she would not have been hired.

Concord resident and parent of a CHS student Melissa Paul thanked the Board for being active and trying to find an alternative candidate rather than an in-house appointment. She thanked Board for its due diligence and noted it was not easy to do at this time of the year, especially for an interim Principal position. She said she appreciated the Board’s efforts to make things better, and that they had remained steadfast in a tumultuous time.

Mr. Richards noted that the interim Superintendent would be working closely with the interim Principal during his immediate transition, and through June.

Dr. Bass noted his collegiality with Dr. Reardon, stating that he will continue to spend time at CHS to address existing issues. He said he was impressed with the wide variety of programs and opportunities at CHS for all students.

Ms. Higgins made a motion to approve the candidate.
The Board voted 8-0 to approve Michael Reardon, Ph.D., as Interim Principal of Concord High School for a contract to include full-time 85 days, and 67 part-time days (motioned by Ms. Higgins, seconded by Ms. Wicks).

A motion was made to adjourn.

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

The meeting was adjourned at 7:25 p.m.

Respectfully submitted,

Jim Richards, Secretary
Linden Jackett, Recorder
TO: Members, Concord School Board  
FROM: Larry Prince, Director of Human Resources  
DATE: December 2, 2019  
REFERENCE: Winter Coach Nominations

<table>
<thead>
<tr>
<th>Kyle Averill</th>
<th>Concord High School</th>
<th>Concord, NH</th>
<th>Freshman Girls Basketball Coach</th>
<th>$3,641</th>
<th>Step 2, Group 6, 8.5%</th>
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<tbody>
<tr>
<td>Education:</td>
<td>University of New Hampshire, Durham, NH, M.Ed./18</td>
<td>Keene State College, Keene, NH, BA/16</td>
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<tr>
<td>Profession:</td>
<td>Concord High School</td>
<td>Mathematics Teacher, 2018-present</td>
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<tr>
<td>Experience:</td>
<td>DIII NCAA Basketball Official, 2018-present</td>
<td>International Association of Approved Basketball Officials, NH Member and Official of the Board, 2012-present</td>
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<td>Blue Hawk Basketball Camp, Exeter, NH Coach, 2004-2016</td>
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<tr>
<td></td>
<td>Kyle replaces Sarah Fuhrmeister</td>
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<tr>
<th>Scott Dunlop</th>
<th>Concord High School</th>
<th>Bow, NH</th>
<th>Boys JV Basketball Coach</th>
<th>$4,070</th>
<th>Step 3, Group 6, 9.5%</th>
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<td>Education:</td>
<td>Notre Dame College, Manchester, NH, B.A./94</td>
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<tr>
<td>Profession:</td>
<td>Spaulding Youth Center, Northfield, NH Special Education Teacher, 1995-present</td>
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<tr>
<td>Experience:</td>
<td>Concord High School Head Soccer Coach, 1997-present</td>
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<tr>
<td></td>
<td>New Hampshire Technical Institute, Concord, NH Assistant Soccer Coach, 1995-1997</td>
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<tr>
<td></td>
<td>Notre Dame College, Manchester, NH Assistant Men's Soccer Coach, 1994</td>
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<tr>
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<td>United Soccer Coaches NH Large School Coach of the Year, 2017 James V. “Skip” Regan Memorial Sportsmanship Award, 2009 NSCAA NH Large School Coach of the Year, 2005 Union Leader Coach of the Year, 2005 New Hampshire Class L Coach of the Year, 2002 &amp; 2005</td>
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<tr>
<td></td>
<td>Scott replaces Adam Tuttle</td>
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</table>
James Thorpe
Concord, NH
Concord High School
Boys Varsity Basketball Coach
Education: Colby-Sawyer College, New London, NH, B.A./06
Profession: East Concord Grass Roots, Concord, NH
Owner, 2012-present
Experience: Pembroke Academy, Pembroke, NH
Girls Varsity Coach, 2010-2013
JV Boys Basketball Head Coach, 2006
New Hampshire Technical Institute, Concord, NH
Assistant Men’s Basketball Coach, 2008-2010
Low Country Bulldogs AAU Basketball Team, Charleston, SC
Head Coach/Owner, 2008
Granite State Raiders AAU Basketball Team, Concord, NH
Assistant Basketball Coach, 2005-2007
James replaces David Chase

