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 (Feb 4) .................................................. pp. 3-6
   b. Special Board meeting (Feb 11) ....................................................... pp. 7-9
   c. Budget Work Session (Feb 13) ....................................................... pp. 10-18
   d. Budget Work Session (Feb 18) ....................................................... pp. 19-25
   e. Budget Work Session (Feb 20) ....................................................... pp. 26-32
   f. Legislative Breakfast (Feb 22) ....................................................... pp. 33-34

5. RECOGNITIONS / REPORTS
   a. National Merit Scholars
   b. Principals Blinn, Scarpati and Fitzgerald
   c. CHS Updates
   d. Superintendent

6. PERSONNEL
   a. Staff nomination ................................................................. p. 35
   b. Coach nominations ........................................................... pp. 36-38

7. COMMUNICATIONS & POLICY
   a. Committee meeting report (February 6) ....................................... pp. 39-44

8. NEGOTIATIONS
   • CAA collective bargaining agreement

9. PROPOSED CALENDAR OF MEETINGS ........................................... pp. 47-48

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

11. ADJOURNMENT
Board members present: Nancy Kane, Tom Croteau, Chuck Crush, Jennifer Patterson, Liza Poinier, Danielle Smith, Jim Richards, Pam Wicks; Helen Massah (student representative)  

Administrators: Superintendent Terri Forsten, Business Administrator Jack Dunn, Director of Human Resources Larry Prince

Agenda Item 1. Call to Order  
Board President Jennifer Patterson called the meeting to order at 7:00 p.m.

Agenda Item 2. Approval of Agenda  
Larry Prince suggested the addition of a personnel section to the agenda.  

The Board voted 8-0 to approve the agenda with the addition of a personnel section after Item no. 5 (motioned by Jim Richards, seconded by Chuck Crush).

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

Agenda Item 4. Approval of Board Minutes  
Ms. Patterson reviewed the minutes of the organizational Board meeting on January 7, the regular Board meeting on January 7, and the Board Retreat on January 12.  

The Board voted 8-0 to approve the minutes of the organizational Board meeting on January 7, the regular Board meeting on January 7, and the Board Retreat on January 12 (moved by Nancy Kane, seconded by Tom Croteau).

Agenda Item 5. Recognitions  
Superintendent Forsten recognized crossing guard Rose Baker, who has directed traffic and student crossings for over 19 years at Concord High School and Rundlett Middle School, for over 2,000 students daily. Board members thanked Ms. Baker for her service.
CHS English Teacher Heidi Crumrine, NH Teacher of the Year in 2018, made a presentation about her work during that time. She visited “Google for Education” in California where she learned about presentation and storytelling; Space Camp in Huntsville, AL where she experienced simulated lower-earth orbit and became a “vulnerable learner”; Berlin, where she learned about Germany’s approach to education; US DOE in Washington, where she met with Secretary of Education DeVos in a conversation about PACE; among many other activities. She remarked that she learned “how to use her voice” including how to empower other teachers to do the same and writing extensively throughout the year and since; how to ask for what she needs or wants as a teacher; and recognizing her strong pride in being a teacher in CSD. Her lasting questions include “How can we ensure we are “doing equity?”; “How are we ensuring equitable access to education for all children in Concord?“; and “How can we ensure that we have culturally competent teachers as our student population changes?”

Student Board representative Helen Massah provided notes on CHS:

- Varsity Club members recently volunteered at Woodside School, playing with and reading to preschoolers.

- The CHS Model UN team specializes and learns about a specific country and then represents that country at larger conferences to simulate a United Nations conference. These students work hard to learn about their country’s economic, health and social issues. With this knowledge they develop solutions, and materials or help they will need or ask for during the conference to support the country they represent.

- NH Institute of Civics Education at UNH Law recently hosted an event called “Lights, Camera, Civics” at UNH Law, attended by approximately 100 people. Attorney Dina Chaitowitz, Colby-Sawyer College Humanities Professor Pat Anderson and CHS student representative Julia Peabody facilitated. The movie *To Kill a Mockingbird* was screened, followed by a discussion including the questions “How does place and time influence how justice is carried out?” “How does personal opinion affect legal decisions in the movie?”

- On January 12, a select group of students attended the All-State Chamber festival, with three students earning top scores in the state. The music department inducted 25 new members into Tri-M Music Honor Society, to join 40 current CHS students. The Jazz All-State Festival will be held on February 7-9, in which CHS student and electric bass player Lucas Tomas will participate.

- Through dual enrollment and AP classes, students not only experience a whole new level of learning, but can also earn college credits at the same time as high school credits.

- Athletic team records include girls’ varsity basketball 4-9, boys’ varsity basketball 5-3, girls’ varsity hockey 12-1, boys’ varsity hockey 10-2, and wrestling, undefeated. Wrestling will host its last home match against its rival Timberlane on February 6.
Superintendent Forsten noted that CRTC has published its newest brochure on the theme “be prepared to stand out,” including statistics about students and its 11 program options.

