1. CALL TO ORDER

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

3. PUBLIC COMMENT – agenda items only

4. APPROVAL OF BOARD MINUTES
   a. Regular monthly meeting (January 3) ................................................................. pp. 3-10
   b. Board retreat (January 12) ........................................................................ pp. 11-13

5. RECOGNITIONS / REPORTS
   a. Rose Baker
   b. Heidi Crumrine
   c. CHS Updates
   d. Superintendent

6. COMMUNICATIONS & POLICY
   a. Committee meeting report (non-public, January 16)
      • Policy #517 Manifest Educational Hardship (2nd reading) ...................... pp. 14-15
      • Policy #517.5 Change of School or Assignment – (2nd reading) ............. pp. 16-17
        Best Interests
      • Policy #520 Safe Schools (2nd reading) .................................................... pp. 18-19
      • Policy #529 Homeless Students (2nd reading) .......................................... pp. 20-21
      • Policy #536 Corporal Punishment (2nd reading) ....................................... p. 22
      • Policy #543 Student Discipline (2nd reading) ............................................. pp. 23-26
        and Due Process
      • Policy #544 Weapons on School Property (2nd reading) ....................... pp. 27-28

7. INSTRUCTIONAL
   a. Committee meeting report (January 12) ........................................................ pp. 29-33

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

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

10. ADJOURNMENT
Board of Education, Concord School District
Annual Organization meeting and Regular meeting
January 7, 2019

Board members present: Nancy Kane, Tom Croteau, Chuck Crush, Barb Higgins, Jennifer Patterson, Liza Poinier, Danielle Smith, Jim Richards, Pam Wicks; Helen Massah and Gaven Brown (student representatives)

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

Annual Organizational Meeting

Superintendent Terri Forsten called the meeting to order at 7:02 p.m. and recognized new Board members Nancy Kane, Barb Higgins and Danielle Smith, and returning member Jennifer Patterson. She pointed out those clauses in the Charter that govern the first meeting of the Board in each calendar year. Superintendent Forsten then opened the floor to nominations for president of the School Board.

Tom Croteau nominated Jennifer Patterson for president, noting that she has every qualification necessary to lead. There were no other nominations.

The Board voted 9-0 by roll call to elect Jennifer Patterson as president of the Concord School Board for 2019 (motioned by Mr. Croteau, seconded by Chuck Crush).

Board President Patterson thanked the Board for its vote of confidence in her leadership, and asked for nominations for vice president of the Board.

Pam Wicks nominated Mr. Croteau as vice president, noting that he has done an excellent job as a senior member of this Board. There were no other nominations.

The Board voted 9-0 to elect Tom Croteau as vice president of the Board for 2019 (motioned by Ms. Wicks, seconded by Ms. Higgins).

Ms. Patterson asked for nominations for secretary of the Board.

Mr. Crush nominated Jim Richards as secretary of the Board. Mr. Croteau seconded the motion. There were no other nominations.

The Board voted 9-0 to elect Jim Richards as secretary of the Board for 2019 (motioned by Mr. Crush, seconded by Mr. Croteau).

Ms. Patterson nominated Patrick Taylor as Deputy Clerk of the Board. Mr. Croteau seconded the motion. There were no other nominations.
The Board voted 9–0 to appoint Patrick Taylor as Deputy Clerk of the Board for 2019 (motioned by Ms. Patterson, seconded by Mr. Croteau).

The Board voted 9–0 to adjourn the organizational meeting (motioned by Mr. Richards, seconded by Mr. Croteau).

The organizational meeting adjourned at 7:08 p.m.

Respectfully submitted,

Jim Richards, Secretary
Agenda Item 1. Call to Order

Board President Jennifer Patterson called the meeting to order at 7:10 p.m.

Agenda Item 2. Approval of Agenda

The Board voted 9-0 to approve the agenda with revisions as noted (motioned by Jim Richards, seconded by Liza Poinier).

Agenda Item 3. Public Comment—agenda items only

Concord resident and parent Rachel Goldwasser expressed interest in the class size policy up for a vote at this meeting. She noted that several fourth and fifth grade classes have become fairly large, although the numbers are well within the current policy. She asked the Board to solicit parent and teacher input before passing this policy, noting that from a community perspective it would be helpful to have more research and solicit feedback from community stakeholders.