Erin Waters
Concord, NH
Concord High School
Assistant Nordic Ski Coach
Education: St. Lawrence University, Canton, NY, B.S./19
Experience: St. Lawrence University, Canton, NY
Nordic Ski Team Captain, 2015-2019
Flyers Track and Field, Concord, NH
Volunteer Track Coach, 2017-2018
Erin replaces Abraham Meyerhofer

Kaitlin Carlson
Concord, NH
Rundlett Middle School
Spirit B Team Coach
Education: Keene State College, Keene, NH, B.S./12
Profession: Mill Brook School
Classroom Teacher, 2015-present
Experience: Bow Memorial School, Bow, NH
Cheerleading Coach, 2016-2019
Bedford Jr Bulldogs, Bedford, NH
Volunteer Assistant Cheerleading Coach, 2012-2013
Bedford Jaguars, Bedford, NH
Volunteer Assistant Cheerleading Coach, 2005-2007
No coach last season
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: November 21, 2019
REFERENCE: Administrator Nomination 2019-2020 School Year

Michael Reardon, Ph.D.  Concord High School
Epping, NH  Interim Principal  $75,033
Education:  full-time 85 days
University of New Hampshire, Durham, NH, Ph.D./94
University of New Hampshire, Durham, NH, M.A./85
Boston University, Boston, MA, B.A./72
Experience:
Pembroke Academy, Pembroke, NH
  Headmaster, 1999-2014
  Director of Curriculum and Instruction, 1996-1999
Timberlane Regional High School, Plaistow, NH
  English Department Chair, 1989-1996
University of New Hampshire, Manchester and Durham, NH
  Adjunct Professor of English, 1988-1992
University of New Hampshire, Durham, NH
  Graduate Teaching Assistant, 1983-1987
Farmington High School, Farmington, NH
  English Department Chair, 1979-1982
  English Teacher, 1976-1982
Walpole High School, Walpole, MA
  English Teacher, Jan 1976-Jun 1976
Michael replaces Tom Sica (prorated step III = $81,358) – resignation
Budgeted at $81,358
Concord School District  
Board of Education  
Instructional Committee Meeting  

Date: November 13, 2019

Committee members present: Pam Wicks, Chair; Danielle Smith, Liza Poinier, Nancy Kane

Other Board members present: Jennifer Patterson, Jim Richards

District staff present: Donna Palley; Concord High School Assistant Principal Tom Crumrine; Concord High Science Teachers Lise Bofinger, Lyn Vinskus, Rebecca Malloy

Committee Chair Pam Wicks called the meeting to order at 5:32 p.m. The agenda included a review of proposals for two new science classes at Concord High School, and consideration of a draft for the 2020-2021 school year calendar.

New Science courses at CHS

Science teacher Lyn Vinskus provided an overview of the Next Generation Science 1 class, now in its second year. Teachers continue to refine the course, including working with special educators and ELL teachers to provide differentiated assessments and assignments. The teachers received equipment for the course from a Concord Trust grant. Teachers describe students as highly engaged with the content. Recently, all freshmen have gone on field trips to various types of energy-production sites across the state.

The Next Generation Science 2 class is in its first year. Teachers described the key theme of the course and emphasized that students are engaged in project-based learning, with choices built in, including various media and approaches students use to demonstrate their learning, from making videos to designing museum exhibits. Examples of student work were presented. Teachers have designed lessons where, at times, students work individually, at other times in small groups, and as a whole class. Teachers described strong student outcomes from the work they have done, while acknowledging the challenges that teachers faced in taking on new topic areas and approaches. Teachers highlighted positive results, including seeing more students engaged and ‘doing’ real science. More than ever before, these courses emphasize collaboration and self-direction for students. They are employing competency-based instruction and grading.

Teacher collaboration time and administrative support have been critical to the success of the new courses. Lyn Vinskus, a veteran science teacher, supports teachers in her role as part-time science NGS coach, providing resources and working with them on the new topic areas. Teachers are provided with meeting time every other day to work on curriculum.
Mr. Crumrine described the Science Department’s course sequence. Students are required to take the NGS 1 and NGS 2 courses, and then may select from an array of courses in life, physical, earth, space and environmental sciences, as well as psychology. Six Advanced Placement (AP) courses are offered by the department.