The District held a professional day on January 28, which included over 60 offerings focusing on social/emotional learning. Many teachers provided positive comments about the organization and content of the day’s program.

The Board will host its annual “Legislative Breakfast” on February 22. The administration will present District perspectives and offer feedback on how legislation under consideration will impact the community.

Agenda Item 6. Personnel
Larry Prince presented one staff nomination.

Jamie Duca, Music Teacher, Christa McAuliffe School, $8,738, B-3, prorated 83 days, 40%, one year only. Jamie replaces Ashley Grover Desmarais (40% of B-4 prorated 83 days = $9,193) – resignation. Budgeted at $10,712

The Board voted 8-0 to confirm the nomination (moved by Mr. Croteau, seconded by Liza Poinier).

Agenda Item 7. Communications and Policy Committee
Ms. Patterson noted that the Committee met on January 16 in a non-public session on a grievance.

She noted that although the Committee had not met to review policies in January, several policies primarily related to student matters were up for a second reading and vote:

Policy #517 Manifest Educational Hardship
Policy #517.5 Change of School or Assignment – Best Interests
Policy #520 Safe Schools
Policy #529 Homeless Students
Policy #536 Corporal Punishment
Policy #543 Student Discipline and Due Process
Policy #544 Weapons on School Property

There was no further discussion of these policies.

The Board voted 8-0 to adopt Policy #517 Manifest Educational Hardship; Policy #517.5 Change of School or Assignment – Best Interests; Policy #520 Safe Schools; Policy #529 Homeless Students; Policy #536 Corporal Punishment; Policy #543 Student Discipline and Due Process; Policy #544 Weapons on School Property (moved by Mr. Crush, seconded by Mr. Croteau).
Agenda Item 8. Instructional Committee

Pam Wicks presented the report of the meeting on January 12, during which CHS staff discussed competency-based education (CBE) at the high school. The discussion included the history of CBE, measurable standards, effective grading and how competencies have changed what the report cards look like. She noted that these are important conversations to have in the community and with parents and expressed interest in having college admissions counselors participate in a parent forum.

Agenda Item 9. Proposed calendar of meetings

Superintendent Forsten discussed the proposed Board calendars for February and March, highlighting the Legislative Breakfast on February 22 at RMS.

Agenda Item 10. Public comment

Betty Hoadley spoke about the class size policy, again up for review at the February 6 committee meeting. She noted that class size is not the single determinant for student achievement: these include socioeconomic background, ESL population, school size, atmosphere and condition of the school, parental interest and involvement, teacher training and skill, unique personal challenges for students (IEP, physical handicap), health, nutrition and readiness to learn, teaching and methodology and personal access to IT, among others. No one certain feature determines student achievement. She noted that as a teacher, the most important factor is to continually modify priorities. Ms. Hoadley noted that of 91 classrooms in the K-5 range, 23% are at the 1, 2, 3 mark on the chart which she has provided the Board via email; 65 are mid-point. 80% are at midpoint or below. 3% rank in the two highest ranges, 6 and 7. There are 0 classes beyond the upper limit of the class size guidelines. She noted that the last revision date of the policy is irrelevant as its age does not make it invalid. She strongly noted that this policy has stood the test of time.

Agenda Item 11. Adjournment

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

The Board adjourned at 8:15 p.m.

Respectfully submitted,

Jim Richards, Secretary
Board members present: Jennifer Patterson, Tom Croteau, Liza Poinier, Danielle Smith, Pam Wicks, Jim Richards, Nancy Kane

Board member absent: Barbara Higgins, Chuck Crush

Administrators: Superintendent Terri Forsten, Business Administrator Jack Dunn

Others: Lorne Woods, Davis Demographics

Board President Jennifer Patterson called the meeting to order at 5:35 p.m.

Lorne Woods of Davis Demographics began with a short video on his firm and its work to support school districts in projecting student populations and their future demographic. He explained that development of the report began with mapping the District’s anonymized student data geographically on a map of City neighborhoods over a period of four years. This enabled a view of how some neighborhoods changed demographically in recent years. The city was divided into study areas, smaller grids of 50 or fewer students. The intent of this process was to analyze where students live and where elementary boundaries might be moved, if that recommendation arose from this work.

The student density map showed the areas of greatest density in the city.

The elementary school attendance matrix provided numbers around students who live in a neighborhood and who attend the elementary school in that neighborhood. This matrix also provided an overview of the schools’ capacity, and the number of “special permissions.” Mr. Woods shared Davis Demographics’ projection methodology. The three major pieces that applied to Concord’s demographic included birth data, mobility factors and student yield factors.

- Birth data – current kindergarten student counts, historical birth data
- Mobility factors – current student counts, historical student counts
- Student yield factors – assessor data, current student counts

These factors all contribute to student projections for the District.

The chart on historic, current and trending birthrates connected the live birth rates in the city to kindergarten enrollment to the “market share” – the percentage of kindergarten students born in the city and then enrolled in a District school five years later. The percentage of students attending kindergarten in the current year compared to birth rates five years ago was high; this would be attributed at least in part to full-day kindergarten.