Concord resident Deodonne Bhattarai noted that her son is in the developmental preschool and has an IEP. She echoed Ms. Goldwasser’s comments and asked that the Board proceed with the best research-based calculations for class size.

Concord resident Melissa Hinebach noted that she has a 10th grader at CHS with an IEP, and a 6th grader at RMS. She reiterated the other comments about class sizes.

Agenda Item 4. Approval of Board Minutes

Ms. Patterson reviewed the minutes of the regular Board meeting on December 3.
The Board voted 9-0 to approve the minutes of the regular monthly meeting on December 3 (moved by Ms. Kane, seconded by Mr. Croteau).

Agenda Item 5. Recognitions

Superintendent Forsten showed a short video about the upcoming professional development day on January 28 on the topic of social/emotional learning.

Student Board representative Helen Massah and Gaven Brown provided notes on events at CHS:

• On the Friday before break, CHS staff and students wore their most festive holiday wear to celebrate the season, from accessories to hats and sweaters and including models on CHS Live, the daily news show.

• The 2018 CHS Food Drive garnered over $900 just in change, with a total donation of $8,651 in cash and 54 food boxes. Notably, sophomore Jack Smith, who started a store called “Jack’s This and That” selling school supplies and his own creations including T-shirts, homemade soups and chocolate lollipops, donated $300 to the Food Drive. The store helps with Jack’s academics but his main goal is to donate to school clubs and organizations. For his work, he received a standing ovation at the holiday concert.

• On December 18, the CHS Orchestra, Band, and Choir joined for a holiday music performance. The week before, they performed at the Capital Center for the Arts.

• Teacher George Golden’s Intro to Engineering class returned to NHTI for the annual NHDOT Bridge Building contest, open to all schools. It attracts about 150 students who work in groups of 2-4 to design and build the strongest and lightest bridge possible. One CHS team took home the trophy again this year and set a new strength-to-weight-ratio record in the process.

• Midterms are scheduled for next week, followed by the selection process for next year’s classes.

• The CHS Drama Club presents Senior One Acts this weekend, 30 to 45-minute shows directed by seniors Joshua Girouard, Dan Gaby, Jacob Marcus and Paolo Vasquez. Diviners, directed by Joshua, set in the Great Depression, features Buddy, a boy with mental challenges after almost drowning as a kid. It centers on his interactions with the other townspeople and a traveling ex-preacher. Dan will direct These Shining Lives, about four of the women known as the Radium Girls, female workers who were exposed in the 1920s to radium as a result of their employment painting watches using radium-based glow paint and suffering health issues as a result. As for the other two shows (Every Man-The Circus of Life and The Other Room) be sure to come see cast and directors unravel their magic as they take the stage.
Agenda Item 6. Instructional Committee

Liza Poinier presented the report of the meeting on December 5, during which CHS staff discussed implementation of five new classes (Social Movements: Power to the People; Algebra II; Physics; The Write Stuff and Sports Literature); and presentation and discussion of several new courses at the high school. Mr. Richards noted that he was impressed by the development and implementation of these classes. Mr. Croteau noted that CHS Principal Sica and his team work diligently to develop and teach these classes.

The Board voted 9-0 to adopt three new courses for 2019-2020: Sculpture; Contemporary Performance; and Science of Sustainability, each a half-credit elective (motioned by Ms. Poinier, seconded by Ms. Higgins).

Agenda Item 7. Communications and Policy Committee

Jennifer Patterson noted that the Committee had met on December 12 to discuss a number of policies primarily related to student matters.

She discussed Policy #641 Class Size Guidelines, up for a second reading. The Committee had reviewed the sample NHSBA policy during its initial discussion of possible revisions to this policy. Superintendent Forsten noted that this policy was brought forward because of the discussion at budget time last year.

Mr. Croteau commented that the numbers provide enough of a spread to adequately address anomalies, noting that both former Superintendent Chris Rath and current Superintendent Terri Forsten have addressed issues very quickly when class numbers have nudged up. He noted the Superintendent's contingency fund allows for the hiring of additional staff if necessary.