Proposals for two new science courses were presented. In the semester-long course *The Science of Survival*, students will answer the questions ‘Do you have the skills and knowledge to work with other survivors to stay alive?’ and ‘What is the science behind survival?’ The course will offer students a hands-on approach with a focus on managing resources and solving problems they encounter while trying to meet the requirements for survival. Students will apply science concepts to issues of water purification, food acquisition, human health conditions and shelter construction. The course is open to students in grades 9-12.

The *Chemistry of What We Eat* is a semester-long course open to students in grades 10-12. In this course, students will investigate the structure, properties and interaction of food ingredients. Students will learn by doing in this class, applying chemistry concepts to their study of food production. Students will study a range of topics in chemistry, including thermal chemistry, properties of water and solutions, chemical reactions and the chemistry of food additives.

Jennifer Patterson remarked on the excellence of the CHS science department, and noted that her children had been very well prepared for college science. Jim Richards noted the strong applied nature of the courses being offered, integrating biology, chemistry and earth science competencies. He noted that students seemed excited by the content and approach being offered, and thought the experiences they have in these courses would encourage them to consider going into the sciences. He recommended that teachers consider getting the community involved, including connecting students with mentors in the community.

Liza Poinier asked if any of the current courses would be no longer offered. Lise Bofinger indicated that the NGS 1 and 2 courses would replace the full-year Biology, Chemistry and Physics courses that were previously taught. The Department will continue to offer a variety of semester- and year-long classes in these content areas.

Ms. Wicks asked about whether there were challenges with the new courses. Ms. Vinskus noted that it had taken a great deal of time and effort to develop the new curriculum maps and to design each of the new courses. She noted that it can take up to 8 hours to develop a strong 90-minute lesson. The teachers are constantly revisiting their lessons, working to improve them. She said that at times they feel like first-year teachers again, but have benefited from strong collaboration and support within the Science Department. Mr. Crumrine noted that the Science Department has a very rigorous commitment to best practices and has focused on continual professional learning, and have created a model curriculum.

In order to offer the proposed Chemistry course, additional equipment would be needed, with a cost of approximately $2,900. There would be no additional budget requirement for the Survival course. The NGS courses are somewhat more expensive to offer than
traditional classes, because they require more consumables. Ms. Vinskus received a Concord Trust grant for some materials this past year. Ms. Wicks encouraged teachers to consider submitting another grant proposal this year, and to also explore grant opportunities from other groups, or businesses in the community.

The Board voted 4-0 to recommend the two courses to the full Board for consideration at its December meeting (motioned by Nancy Kane, seconded by Danielle Smith.)

2020-2021 School Year Calendar

Ms. Palley provided an overview of the proposed calendar for the next school year, the draft of which had been shared with CRTC sending school districts. CEA leadership conducted a survey of their members based on several different models; the version presented was favored. Teachers would return for two days without students on August 26 and 27, participating in opening meetings, setting up their classrooms, and participating in professional development in areas required by Board policies and state law, including reporting, suicide prevention, bullying and sexual harassment.

The first week of school for students would begin on Monday, August 31 and would provide all students with a 3- or 4-day first week of school, with Friday as a day off. As in previous years, students in grades 6 and 9 would start school ahead of their peers in grades 7-8 and 10-12. Kindergarten students would also have a split start, with half of the class beginning on August 31 and the other half beginning on September 1, with all students attending together on September 2.

The last day of school, pending any snow day make-ups, would be June 15, with graduation scheduled for June 19.

Ms. Wicks expressed concern that school would be in session at Broken Ground and Mill Brook on election day, given that BGS is a polling site. Ms. Palley said the administration shared this concern, and that Dr. Bass would be working with the city to seek a Ward 10 voting change in location, including the possibility of using Eastman School.

Committee members noted that teachers have several professional development days during the year and asked about the content of these days. Ms. Palley provided examples of the types of experiences provided, including opportunities for teachers to work together in grade-level and/or department groups to work on curriculum and/or experience professional learning events. Elementary teachers this year received two days of training in the use of new literacy curriculum. The PD day at the beginning of the year was used to provide training in reporting child abuse and neglect, and sexual harassment. That day next year would be used for a similar purpose to support training required by policy or law. She mentioned several offerings from the previous week’s PD day. School counselors, school psychologists and other staff involved in behavioral health met with DCYF and Crisis Center staff. Grades 6-12 social studies teachers attended a workshop by a consultant affiliated with the ‘Right Question’ Institute on an inquiry approach for use with students. The second annual district-wide conference on social-emotional learning and self-care was planned for the January PD day. Various opportunities are developed,
often by staff, tailored to the interests and needs of the professional staff. Staff can also access workshops and conferences offered by other organizations.