Mr. Woods introduced the “student survival cohort” of the school year 2019. This provided information on the percentage of gain or loss for each grade level as students
progress through the grades. This information was provided by examining elementary attendance areas. Overall, it can be seen that at the middle school level, students tend to leave the District and then return for high school. Mr. Woods noted that District data from kindergarten to first grade is not likely to see as large an increase because of full-day kindergarten this year. The numbers projected for ninth grade include students joining Concord High School from Deerfield and from charter and/or private schools.

Overall trends for the past three years, the current year, and the next 10 years for grades preschool through 12, grades preschool through 5, grades 6 through 8, and grades 9 through 12, were reviewed. Enrollment overall is projected to continue to decline. Administrators briefly discussed the contract with Deerfield for their high school students to attend CHS.

Over 10 years, Abbot-Downing is expected to lose 48.4 students; Beaver Meadow is expected to grow by 35.3 students; Christa McAuliffe is expected to increase by 30.2 students, while Mill Brook/Broken Ground are expected to lose 4.9 students. These numbers, projected over a 10-year period, are not substantial in a district of this size.

Mr. Woods showed the resident student changes that are projected by neighborhoods over the next 10 years. He explained the use of GIS in supporting this view of projections. The forecast in the coming 10 years is that enrollment will decline from 4,423 students currently enrolled to 4,125 students.

Mr. Woods shared several summary pieces of the demographic study.

- The student population for the District is expected to decrease in enrollment over the next 10 years.
- Currently, there are no proposed or active residential developments in the city that would add significantly to the existing enrollment.
- Concord introduced full-day kindergarten this year, creating an enrollment increase in one zone, and the largest percentage of kindergarten enrollment relative to birthrates.
- The District’s high school population may continue to experience loss in enrollment through school year 2027 with an enrollment nearing 1350.
- The District’s middle school population (grades 6-8) is projected to decline annually starting school year 2020 with an annual loss of 14-49 students per year.
- The elementary school population (preschool – grade 5) is projected to be stable, compared to middle and high school grades, after experiencing declines in the last four years.

A more detailed report will be developed to complete this process, offering more details about the data in this report outline. The full report will allow the Board to see more fully how shifting grade configurations would impact the school community and how shifting boundaries might offer relief to elementary schools.
Concord has become an aging community, where the balance of age groups is mostly equalized and the average age is 47 years old.

Mr. Woods responded to a question about developing a report available to post online. His firm can create an online "story map page" that would allow people to see highlights and check out details of the report. The Board can decide what aspects of the report it would like to present online.

The Board voted 7-0 to adjourn (motioned by Mr. Croteau, seconded by Ms. Kane).

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

Respectfully submitted,

Jim Richards, Secretary
Terri Forsten, Recorder
Board members present: Nancy Kane, Tom Croteau, Barb Higgins, Jennifer Patterson, Liza Poinier, Danielle Smith, Jim Richards, Pam Wicks

Board member absent: Chuck Crush

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

Agenda Item 1. Call to Order

Board President Jennifer Patterson called the meeting to order at 5:30 p.m., noting that this was the first in a series of Board Work Sessions devoted to the presentation and analysis of the 2019-2020 Superintendent's proposed budget. Dates important to this discussion include the fiscal year, which is July 1 to June 30 (July 1, 2019 to June 30, 2020) and the tax assessment year, which is April 1 to March 31 (April 1, 2018 to March 31, 2019).

Superintendent Forsten and Jack Dunn began the presentation by highlighting the following:

- General Fund (1110) – the annual operating budget
- Food Service Fund (1221) – the federal National School Lunch Program, required to have a zero balance or surplus at year end
- Grants and Special Funds (1222) – including state and federal grants, and private funds

He outlined the 2019-2020 budget goals in the following areas:

Regular education: keeping class sizes within policy guidelines, and developing extended learning opportunities

Curriculum, Instruction, Assessment: providing new materials for reading instruction, and purchasing new competency grading and reporting software

Student Services: adding 5 new Assistant Principals at the elementary level, and adding a special education Teacher for 3R elementary

Technology: providing one-to-one devices for all students, and replacing the telephone system

Capital purchases, debt service: maintaining 5% in the operating budget for debt service, including new proposed debt for roof replacements
Community relations: sharing success stories in the schools, and continuing work on the middle school facility plan.

The demographic study is complete and offers confirmation of future enrollment trends.
- In the coming year, the Board will want to return to the conversation about the grade levels in the middle school facility. With the projected numbers, the value of a four-year (grades 5-8) or a three-year (grades 6-8) middle school can be considered.

Trauma Responsive School Communities

Donna Palley reported that through the Project Grow grant, the District is developing an increased focus on how to respond to and support students with behavioral challenges. The goals of the grant include increasing staff capacity to deliver trauma responsive care, improving a feeling of safety in the school community and decreasing discipline referrals, suspension, critical incidents and expulsions.