Superintendent Forsten noted that the committee examined state and federal standards for class size, and the District is within those standards. Ms. Patterson commented that the Board wanted to look at special education guidelines relative to class sizes.

Mr. Crush thanked the parents for their input. He said the Board might want to look again at this policy, noting that it does not contain provisions for special education classrooms. He said the community is more diverse now and there should be public hearings or listening sessions.

Ms. Wicks said she advocated reviewing this policy last year, and has appreciated the Superintendent's work to stay within the middle range whenever possible. She noted that three kindergarten teachers were added this year using the contingency fund. She said would not object to delaying approval of changes to this policy.

Jim Richards commented that he'd prefer to have teachers weigh in on implementation.

Ms. Patterson noted that Superintendent Forsten indicated the Board simply needed clarity on this policy; in its present form it has worked really well. The administration
needs to know what this policy is in order to develop the budget. She suggested that there could be a nuanced review after the budget process.

Mr. Crush agreed that there is a timeline to meet regarding the budget.

Mr. Richards noted that if the Board declined to vote on the policy tonight, the current policy would be already in force. The policy could be impacted by demographic study presentation on January 30.

Superintendent Forsten suggested adding a meeting on February 6 to further discuss this policy.

Ms. Patterson presented several policies for a first reading:

Policy #517 Manifest Educational Hardship – The committee added text from the NHSBA policy and renumbered items 1 through 10.

Policy #517.5 Change of School or Assignment – Best Interests

This new policy represents a means to distinguish reassignment requests based upon “manifest educational hardship” from requests based upon “best interests,” but does not provide an appeal right. Ms. Patterson noted that under the statute, a parent may appeal the Superintendent’s decision to the State Board of Education under “manifest educational hardship,” but not with this policy. Under this policy, a request would go to Board for ratification only if the Superintendent grants it. Former committee member Nathan Fennessy had suggested that the proposed policy does not define “best interest.” Mr. Crush noted that this policy does not apply to special education students.

Policy #520 Safe Schools

NHSBA has three relevant sample policies that cover the multiple topics covered in the District’s current policy. The Committee recommended adopting the three new policies: current Policy 520 Safe School Zone would be replaced with the NHSBA policy ADD sample text in its entirety; Student Discipline and Due Process (NHSBA sample policy JICD) would be numbered Policy 543 (see below); Weapons on School Property (NHSBA sample policy JICI) would be numbered Policy 544 (see below).

Policy #529 Homeless Students

Mr. Crush asked whether the District homeless liaison is a position. Superintendent Forsten clarified that this is an assignment within a position. Each school also has a homeless liaison.

Policy #536 Corporal Punishment – the District has had a long practice of not using corporal punishment. The Committee recommended replacing Policy #536 with NHSBA sample policy JKA.

Policy #543 Student Discipline and Due Process

Mr. Crush said he did not understand the application of Policy #543 to expulsion of special education students. Assistant Superintendent Donna Palley noted that in these
cases, the special education team would assess whether that action was a manifestation of the student’s disability. If so, discipline would not fall under Policy #543 but would be covered under special education law.

Nancy Kane asked whether the suspension process is under the purview of the Superintendent, but expulsion would come before the School Board. Superintendent Forsten said this was correct.

Policy #544 Weapons on School Property

Ms. Patterson then noted that a number of policies were before the Board for a second reading and vote:

Policy #511 Non-Resident Student Admission
Policy #511.1 Elementary Enrollment Areas
Policy #512 Entrance Age
Policy #513.3 Tuition Students (considered for deletion)
Policy #513.4 Vocational Educational Programs
Policy #514 Attendance, Absenteeism and Truancy

Mr. Crush asked about this as it applies to special education students. Ms. Palley noted that these students would be held to the policy unless there additional medical documentation was received or attendance was part of the student’s IEP. Ms. Patterson asked if the CHINS law is still valid; it is.

Policy #515 Student Early Release Precautions – this will be the new number.
Policy #515 Post-Graduate Students (considered for deletion)
Policy #516 Guidelines for Foreign Exchange
Policy #641 Class Size Guidelines

It was decided to hold adoption of this slightly revised policy out of the vote.