The Board voted 4-0 to recommend the proposed calendar to the full Board for consideration at its December meeting (motioned by Ms. Poinier, seconded by Ms. Smith.)

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

The meeting was adjourned at 6:46 p.m.

Respectfully submitted,

Donna Palley, Recorder
Concord High School

The Chemistry of What We Eat

Science

[X] Elective  [ ] Graduation Requirement

Course Description:

The Chemistry of What We Eat is a one semester, ½ credit science elective for 10th, 11th and 12th grade students. In this course, students will investigate the structure, properties, and interaction of food ingredients. Students will learn by doing in this class, applying chemistry concepts to their study of food production.

Course Objectives: (see sample plan)

In this course, students will:

- Apply thermochemical concepts to understand how we use food as an energy source
- Investigate the unique properties of water and apply solution formation to food production
- Understand and explain the chemical reactions related to food production and how they lead to successful products
- Compare and contrast various methods of food production and the chemistry behind them
- Design and conduct investigations involving chemical reactions used in food production
- Conduct research about food additives, including their purpose, health implications, and impact on the environment

Department and Course Competencies

- Science and Engineering Practices
  Students will demonstrate the ability to work collaboratively and individually to generate testable questions or define problems, plan and conduct investigations using a variety of research methods in various settings, analyze and interpret data, reason with evidence to construct explanations in light of existing theory and previous research, and effectively communicate the research processes and conclusions.

- Structure and Function
  Students will demonstrate the ability to use evidence to support claims about the relationship among structure and function of natural and human designed objects.
• **Cause and Effect**
  Students will demonstrate the ability to investigate, explain, and evaluate potential causal relationships by using evidence to support claims and predictions about the mechanisms that drive those relationships.

• **Energy and Matter**
  Students will demonstrate the ability to analyze evidence from a variety of sources (investigations, models) to predict, connect and/or evaluate the cycling of matter and flow of energy within and between systems in order to understand, describe, or predict possibilities and limitations of systems.

**Standards:** (Disciplinary Core Ideas from the *Next Generation Science Standards*)

**PS1.B: Chemical Reactions**
- Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangement of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.
- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.

**PS3.B: Conservation of Energy and Energy Transfer**
- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.

**ETS1.A: Defining and Delimiting Engineering Problems**
- Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.

**ETS1.B: Developing Possible Solutions**
- When evaluating solutions, it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts.

**ETS1.C: Optimizing the Design Solution**
• Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.

Potential Participants

Students who are in 10th, 11th, and 12th grade who have taken Next Generation Science I may take this class. Students who have taken additional science classes are welcome, as well.

Rationale: (Justification)

A. Nature of the proposed course:

The Chemistry of What We Eat will provide 10th, 11th, and 12th graders an opportunity to engage in rigorous inquiries that focus on the structure, properties, and interactions of food ingredients. As stated in the Next Generation Science Standards, “Given the importance of science and engineering in the 21st century, students require a sense of contextual understanding with regard to scientific knowledge, how it is acquired and applied, and how science is connected through a series of concepts that help further our understanding of the world around us” (NGSS, 2013). By accessing chemistry content through the processes of food production, students will be able to make connections beyond the classroom. In addition to understanding the chemical reactions involved in cooking and how food is made, they will gain knowledge about the ingredients in food and their effects. Furthermore, the NGSS assert that “student performance expectations have to include a student’s ability to apply a practice to content knowledge” (NGSS, 2013). Student will learn by doing. They will be able to apply the chemistry concepts they learned to novel situations and solve problems related to food production. Due to the student-directed nature of this course, all students will have opportunities to demonstrate competence in a variety of ways.