Ms. Palley also discussed competency education, which includes measurable standards-aligned learning competencies connected to learning progressions and varied assessments that provide students with opportunities to apply learning. Competencies include explicit, measurable, transferable learning objectives that empower students. Learning outcomes emphasize competencies that include application and transfer of knowledge, skills and understandings.

Superintendent Forsten discussed the proposed new Elementary Assistant Principal positions. These five new positions would support the five elementary schools in providing leadership, supervision and evaluation for the development and evaluation of the District’s multi-tiered systems of support and associated personnel. Their focus would be on interventions for students with special education needs.

Overview – Staff Changes

<table>
<thead>
<tr>
<th>FTF</th>
<th>Description</th>
<th>Impact on Class Size or Programs</th>
<th>Superintendent’s Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Central Office SPED Admin Assistant</td>
<td>Assist increasing Medicaid revenue</td>
<td>64,518</td>
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<tr>
<td>1.0</td>
<td>CHS Extended Learning Opportunities (ELO) Coordinator</td>
<td>New position - 6 hr./per day</td>
<td>103,707</td>
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<tr>
<td>1.0</td>
<td>CHS Program Assistant Online Instruction</td>
<td>New position</td>
<td>29,204</td>
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<tr>
<td>.09</td>
<td>Drop Out Prevention (DOP) Coordinator</td>
<td>Moved balance of position to General Fund</td>
<td>10,982</td>
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<tr>
<td>5.0</td>
<td>Assistant Principals of Student Services</td>
<td>New positions – elementary level, replacing SPED Coordinators</td>
<td>778,412</td>
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<tr>
<td>-2.5</td>
<td>Special Education Coordinators</td>
<td>Elimination of Special Ed Coordinators</td>
<td>(-337,300)</td>
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<td>1.0</td>
<td>Elementary Social Worker</td>
<td>New position – elementary level</td>
<td>92,353</td>
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<td>.47</td>
<td>Pre-School</td>
<td>New position – BMS</td>
<td>40,631</td>
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<td>.30</td>
<td>Pre-School Special Education</td>
<td>New budget position – BMS (added in FY19)</td>
<td>12,683</td>
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<tr>
<td>1.0</td>
<td>Director of Communications</td>
<td>New position – Central Office</td>
<td>106,529</td>
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<tr>
<td>.06</td>
<td>Elementary Family Literacy</td>
<td>Loss of one-time funding – elementary level</td>
<td>6,440</td>
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<tr>
<td>FTF</td>
<td>Description</td>
<td>Impact on Class Size or Programs</td>
<td>Superintendent’s Budget</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>-18</td>
<td>MBS Family Literacy</td>
<td>Loss of one-time funding – MBS</td>
<td>9,356</td>
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<tr>
<td>-28</td>
<td>Pre-School Instructional Assistant</td>
<td>Increase FTE at BMS</td>
<td>6,188</td>
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<td>3.95</td>
<td>Instructional Assistants</td>
<td>New positions – CMS (added in FY19 using reduction in contracted services)</td>
<td>83,864</td>
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<td>-</td>
<td>Drop Out Prevention Coordinator</td>
<td>Reduction in number of days from 215 to 185</td>
<td>(15,668)</td>
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<td>-1.0</td>
<td>Drop Out Prevention Asst. Coordinator</td>
<td>Reduction of Assistant Coordinator Position</td>
<td>(44,860)</td>
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<td>1.0</td>
<td>Drop Out Prevention Student Services Coord.</td>
<td>Projected loss of grant funds</td>
<td>51,033</td>
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<tr>
<td>-1.0</td>
<td>ADS Teacher</td>
<td>Reduction (retirement)*</td>
<td>(96,884)</td>
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<tr>
<td>1.0</td>
<td>CHS vacancy</td>
<td>Vacancy</td>
<td>(6,423)</td>
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</tbody>
</table>

** Numbers include salary, health, dental, FICA, NHRS, and additional hours

* Normal budgeting reductions due to enrollments

### TOTALS

<table>
<thead>
<tr>
<th>FTF</th>
<th>Description</th>
<th>Impact on Class Size or Programs</th>
<th>Superintendent’s Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.83</td>
<td></td>
<td></td>
<td>894,765</td>
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</table>

Mr. Dunn exhibited a pie chart showing the total District budget with salaries and benefits representing 76.52%; contracted services, furniture and supplies representing 13.38%; debt service representing 7.59%; and dues, fees and transfers representing 2.52% of the total budget. Changes over the current year budget (rounded) were indicated by the following:

Salaries & Benefits: $65,274,984
- Increase due to salary steps, increases, and new positions + $1,183,212
- Increase in benefits (including NHRS) + $607,654
  - Increase in healthcare + $292,320
  - Increase in teacher NHRS + $353,229
  - Decrease in life/disability ($52,500)
  - Increase in dental + $30,245
  - Decrease in Worker’s Compensation* ($124,788)