Policy #818 Website Accessibility/Grievance (new)

There was no further discussion of these policies. Ms. Higgins noted that application of any of these policies are tailored to the needs of each student. Mr. Croteau noted that if there were ever a policy that after adoption did not make sense, it could be brought back for revision.

The Board voted 9–0 to adopt Policy #511 Non-Resident Student Admission; Policy #511.1 Elementary Enrollment Areas; Policy #512 Entrance Age; Policy #513.4 Vocational Educational Programs; Policy #514 Attendance, Absenteeism and Truancy; Policy #515 Student Early Release Precautions (re-numbered to replace the previous policy 515); Policy #516 Guidelines for Foreign Exchange; Policy #818 Website Accessibility/Grievance (new); with revisions as presented,
and to delete Policies #513.3 Tuition Students and Policy #515 Post-Graduate Students (moved by Ms. Patterson, seconded by Mr. Richards).

Agenda Item 8. Negotiations Committee
Jim Richards reported that the Committee met on December 19 in a “non-meeting” to discuss contract negotiations.

Ms. Patterson noted the membership of the 2019 Board committees:
Capital Facilities: Jim Richards, Chair, Nancy Kane, Danielle Smith, Pam Wicks
City and Community Relations: Liza Poinier, Chair; Barb Higgins, Danielle Smith, Pam Wicks
Communications and Policy: Jennifer Patterson, Chair; Tom Croteau, Chuck Crush, Nancy Kane
Executive: Jennifer Patterson, President; Tom Croteau, Vice President; Jim Richards, Secretary
Finance: Tom Croteau, Chair; Chuck Crush, Barb Higgins, Jim Richards
Instructional: Pam Wicks; Chair; Nancy Kane, Liza Poinier, Danielle Smith
Negotiations: Chuck Crush – Chair; Barb Higgins, Liza Poinier, Jim Richards

Agenda Item 9. Proposed calendar of meetings
Superintendent Forsten discussed the proposed Board calendars for January and February, highlighting the Board retreat on January 12 at Mill Brook School.

Agenda Item 10. Public comment
Ms. Goldwasser thanked the Board for its work on policy revision.

Agenda Item 11. Adjournment
The Board voted 9-0 to adjourn (motioned by Ms. Higgins, seconded by Mr. Crush).

The Board adjourned at 8:50 p.m.
Respectfully submitted,

Jim Richards, Secretary
Concord School District
Annual School Board Retreat
January 12, 2019
8:00 a.m. – 2:15 p.m.

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

District Administrators: Terri Forsten, Donna Palley, Jack Dunn, Larry Prince, Matt Cashman

Agenda

A. Concord by the numbers
B. Developing Boardsmanship
C. Committees, goal setting
D. Break and MBS tour
E. The future middle school
F. Social media & Board members

A. The morning began with a quick review of the District's vision and mission. Donna Palley led a process of considering the District by the numbers:

- Total number of students, preschool – Grade 12 4,459
- Total number of District employees 1,235
- Number of students with educational disabilities 739
- Number of students enrolled in 21C after school programs 1,064
- Number of languages spoken by District students 44
- Number of District technology devices 6,500
- Number of students enrolled in Performing Arts 945
- Number of homeless students 76
- Number of students enrolled in Advanced Placement classes 635
- Percent of students eligible for free and reduced-price meals 38%
- Number of students enrolled in Athletics 1,434
- Total District budget $89,000,306
- Total square footage of facilities 1,098,561
B. After reviewing several policies, Board members discussed the importance and highlights of each. Policy #110 School Board Member Ethics, Policy #150 School Board Electronic Communication and Policy #134 Non-Public Sessions were discussed. The one-page document from NHSBA, Role of a School Board Member, was read and discussed.

Board members filled out the School Board Self-Assessment Tool, looking at the Board’s work in the areas of Policy, Strategic Planning, Relationship with the Superintendent, Communication with the Public and Effective Board meetings. The most consistently high ratings fell into the areas of Policy and Effective Board meetings. The Executive Committee may review this assessment tool further and consider how to develop the Board’s work in these areas.