The Chemistry of What We Eat will provide opportunities for students to work towards mastery of the following district and school goals:

• Students will engage in active, self-directed inquiries about the structure, properties, and interactions of food ingredients.
• Students will become more informed decision-makers as they gather and analyze data by experimentation and other research methods in order to develop claims about food ingredient interactions and their impact on health and the environment.
• Students will become more effective communicators by presenting their findings in a variety of ways.
• Students will become more effective collaborators by participating in collaborative inquiries.
• Students will become more creative producers by designing novel solutions to problems facing the food production industry.
• Students will become more effective *community participants* by sharing what they have learned throughout the course with members of the CHS community.

B. The following additional information must be supplied in the special instances noted:

- (1) Explanation and rationale for any course that serves as a prerequisite.
- (2) Explanation of any fieldwork or internship associated with the course.

*Next Generation Science I* is a prerequisite for *The Chemistry of What We Eat* because students will need a basic understanding of atomic structure and bonding. There is no required fieldwork and/or internship.

**Projected Enrollment:**

One or two sections of this course per semester is likely.

**Staffing/Financial Implications:**

No new staff are necessary should this course proposal be adopted. This course does require start-up funds for equipment that the CHS Science Department does not currently own (approximately $2,900 - see attached list). One room would need this equipment. In addition, consumables (grocery items) would need to be purchased on an ongoing basis for students to use during the lab activities and projects (about $400 per section).

**Other Considerations:**

a. Is the proposed change likely to affect other Departments or course offerings?
   - [ ] NO   [X] YES – If yes, list department/course offerings:

   The Science Department will be offering one other semester chemistry elective (*Chemistry I*) that students may take immediately after *Next Generation Science I*. This course will compete for enrollment with *Chemistry I*. However, based on the nature of the two courses, *Chemistry I* may attract those wanting more traditional chemistry content, while students who would like a different perspective may choose to enroll in *The Chemistry of What We Eat*. Moreover, students may take both classes, as the content will vary significantly. This course may also draw from other science electives, but most likely not enough to impact the enrollments significantly because, again, the content is very different.

b. Has the Department been consulted? [ ] NO   [X] YES
   Has the dept. approved? [ ] NO   [X] YES
Concord High School

Science of Survival

Science

[x] Elective  [ ] Graduation Requirement

1. Course Description:

Do you have the skills and knowledge to work with other survivors to stay alive? What is the science behind survival? In Science of Survival we will investigate the answers to these questions. Through a hands-on approach, teams will manage resources and solve problems they encounter while trying to meet the requirements for survival (water, food, shelter, health). This course is available to all students as a Science department .5 credit elective.

Course Objectives:

In this course, students will:

a. Understand the science behind water purification, and identify contaminants and their effects.
b. Create a practical yet functional water collection and purification system.
c. Explain the theory behind food gathering and preparation.
d. Demonstrate the science behind how to choose edible species in emergencies.
e. Explain preventative measures and critical responses for human health.
f. Demonstrate the scientific approaches to solving medical issues that arise in the field or in real life.
g. Explain the basics of structural integrity necessary for a short term shelter.
h. Create a basic shelter that addresses immediate survival needs (keeping warm and dry). Plans must explain the thermodynamics of why the structure will work.

Cross-Cutting Concepts

a. Science and Engineering Practices

Students will demonstrate the ability to work collaboratively and individually to generate testable questions or define problems, plan and conduct investigations using a variety of research methods in various settings, analyze and interpret data, reason with evidence to construct explanations in light of existing theory and previous research, and effectively communicate the research processes and conclusions.

b. Structure and Function

Students will demonstrate the ability to use evidence to support claims about the relationship between structure and function of natural and human designed objects.

Course Competencies and NGS Standards:
1. **Water Purification:** Students will demonstrate the knowledge and practical ability to purify water for human consumption.
   a. HS-ETS1-2
      Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
   b. HS-ETS1-3
      Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
   c. HS-ESS3-1
      Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

2. **Food Acquisition:** Students will demonstrate the knowledge and skills to identify and properly prepare locally occurring edible plants.
   a. HS-ESS3-1
      Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
   b. HS-LS2-6
      Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
   c. HS-LS2-7
      Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

3. **Human Health:** Students will demonstrate the knowledge and skills to respond to acute health conditions and to properly identify and prepare medicinal plants.
   a. HS-ETS1-3
      Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
   b. HS-PS1-5
      Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
   c. HS-PS1-6
      Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

4. **Shelter Construction:** Students will demonstrate the knowledge and skills necessary to construct a shelter that keeps the occupant warm, dry and safe from the environment concerns.
a. HS-ESS3-1
Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

b. HS-ETS1-2
Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

c. HS-ETS1-3
Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

d. HS-PS3-4
Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

2. Potential Participants:
Science of Survival would be available to all grade levels regardless of prior science or mathematics exposure. The skills and knowledge will be developed and presented in a manner so those with no or little familiarity can succeed and those with some exposure can still grow in their understanding while assisting others through collaboration. Different grade level participants within the same class could enhance student experience.