Contracted services, maintenance, supplies, equipment: $11,413,901
- Increase in out-of-district tuition (CHS only) $383,065
- Decrease natural gas (37,300)
- Decrease voice communications (25,817)
- Decrease in property & liability insurance (12,951)

Debt Service: $6,471,391
- Propose new 10-year payment (BGS & CHS Roofs) $642,500

Contingency, Dues, Fees and Transfers: $2,145,871
- Transfer $729,170 into the Facilities Stabilization Fund

Proposed FY 20 General Fund expenditures: $85,306,147
Superintendent Forsten shared a chart showing the decline over 10 years in fall enrollment numbers, which continues to decrease at a predictable rate across the District. The results of a demographic study predict that enrollment will continue to decline in the foreseeable future.

- There are 4,422 students in the District fall 2018 enrollment
- Full-day kindergarten enrollment was higher than the prior year’s kindergarten enrollment
- Elementary school enrollment increased by 35 students
- Middle school enrollment decreased by 17 students
- High school enrollment decreased by 38 students

While the District has highly inclusive programs, there are always a number of students who need to be placed out of the district, some by the courts, and some by the District depending on their particular array of needs. Superintendent Forsten shared a chart showing numbers of special education students from 2013 to 2018, and a chart demonstrating the significant increase in out-of-district placement costs.

- There are 739 special education students, ages 3–21, in the District
- 21 students are placed outside of the District
- 21 students attend and receive District special education services at charter schools
- 38 students attend Second Start (7 are special education, 31 are regular education)

The new Elementary Assistant Principal positions would supervise all Student Services personnel; manage and guide multi-tiered systems of support; focus on special education program and support development for students with serious educational disabilities

Elementary 3R program
- This program is designed to meet the needs of students who have serious social, emotional and behavioral disabilities. There is a need to add professional staff.

Expenditures – Vocational Education (Function 1300)

Vocational Education includes funds for staff and resources at the Concord Regional Technical Center (CRTC). The proposed budget is $1,609,599, an increase of $124,504 or 8.38%.

1300  Vocational Programs
1310  Agriculture
1320  Distributive Education
1330  Health Occupations
1340  Home Economics
1341  Occupational
1342  Consumer
1350  Industrial Arts
1360  Office Occupations
1370  Technical Education
1380  Trades and Industrial
Mr. Dunn discussed salary and benefits increases, and requests for the Theater and Film program ($1,000 for books; $2,450 for other supplies).

Co-curricular Activities (Function 1400)

The co-curricular budget covers school-sponsored clubs, school-sponsored athletics and summer school. The proposed budget of $1,138,823 is an increase of $11,663 or 1.03%. The budget includes stipends for club advisors at CHS and RMS; the fund for elementary activities; salaries and benefits for the Director of PE /Sport, administrative assistant, coaches at CHS and RMS; stipends for referees, game officials; repairs and maintenance of equipment (e.g. helmets); rental increase and insurance costs for use of facilities (e.g. hockey, ski); RMS & CHS Athletic Trainer; supplies and equipment; and salary and benefits for the CHS summer school. It also includes the cost of an annual subscription to the online athletic registration program, Family ID, at $2599 (added in FY19).

Drop-out prevention and adult high school (Function 1600)

Superintendent Forsten discussed the proposed budget for the Concord Regional Diploma Academy (CRDA), which provides high school students and adult learners the opportunity to work toward graduation or high school equivalency through a variety of pathways. These options include the traditional CHS (or local high school) Diploma, alternative Concord School District Adult Diploma or completing the requirements to receive a New Hampshire High School Equivalency Certificate. Students can recover course credits failed previously or participate in original courses and programs which allow them to address and demonstrate proficiency in a variety of academic and elective subject areas. The proposed budget is $144,700, an increase of $17,940 or 14.15%. This includes salaries and benefits for the Diploma Academy Coordinator and Student Services Coordinator; contract for the school equivalency exam. The administration anticipates little to no grant funding for both programs. The proposed budget includes a reduction in DA Coordinator hours (a savings of $15,668); elimination of the DA Assistant Coordinator position (a savings of $44,860); and transfer of the Student Services Coordinator position to the general fund (a cost of $51,033).

Support Services (Function 2200)

Mr. Dunn noted that this budget includes costs for library/media, assessment and technology programs and services, as well as funds for all course reimbursements and conference and travel. The proposed budget is $3,560,630.28, a decrease of ($367,176.15) or (9.35%). Changes to this budget area are meant to stabilize equipment purchases by creating a $600,000 fund for technology purchases. $250,000 will be transferred to the Technology Fund. A new phone system will cost the District $350,000, and purchase of new competency-based grading software will cost the District $45,000.