C. Following an overview of each committee by its Chairperson, Board members discussed the work of each committee, highlighted success from the past year and discussed focus areas for the coming year. These ideas will be discussed further at each of the next committee meetings; goals will be created at the committee level and recommended to the Board at a follow-up meeting.

**Capital Facilities Committee** – this committee would like to see the District develop long- and short-term maintenance goals in a revised facilities plan. This committee will also be at the forefront of the middle school facility development and will be looking at ways to influence the political conversation to reinforce the need for state building aid.

**City and Community Relations Committee** – this committee will look at the District website to improve navigation, and review work in social media and television. Board members discussed how to improve ready access to School Board meetings on the website. The Committee would like to host a legislative breakfast this year and consider how to advocate for building aid.

**Communications & Policy Committee** – this committee will continue its work to update, review and revise current policies and to stay up-to-date on newly-introduced legislation that will influence policies. This committee would like information on interpreting contract language, as grievances may come to this committee.

**Finance Committee** – this committee manages the reserve and trust funds and must be well aware of costs related to running the District: tax rate and creating options (80% attributable to personnel costs). The committee is interested in making good choices, prioritizing, gaining state building aid, and the need to consider bonding needs to support a middle school project and to support older facilities (more roofing projects).

**Instructional Committee** – This committee enjoys the curriculum and instruction-connected conversations as it examines 21st century learning – hands-on, project-based learning. This committee would like to consider the middle school grade range decision (grades 5-8 or 6-8). For the coming year, the committee will focus on computer science and social studies, personalized learning, social-emotional learning (SEL), behavior task
force and career pathways. The committee will consider ways to create opportunities for Board members to visit classrooms during the coming year.

**Negotiations Committee** – this committee has just completed a fairly challenging year with several new CBAs in hand. The committee will continue to consider long-term liabilities in negotiations. The committee is interested in gaining and maintaining a competitive edge as new employees are recruited. Four contracts will need to be negotiated by June 30, 2019.

**Executive Committee** – this committee meets monthly to create the agenda for the monthly meetings, and also considers significant issues as they arise in the District. This committee has some interest in being present at community events and connecting with other organizations in the community.

D. School Board members toured Mill Brook School.

E. As a conversation about middle school property options began, Ms. Patterson made the motion to move into non-public session at 12:46 p.m. under RSA 91-A:3 II (d) that states: “Consideration of the acquisition, sale, or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.”

The Board voted 9-0 by roll call to move into non-public session at 12:46 p.m. under RSA 91-A:3 II (d) (motioned by Ms. Patterson, seconded by Tom Croteau)

to discuss a property matter.

Ms. Patterson made the motion to come out of non-public session at 1:52 p.m.

The Board came out of non-public session at 1:52 p.m. and by roll call voted 9-0 to seal the minutes under RSA 91-A:3 II (d) – property matter (motioned by Ms. Patterson, seconded by Chuck Crush).

F. The Board reviewed Policy #434 Social Media – Staff, and had a quick conversation about using social media as a Board member.

The retreat adjourned at 2:15 p.m.

Respectfully submitted,

Jim Richards, Secretary

Terri Forsten, Recorder
Concord School District Policy #517

Manifest Educational Hardship

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

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

**Procedure for consideration of a Manifest Educational Hardship request**

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

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

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

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

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

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

6. The Board may find that a manifest educational hardship exists provided that the parent/guardian demonstrates that attendance at the assigned school will have a detrimental effect on the child's education, and that another public school or public academy, either within the District or in another district, can reasonably meet the student's educational needs.
7. The Board shall find that a manifest educational hardship exists if it determines that there is clear and convincing evidence that:
   a. A compelling amount of a student's academic, physical, personal or social needs cannot be met by the assigned school or are not found within the student body of the assigned school;
   b. The attendance at the assigned school will impair the educational progress of the student; and
   c. Another public school or public academy, either within the District or in another district, can reasonably meet the student's educational needs.