3. Rationale: (Justification)
A. Nature of the proposed course:
• With the creation of NGS I and NGS II, there is a new demand for additional courses that do not necessarily match the old science progression paradigm. Students must earn three science credits to meet graduation requirements. The first two credits are the prescribed NGS I and NGS II courses, the third is an elective course of their choosing.

• Students often question the real-world application of the content they are presented during courses and its usefulness. This course would provide a clear and tangible connection between the scientific concepts they have learned throughout their educational experience to the real world and its use and application in daily life.

• This course would further promote an intradisciplinary approach to problem-solving real-world issues. The connections made between the major scientific disciplines (Physics, Chemistry, Biology and Earth Science) will enhance student retention and understanding of the cross-cutting concepts present in all disciplines.
• The nature of this course would promote student communication, collaboration and creative problem-solving skills. These skills are essential for almost all future employment opportunities. Especially industries that value novel and unconventional solutions to real world problems.

• This course could also be used by students to demonstrate some competencies from the Next Generation Science I & II courses. This will help prevent students from having to retake an entire class and avoid over enrollment in those required courses.

B. The following additional information must be supplied in the special instances noted:

(1) There are no prerequisites for this course.

(2) There will be the fieldwork associated with this course. Students will need access to an outdoor space to demonstrate the knowledge and skills learned in class. There would be frequent in class activities that would require trips to local (both walking and in-district transportation) ecosystems.

4. Projected Enrollment: One or two sections (24-48 students).

5. Staffing/financial implications: There would be no additional teachers needed to offer this course.

Budget Implications:

- Reading the Forested Landscape: A Natural History of New England (paperback)  
  $16.00 x 6 copies = $96.00

- Northeast Foraging: 120 Wild and Flavorful Edibles from Beach Plums to Wineberries (paperback)  
  $24.00 each x 6 copies = $144.00

  $24.50 each x 6 copies = $147.00

6. Other Considerations [this section to be completed by Curriculum Facilitators]:

a. Is the proposed change likely to affect other Departments or course offerings?  
[X] NO  [ ] YES – If yes, list department/course offerings:

b. Has the Department been consulted?  [ ] NO  [X] YES  Has the dept. approved? [ ] NO  [X] YES
# Concord School District
## 2020-2021 Student/Staff Calendar

### August/September

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12 Days

### Condensed Calendar

*Note: Additional school days needed due to inclement weather will be added in June.*
Concord School District Policy #576
Service Animals in Schools

I. General conditions

A. Use of a service animal by a person with a disability will be allowed in or upon District property when the animal is required to perform work or tasks directly related to the individual's disability.

Qualified individuals with disabilities and service animal trainers are eligible to use service animals in the school.

B. "Service animals":

1. "Service animal" for the purposes of this policy shall mean and include any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animal shall be construed to include a "hearing ear dog," "guide dog," or "service dog," as those terms are currently defined in NH RSA 167-D:1. "Emotional support," "therapy," or "comfort dogs" are generally not service animals for the purposes of this policy, except as may be provided under paragraph II.B.

Miniature horses do not specifically fall within the state or federal statutory definitions for "service animal." However, miniature horses which have been individually trained to perform specific work or tasks may be permitted in the schools in certain circumstances as a reasonable accommodation for a qualified individual with a disability. Any such requests should be directed to the Superintendent or designee who, in addition to the above, will take into consideration the provisions of paragraph II.B and section III. If a miniature horse is approved, all the conditions in this policy shall apply.

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition.