Administration (Functions 2300, 2400, 2500, 2800)
Superintendent Forsten noted that these budget accounts cover the Board, Central Office, schools, fiscal, and human resource administration. The proposed budget is $8,022,752.35, an increase of $1,111,610.56 or 16.08%. This includes staffing and Principals, a new Director of Communications position at a cost of $106,529; a new Medicaid Administrative Assistant position at a cost of $64,518 (offset using Medicaid funds) and the addition of five new Assistant Principals of Student Services at a cost of $771,300 (offset in part by the elimination of the Special Ed Coordinators positions).

Buildings, Grounds, Construction, Principal and Interest (Functions 2600, 4600, 5100)

Mr. Dunn noted that this portion of the budget covers buildings and grounds, construction, and principal and interest on debt. The proposed budget is $12,565,118.70, an increase of $587,471.70 or 4.90%. This includes Director, maintenance and custodial staff salaries; maintenance contracts; life/safety/security contracts; summer projects; utilities; general supplies; equipment and debt service. This budget has a decrease in professional services of $61,212; a decrease in disposal services of $6,000; a decrease in water/sewer costs of $5,800; an increase in natural gas costs of $10,300; an increase in electricity costs of $14,400; a decrease in oil costs of $20,000; an increase in replacement vehicles of $9,000; and an increase in debt service principal and interest of $642,500.

Mr. Dunn noted that, since 2005, the Board has tried to maintain a level capital debt service of 5% of its General Fund Operating Budget in order to avoid spikes in the tax rate. The proposed budget includes a decrease in interest on older debt of $109,951. The administration proposed new 10-year debt for roof replacement at CHS & BGS for a cost of $642,500. (The proposal assumes that new debt is part of the 5%.)

Transportation (Function 2700)

Mr. Dunn noted that the District manages its own school bus system. The proposed budget is $3,464,948, an increase of $89,415, including salaries and benefits for the Transportation Director, Dispatch/Trainer, Field Trip Supervisor, Transportation Clerk, and overtime costs. Also included are bus driver, monitor, crossing guard and mechanic salaries and benefits; contracts for out-of-district transportation; transportation for homeless students; the costs of repair, maintenance, and fuel (diesel and gasoline) for District vehicles; co-curricular / charter / PTO bus trips; after-school transportation; summer transportation for the City of Concord Recreation department; transportation for the 21C program (offset by revenue from the “21st century” grant and charter services; and general supplies. A decrease in capital leases for buses of $96,416 is shown, as well as the purchase of (1) replacement mini-van at a cost of $10,000 and initial cameras in all buses (cost offset by the “premium holiday”) and an upgraded radio repeater at $162,500.

Benefits (2900)

Mr. Dunn discussed the portion of the budget that covers severance payments, as well as benefits for retirees and employee benefits (other than medical/dental). The proposed budget is $1,577,590, a decrease of $297,460. The budget indicates a decrease in severance payments of $84,012; an increase in CEA veterans’ salary scale costs of $4,000; a decrease
in health insurance costs for retirees under 65 of $25,000, a decrease in dental insurance costs of $70,141; a decrease in life and disability insurance costs of $52,500; a decrease in FICA costs of $9,561; a decrease in Worker’s Compensation costs of $124,788 (one-time “premium holiday” of $144,272); and an increase in the CBA insurance fund of $1,000.

New Hampshire Retirement System (NHRS)

Mr. Dunn noted that the teacher rate is 17.80%, an increase of .44% from 17.36% to 17.80% in FY20. This rate increased from 15.67% to 17.36% in FY18. He noted that the non-teacher rate is 11.17%, a decrease of .21% from 11.38% to 11.17% in FY20. This rate increased from 11.08% to 11.38% in FY18. The impact on the budget of the teacher rate increase will result in an additional $143,806, while the decrease in the non-teacher rate will result in a savings of $17,239.

Mr. Dunn explained that employee rates increased from 5% to 7% in 2012. NHRS sets employer contribution rates every two years, based on a biennial actuarial valuation. This is a model of expected liabilities based on reasonable actuarial assumptions, including the rates of investment return and payroll growth, eligibility for the various classes of benefits, and the projected life expectancies of members and retirees. The next rate setting will affect the FY22 budget.

Mr. Dunn took some time to describe the transfer of funds into reserve accounts. The proposed budget is $1,634,775, a decrease of $738,848 overall. This includes the transfer of $729,170 into the Facilities and Renovation Trust Fund, which maintains the Board’s goal of keeping 5% of the District General Budget for debt service; the transfer of up to $362,801 into the Special Education Fund; the transfer of up to $85,000 into the School Building Maintenance Fund (this is raised from the Deerfield Capital Fee, and will have no tax impact); the transfer of $157,804 into the Vocational Center Capital Reserve (raised from charging sending districts, with no impact on the tax rate); the transfer of $250,000 into the Innovation Technology Expendable Trust Fund (used to create an annual $600,000 stabilization fund to pay for staff and student devices. The amount may not include infrastructure purchases: servers, access points, etc.); the transfer of up to $50,000 into the Food Service Fund.