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

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

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

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

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

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

A. Manifest educational hardship change of assignment distinguished

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

B. Conditions and procedures for reassignment based upon best interests

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

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

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

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

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

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

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

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

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

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

D. Notice to the Department of Education

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

E. Special education placements

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

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

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

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

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each District building.
11. Procedures to provide for regular communications between District officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.
12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety and special hazards associated with athletics and other extracurricular activities.
13. Procedures for the reporting of criminal activity to law enforcement. Each building Principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The Principal shall submit annually, in the manner and by the date specified by the State Board of Education, a written report concerning the learning environment in the school during that school year. The report shall contain, at a minimum, the information required by law.

Legal References
RSA 193-D, Safe School Zones
RSA 193-F, Pupil Safety and Violence Prevention
NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety

Corresponds to NHSBA Policies ADD/EBB. See also EB, JICK.
Concord School District Policy #529
Homeless Students

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

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

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

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

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

If there is an enrollment dispute between the child's parent/guardian and the District, the student shall immediately be enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian shall be informed in writing of the District's final decision and the parent/guardian's appeal rights. Unaccompanied youth will also be enrolled pending resolution of a dispute.
Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to District policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the District liaison is directed to assist. Records from the student’s previous school shall be requested from the previous school pursuant to District policies. Emergency contact information is required at the time of enrollment, consistent with District policies.

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

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

**Legal References**

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

Adopted November 6, 2006. Revised August 6, 2012; __________, 2019
Corresponds to NHSBA Policy JFABD
Concord School District Policy #536

Corporal Punishment

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

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

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

Corresponds to NHSBA Policy JKA
Concord School District Policy #543
Student Discipline and Due Process

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

A. Disciplinary Measures – Definitions

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

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

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

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

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

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

6. "Probation" means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure
of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

7. "Expulsion" means the permanent denial of a student's attendance at school for any of the reasons listed in RSA 193:13, II and III.

B. Standards for removal from classroom and detention

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

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

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

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

D. Process for out-of-school suspension

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

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

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

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

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

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

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

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

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

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

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

F. Board Sub-committee

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

G. Disciplinary removal of students with disabilities

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

H. Notice

This policy and school rules which inform the student body of the content of RSA 193:13 shall be printed in the student handbook and made available on the District’s website to students, parents and guardians. The Principal or designated building administrator shall also inform the student body concerning this policy and school rules which address the content of RSA 193:13 through appropriate means, which may include posting and announcements. See: Ed. 317.04 (d).
Legal References
RSA 189:15, Regulations
RSA 193:13, Suspension & Expulsion of Pupils
RSA Chapter 193-D, Safe Schools Zones
NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline
NH Code of Administrative Rules, Section Ed 306.04(/), Student Discipline Policy
NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of Pupils Assuring Due Process Disciplinary Procedures
In re Keelin B., 162 N.H 38, 27 A.3d 689 (2011)
See Appendix: TICD-R

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

Weapons on School Property

Guns and Firearms – Students

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

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

Weapons under control of law enforcement personnel are permitted.

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

Other weapons

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

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

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

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

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

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

Adopted ________, 2019
Corresponds to NHSBA Policy JICI. See also KFA, Appendix JICD-R, Appendix JICI-R
Pam Wicks opened the meeting at 5:30 p.m. with an overview of the topic to be discussed (competency-based education, or CBE).

Assistant Superintendent Donna Palley summarized the history of competency education in New Hampshire, in Concord School District and at Concord High School.

In 2013, the NH Board of Education created an expectation that schools provide learning opportunities to enable students to achieve the District’s graduation competencies aligned to the skills, knowledge and work-study practices required for success in college and careers; and allow students to demonstrate achievement of additional competencies aligned to student interests in elective courses, career and technical education courses or extended learning opportunities.

Competency education includes measurable standards-aligned learning competencies connected to learning progressions, multiple and varied assessments that provide students with opportunities to apply learning and timely, differentiated support based on individual learning needs.

In Concord schools, educators have been “unpacking” standards, developing aligned common summative assessments and developing common curricula based on standards. Competencies include explicit, measurable, transferable learning objectives that empower students. Learning outcomes emphasize competencies that include application and transfer of knowledge, skills and understandings.