2. The work or tasks performed by a service animal must be directly related to the individual's disability. Under state and federal law, work and tasks may include, but are not limited to: (1) assisting individuals who are blind or have low vision with navigation and other tasks; (2) alerting individuals who are deaf or hard of hearing to the presence of people or sounds; (3) providing nonviolent protection or rescue work; (4) pulling a wheelchair; (5) assisting an individual during a seizure; (6) alerting individuals to the presence of allergens; (7) retrieving items such as medicine or a telephone; (8) providing physical support and assistance with balance and stability to individuals with mobility disabilities; and (9) helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effect of an animal's presence and the provision of emotional support, well-being, comfort or companionship does not constitute work or tasks for the purposes of the law.

C. "Comfort" animals/pets: animals which do not meet the definition of service animal
as provided above are not entitled to protection under this policy and are subject to applicable policies or administrative regulations of the District or school.

D. The District will have no responsibility for the training, feeding, grooming or care of any service animal permitted to attend school under this policy (except in the limited circumstances described in Section II.C.1. It shall be the responsibility of the individual with a disability, or designated handler, to ensure the proper care and supervision of the service animal.

E. All service animals must be kept on a harness, leash or tether (unless this prevents the animal from performing his/her specific work or tasks with the individual) or must otherwise be under the control of the individual with a disability or designated handler at all times.

F. The individual (in the case of a student, the student’s parent/guardian(s)) is liable for any damage to District property or other personal property, and for any injuries to individuals caused by the service animal, consistent with any applicable laws.

G. Individuals with service animals may access the same areas that individuals without disabilities are authorized to access.

H. As used in this policy, “service animal trainer” shall have the same definition as that provided under RSA 167-D:1 as the same may be amended or replaced from time to time. As of February 1, 2017, that statute defines “service animal trainer” as (i) any person who is employed to train dogs for or is volunteering to raise dogs for a provider of service animals for persons with disabilities; (ii) or an individual trainer who helps a person with disabilities to train his or her own service animal; (iii) or an individual trainer who tests an animal to verify its eligibility for the New Hampshire service animal tag.

II. Administrative review of service animals

A. Whenever a service animal is in the school or on District property (and it is not obvious that the animal qualifies as a service animal, e.g., guide dog for a blind person), a building administrator or other authorized District personnel may ask:

1. Whether the service animal is required because of a disability;

2. What work or task(s) the animal has been trained to perform;

3. In the case of a service animal trainer, documentation of the individual’s affiliation with a recognized organization as described in RSA 167, and section I.H. above.

B. If a student with an educational disability or a Section 504 plan seeks to bring an animal on a school campus that is not a service animal as defined above, the request shall be referred to the IEP or Section 504 team to determine whether the animal is necessary for the student to receive a free and appropriate education (FAPE). After such review, if the animal is deemed necessary for the student to receive FAPE, then the animal shall be a service animal for the purposes of this policy.

C. When it is anticipated that a service animal will be in school on a regular basis with a third party (e.g., employee, volunteer, service animal trainer or other frequent visitor to the school), the individual using the service animal (or in the case of a student, the
student's parent/guardian(s) are strongly encouraged to notify the Superintendent or building Principal in advance.

1. The school will not provide any staff support to care for or control a service animal, but may provide support to a student using a service animal as needed in a particular instance (i.e., accompanying a young student who takes a service animal outside to relieve itself).

2. Any handler (service animal trainer, parent/guardian or other person) accompanying the service animal must have approval to work in the school from the New Hampshire Department of Education and undergo the State criminal background check.

D. Service animals must be properly licensed and vaccinated in accordance with New Hampshire law (see RSA Chapter 466).

III. Additional considerations relative to service miniature horses

In making a determination whether to allow a specific miniature horse as a service animal, the Superintendent/designee will consider pertinent factors, including, without limitation:

1. The type, size and weight of the miniature horse and whether the facility can accommodate these features;

2. Whether the handler has sufficient control of the miniature horse;

3. Whether the miniature horse is housebroken; and

4. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements necessary for the safety of students or others.

IV. Removal or exclusion of service animals from school

A. The Superintendent, building Principal or administrator may require that the service animal be removed from the school or other District property under any of the following circumstances:

1. The service animal poses a direct threat to the safety of individuals, causes a significant disruption of school activities or programs, fundamentally alters the nature of any school program, or otherwise jeopardizes the safe operation of the school in a manner that cannot be eliminated by modifications;

2. The service animal demonstrates that he/she is unable to perform reliably the work or tasks which he/she was represented as being able to perform (which is required to be defined as a service animal);

3. The service animal is not under the full control of the person with a disability, or the authorized handler/trainer, and the individual does not take effective action to control the animal;

4. The service animal is sick (i.e., vomiting, etc.), infested with parasites, has an infection of the skin, mouth or eyes, or otherwise presents a threat to the public health (applying the standard that would be applied to any other animal allowed on school premises); and/or

5. The service animal is not housebroken (i.e., demonstrates that it is not sufficiently
trained to relieve itself outside in appropriate locations).