Pam Wicks asked how much money has been saved through the establishment of a copy center at the high school and a full-time staff person. Mr. Dunn noted that prior to that move, the District had 48 copiers with an annual lease cost of $287,000. The new total lease cost, including 33 units, is $234,000. He said it is difficult to quantify the savings through the copy center and noted that there is more printing in the District than previously, but it costs less. Savings on the printing of textbooks is over $100,000.

Barb Higgins asked for an explanation of why the budget continues to go up when there are fewer students. Mr. Dunn noted the increase in salaries, cost of new positions, and the fact that the declining number of students is spread across the District and in all grades. Nancy Kane noted that special education needs are more comprehensive and expensive. Mr. Dunn noted that grants have leveled off, and cost downshifting from the state and
federal government has cost local taxpayers more. Mr. Croteau noted that over the last 10 years the District has added more and more services for students (more counseling, guidance, drop-out prevention, etc.). While these are positive actions for students, they do cost significantly more.

Revenues

Mr. Dunn exhibited a pie chart showing all sources of revenue to the District, before taxes. The District's revenue is comprised of state funds (64%); local funds (19%); federal funds (8%); fund balances (7%); and transfers/others (2%). He discussed each revenue source in detail, and compared revenues from FY2019 to estimated FY2020, comparing and explaining the changes.

Mr. Dunn discussed the contribution of local and state taxes on the District budget. He showed a detailed chart measuring assessed real estate valuation and the tax rate distribution from 1996 to 2018. Estimated tax impacts are always based on a sample home assessed at $250,000.

Other considerations and unknowns

The Board is preparing for or engaged in negotiations with four collective bargaining groups (CAA, Custodians, Transportation, Tutors) and unaffiliated staff. The percentage and amount of catastrophic aid reimbursed by the state for special education costs for the upcoming year is unknown. State adequacy aid for full-day kindergarteners is unknown. Currently, the District receives $3,636.08 for full-time students and $2,918.04 full-day kindergarteners. The cost of capital improvements (at RMS and other facilities) is undetermined. Declining enrollment (predicted to be somewhat steady at 1% annually), will have an impact on revenue. The City's budget and anticipated commercial and residential real growth will have an impact on the District budget.

In state legislation, HB 357, relative to non-lapsing of the public school infrastructure fund (an allotment of state money that has supported school districts in the last year by funding security and safety upgrades), will positively impact the District budget. HB 175, relative to the requirements for school building aid grants, will provide a clearer pathway for the submission of requests for school building aid and a requirement of guidelines to be received by the requesting district. HB 176-FN-A, relative to grants for school building aid and making an appropriation therefore, would require the state to fully fund school building aid at no less than $50 million. This bill would offer relief to many districts in addressing old and outdated school infrastructure. There are currently four bills before the House relative to state adequacy funding; HB 678-FN, relative to state funding of the cost of an opportunity for an adequate education for all NH students; HB 709-FN-A-LOCAL, relative to the funding formula for determining funding for an adequate education; HB 711-FN-Local, relative to funding an adequate education; and HB 713-FN-Local, relative to education funding. In addition to these, two pending bills would also affect the District's budget. SB 303-FN addresses state aid related to special education funding; it would delete the requirement that state aid for special education be prorated if
the amount appropriated is insufficient; require the NHDOE to distribute 100% of a
district’s entitlement for special education aid beginning in 2021; and clarify
reimbursement procedures for school districts or SAUs enrolled as Medicaid providers.
HB184 would move full-day kindergarten to equal status with all other students in the
“average daily membership” count and remove Keno as its sole funding source. On the
federal level, Medicaid funding, grant funding, After School Program Funding and
infrastructure funding could significantly impact the District budget.

Public Comment
There was no public comment.

Mr. Dunn noted that the presentation would be posted on the District website. He noted
that the entire, detailed budget was also posted on the website. Ms. Patterson encouraged
Board members to examine the full budget and be prepared to bring questions to
upcoming work sessions.

Adjournment

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

The Board adjourned at 8:15 p.m.

Respectfully submitted,

Jim Richards, Secretary
Linden Jackett, Recorder
Board President Jennifer Patterson called the meeting to order at 5:45 p.m., noting that the agenda was to review salaries and benefits in the FY19-20 budget. Superintendent Terri Forsten reviewed the meeting agenda:

- Goals
- Enrollment
- New positions
- Salaries
- Benefits
- Budget to post
- Work sessions and public hearings

Superintendent Forsten briefly reviewed the 2019-2010 budget goals:

- Regular education
  - Class sizes within policy guidelines
  - Extended Learning Opportunities (ELOs)
- Curriculum, instruction, and assessment
  - New materials for reading instruction
  - Competency grading and reporting
- Student Services
  - Elementary Assistant Principals
  - Program development for 3R elementary
- Technology
  - One-to-one devices for all students
  - Telephone replacement
- Capital purchases and debt service
  - 5% operating budget for debt service, including new proposed debt for roof replacements
- Community relations
  - Success stories in Concord public schools
Superintendent Forsten reviewed District enrollment goals, covered by Policy #641, which include class size goals of 17, 21, and 25 for kindergarten, primary, and intermediate grades, respectively. She noted that if class size exceeds 20 students in kindergarten, 24 students in grades one through three, or 28 in grades four through six, educational consideration will be given to regrouping, employment of an aide or employment of an additional teacher. She reviewed enrollment trends over the last 10 years, which show a steady decline. She highlighted class size projections for the upcoming school year.