Ms. Palley reminded the Committee that we are in the fourth year of PACE (Performance Assessments of Competency Education), an alternative State accountability system that involves a reduced level of standardized testing with locally developed common performance assessments, and the NH Statewide Assessment System/SAT given once in elementary school, once in middle school and once in high school (three grades instead of seven). In all other years, students are given common and local performance assessments developed by teacher teams and validated at the state level. PACE offers an integration of assessments with students’ day-to-day work, emphasizing meaningful content and deep
student engagement. It involves educators in designing and implementing the accountability system; and supports approaches to instruction, learning and assessment that are competency-based. PACE includes professional development and support from the NHDOE for local districts involved in this initiative, including calibration.

Ms. Palley also showed a more traditional assessment tool and an assessment that would be considered a performance-based assessment tool with connections to a rubric and competency skill development. She shared a copy of the elementary report card that uses a competency-aligned means for assessing student skill development.

Mr. Sica provided an overview of how students’ competency development is leveraged by using several graphics.

**Leveraging Students’ Deeper Learning Competencies**

![Diagram showing deeper learning competencies and understanding]

Mr. Sica also referenced a work habit practices slide that highlighted communication, self-direction, collaboration and creativity.

Mr. Sica outlined five components of effective grading:

1. The primary purpose of a competency-based grading system is to clearly, accurately, consistently, and fairly communicate learning progress, achievement and work study practices to students, families, postsecondary institutions and prospective employers.
2. An effective grading system measures, reports, and documents academic progress and achievement separately from work habits, character traits, and behaviors.
3. The grading system ensures that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student’s education.
4. The grading system measures, reports, and documents student progress and competency against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed by the administration, faculty, and staff.
5. The grading system ensures consistency and fairness in the assessment of learning, and in the assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.

As decisions about grading purposes are made at CHS, other critical issues about the form of the report card, as well as issues related to broader grading and reporting policies and practices, will be easier to address and resolve.

Mr. Crumrine reviewed the history of grading at the high school level. He referenced percentages, numbers and letter grades. He spoke to research done in this area by Tom Gusky and Bob Marzano, who have examined differences in grading processes between two teachers who may be grading the same test or the same paper. In competency education, competencies are deconstructed into smaller learning targets, giving parents, students and teachers more detailed information to identify areas of growth and to celebrate skills mastered.

Steve Rothenberg showed two slides that included a high school transcript that reflects competency assessment of learning. In competency education, grades are fair and accurately reflect student learning over time; grades communicate a student’s progress; and grades are based on robust summative evidence from multiple forms of assessment. Behaviors, work habits and personal qualities are separately assessed in a competency format. The newest evidence of learning is weighted more heavily. Scores and grades provide the opportunity for targeted re-instruction. Students are held accountable to meet competencies; they do not move forward with deficits in learning.

Jim Corkum addressed the topics of re-teaching and reassessment at CHS. In several classrooms, re-assessments are built-in; a FLEX Model (1:1, co-teaching, regrouping, small-group re-teaching) is used, after-school tutoring is provided, as well as Individual Learning Plans, Learning Labs, Diploma Academy, competency-based summer school and online learning.

Mr. Corkum showed a list “real world” areas in professions, where reassessments are very common so that people may reassess and demonstrate their skills. In competency education, students are taught and expected to participate in re-learning and re-assessment to ensure they are college- and career-ready.

Mr. Rothenberg showed several current rubrics. He highlighted the work by CRTC teachers on competency development. In competency education, NH Work Study Practices are emphasized, measured and reported, in conjunction with competencies, providing a refined picture of a student’s overall performance as well as their relative level of CCR (college- and career-readiness).

Chali Davis addressed common concerns of students and parents regarding applications to competitive colleges or universities. The CHS team hosted a panel discussion with representatives from several colleges and universities last spring. They all confirmed they are reviewing a variety of different types of transcripts from high schools across the country, and many have already instituted procedures for accepting a wide variety of
transcripts. Colleges look for a robust school profile that speaks to the richness of the school's academic experience. Colleges want to know if students have availed themselves of all the opportunities within their educational community. Standards-based grades and transcripts are acceptable, if not preferable.