B. If a service animal is removed or excluded, the individual shall still be provided access to school facilities, programs and/or services.

Legal References:
Section 504 of the Rehabilitation Act - 29 U.S.C. 794;
Americans with Disabilities Act - 42 U.S.C. 12101 et seq.;
Nondiscrimination on the Basis of Disability, Title 28 CFR Part 35-36;
NH RSA 167-D and 466

Adopted ________, 2019
Corresponds to NHSBA Policy IMGA, IMG
Jim Richards opened the meeting at 5:32 p.m. The agenda was a presentation about the “stable building,” and Dr. Merwyn Bagan and David Baer were introduced.

Dr. Bagan gave the history of the Abbot-Downing Coach Company and his research and interest, and that he and fellow historians had accumulated 10 original coaches. Most of the coaches have been stored at the Hopkinton Fairgrounds in an old barn. When asked how his group would proceed, he said that City manager Tom Aspell suggested an MOU between the City, the District and the Abbot-Downing Historical Society (ADHS) would need to be developed. Funding was a key component to launch the project. Dr. Bagan mentioned that a variety of tax credits and LCHP credits could be sought, as well as private donations, up to and including Wells Fargo Bank. Dr. Bagan noted that hours of operation would initially be weekends only, but as the museum grew, those could expand to weekdays. The renovation and operation of the buildout would last about six months, to produce a weathertight, structurally sound building. Business Administrator Jack Dunn gave a brief history of the stable building: in 1994, the City swapped the stable for the District’s old maintenance facility on Pembroke Road. Topics including parking, deed restrictions, liability insurance and property transfer were discussed. David Baer noted the cost would be about $1,600,000 with a 6-month buildout. Milestone Construction was well known in the City for tight construction sites and renovation work.

Mr. Richards made a motion to recommend that the full Board allow District administrators (Matt Cashman and Jack Dunn) to work with the City and ADHS to further explore the possibility of a building transfer over to the City.

The Committee voted 4-0 to recommend that the full Board allow the administration to work with the city and ADHS to further explore the possibility of a building transfer over to the city (motioned by Mr. Richards, seconded by Pam Wicks).

The meeting adjourned at 6:22 pm.

Respectfully submitted,

Jim Richards, Chair
Matt Cashman, Recorder
## Enrollment Report December 2019

### Elementary

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### District Total

- 4184 (not including preschool numbers)
## Monthly Enrollment Report Summary
### 2019-2020 School Year

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|     |     | 6:30 p.m. Negotiations  
7:00 p.m. Board meeting |     |     |     |     |
| 8   |  9  | 10  | 11  | 12  | 13  | 14  |
|     |     | 5:30 p.m. City & Community Relations |     | 5:00 p.m. Annual Board dinner |     |     |
| 15  | 16  | 17  | 18  | 19  | 20  | 21  |
|     |     | 5:00 p.m. Executive  
5:30 p.m. Communications & Policy |     | 5:30 p.m. Instructional Enrollment report |     |     |
| 22  | 23  | 24  | 25  | 26  | 27  | 28  |
|     |     |     |     |     |     |     |
| 29  | 50  | 51  | 1   | 2   | 3   | 4   |
|     |     |     | Holiday Recess  
NO SCHOOL |     |     |     |
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**Holiday Recess**  
NO SCHOOL
## January 2020 Board Meetings

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<td>7:00 p.m. School Board meeting</td>
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<td>8:00 am to 2:00 pm Board Retreat</td>
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<td>5:30 p.m. Special Board meeting on the budget</td>
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<td>Martin Luther King, Jr. Day</td>
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<td>5:30 p.m. Communications &amp; Policy Special education manual</td>
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<td>5:00 p.m. Executive 5:45 p.m. Instructional Sabbatical proposal</td>
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<td>5:30 p.m. Capital Facilities RMS</td>
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