Mr. Rothenberg spoke about grade point averages, class rank and Latin honors. The migration to a robust CBE model also elicits deep questioning of the appropriateness of the class rank model; specifically, whether the Latin system is more appropriate. Regardless, the class rank model can function with CBE in place; they are not exclusive of each other. Ultimately, a system that celebrates and promotes success and informs future college, employer, and military decision-makers of a student's relative performance is desired.

Ms. Palley wrapped up the presentation by outlining what is not changing. Students will strive to reach rigorous and robust learning targets. Students will have opportunities to excel. Students will receive report cards and transcripts that reflect the values of competency education. Rubrics will be used to determine grades. Grades will be calibrated to ensure reliability. Grade point averages and ranking will be determined. Academic excellence will be recognized. Opportunities for competency recovery, relearning and re-assessing will be provided.

An additional presentation to the Instructional Committee will include an overview of the "roll-out" process, software options to support this work and a plan for communication across the community.

Ms. Wicks thanked the high school administrators for their presentation and for developing a clearer understanding of competency education. Tom Croteau asked how easily teachers are finding content to support their work in competency development. Mr. Sica shared professional development opportunities for teachers. Ms. Palley spoke to how teachers have been purchasing fewer texts, but more "stuff" to support their work. The District has purchased technology to support teachers also. Nancy Kane asked how much of this work has been implemented. Mr. Sica said that the challenge for teachers is that they have a "foot in both worlds," as they are working with a four-point scale and are also working in a one-hundred-point scale.

Jim Richards said that he has heard from students, parents and teachers that they are not supportive of this move overall; he likened it to what would happen if the District discontinued varsity athletics. He said he was very concerned about this going forward. Tom Crumrine spoke to the calculation processes and his review.

Jennifer Patterson spoke to her experience as a member of the Board and what she has learned over the years on a variety of critical topics. She requested that a follow up presentation be offered soon so that the Board and the community may understand the direction that is being recommended to change grading at the high school level. Ms. Patterson said that it was helpful to have the college admissions officers offer their forum.

Ms. Palley informed the Board of several articles in their online committee notebook to support their understanding of this topic. She drew their attention to an article,
"Admissions Document," that highlights 75 New England colleges and universities that are supportive of performance-based report cards as not disadvantaging students on college applications.

Danielle Smith shared a story from her high school experience where she asked a teacher what she could do to earn two more points on her grade; her teacher simply erased her grade and increased it by two points. She said has always felt uncomfortable about that incident and understands the subjectivity of grading. She asked whether students would be able to take work home to continue their work. Ms. Palley responded affirmatively that students' assignments would continue to be available for them to work on at school and at home.

Mr. Richards suggested a list of high schools in the region that are using a four-point competency-based education reporting system. Ms. Wicks encouraged the committee to continue the conversation and to invite the college admissions counselors back to a parent forum. Mr. Croteau spoke to his respect for the CHS team and their skills.

Mr. Sica noted that there will be a strong, professional level of commitment present as the high school team of administrators and teachers move forward with this work. He also reminded everyone that colleges are not solely interested in a grade point average (GPA); they are looking for a robust transcript and engaged learners who have been part of balanced learning opportunities.

Ms. Wicks asked for a motion to adjourn.

The Committee voted 4-0 to adjourn (motioned by Liza Poinier, seconded by Danielle Smith).

The meeting adjourned at 7:15 p.m.

Respectfully submitted,

Pam Wicks, Chair
Terri Forsten, Recorder
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## Monthly Enrollment Report Summary
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## February 2019 Board Meetings

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<td>7:00 p.m. Board meeting</td>
<td>5:30 p.m. Communications &amp; Policy</td>
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<td>5:30 p.m. Special Board meeting Demographic study</td>
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**Winter Recess — No School**
# March 2019 Board Meetings

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<td>5:30 p.m.</td>
<td>Budget Work Session</td>
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<td>5:30 p.m.</td>
<td>Public Hearing on the Budget Mill Brook School</td>
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<td>Public Hearing on the Budget Rundlett Middle School</td>
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<td>Special Board meeting to finalize the budget</td>
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