Jim Richards asked if any teacher positions were added to the Superintendent’s contingency. Superintendent Forsten explained that MBS and CMS both received an additional kindergarten teacher this past fall, as kindergarten enrollment was higher than anticipated. Mr. Richards asked if these are permanent positions. Barb Higgins clarified that the teacher positions, at least, were one-year-only positions.

Superintendent Forsten reviewed the Superintendent’s contingency account, noting that the account would cover the same number of potential positions as last year.

Nancy Kane asked why preschool enrollment numbers were not included with the elementary enrollment data. Superintendent Forsten explained that preschool enrollment is more nuanced than general education and tends to fall under the umbrella of special education. Ms. Patterson added that part of the preschool is a tuition-based program, unlike general education.

Superintendent Forsten reviewed middle school enrollment and class sizes, noting that there is no recommendation for an additional teacher, and though there is a small increase in class size averages, the numbers are still well within District guidelines. Ms. Patterson pointed out that some 8th grade classes are on the high end of the class size guidelines and asked if any were projected to be above 28 students. Superintendent Forsten explained that though some elective class numbers may be more volatile and wax or wane as students’ schedules are finalized, she was not aware of any classes that would be above target class size ranges. Ms. Patterson noted that it is important to be mindful of these changing numbers, particularly in academic classes. Superintendent Forsten reviewed projected middle school enrollment by class type, noting that numbers are fairly similar to the current year.

Superintendent Forsten reviewed several new proposed positions within the District, including five elementary Assistant Principals, an Extended Learning Opportunities (ELO) Coordinator for the high school, and a Director of Communications. She began with the ELO role, and explained that about 40 districts in New Hampshire do not have someone in this position, and that Concord is one of those. She explained several options this role could provide high school students, including structured experience, independent study, career-based, build-your-own and community service opportunities. She emphasized that as the District develops competencies and personalization, this could be an important next step to support high school learners. Ms. Kane asked if this role would require teaching certification. Superintendent Forsten clarified that it would...
be an unaffiliated role that would not require teaching certification; that perhaps someone with an entrepreneurial background and community connections would provide valuable experience. Ms. Kane asked if there was enough interest to support a full-time position, and Superintendent Forsten assured her that there was. Chuck Crush asked if anyone at the high school currently serves in this capacity. Superintendent Forsten explained that some Principals perform bits and pieces of the role, but that there is no one dedicated person. Tom Croteau pointed out that this role would involve a large amount of documentation and management and asked if it all would fall on this person's plate. Superintendent Forsten noted several examples of ELO coordinators within other districts that would be helpful to analyze as benchmarks to determine where various responsibilities would fall. Mr. Richards noted the vast spectrum of backgrounds, interests and specialties within the student population and asked how this person would interact with teachers and others who judge competencies. Superintendent Forsten explained that the role would involve engaging with local businesses and the local political community to provide students with career-based learning experiences that go beyond what teachers typically have the time and capacity to do. Mr. Crush asked for the proposed salary. Jack Dunn explained that it would likely be a school-year position with some extended days, with a salary of approximately $103,000 not including benefits.

Superintendent Forsten and Mr. Dunn reviewed the Director of Communications role:

- Manage day-to-day activities related to community relations in direct support of developing the District's work in media relations and public relations programs
- Coordinate and support the District's school leadership teams, monitoring and guiding print, broadcast and emerging media
- Work to strengthen internal and external communications and stakeholder engagement for the District with a focus on developing and recommending communication strategies, to assist with developing targeted communication plans
- Craft messages to support and communicate the District's key initiatives, programs, decisions and/or events
- Maintain and enhance the public's understanding of the District's work and accomplishments
- Assist communication in the event of school emergencies, in the community or in other situations requiring immediate response with media, families and the public
- Develop and implement effective communication and marketing strategies to promote the District's programs, initiatives, operations, decisions and accomplishments, tailoring strategies to the subject matter and target audiences including families as well as business, civic, government and community organizations
- Lead efforts to generate media coverage and implement standards for reviewing and responding to media requests for information, ensuring coordination within the District's offices and schools as needed
• Provide consultation, advice and assistance to District administrators as needed to help formulate school and department communications

• Develop, coordinate and facilitate training as needed to build greater communication capacity among staff, administrators and public relations liaisons in schools and departments to effectively communicate District work and accomplishments

• Coordinate and assist with the development of communication materials including print, video, web, multi-media presentations, special events and other communication activities

Mr. Dunn explained that this need has evolved and increased over time. He has witnessed many situations where these types of tasks would be needed, emphasizing the importance of proactive messaging. Mr. Crush asked for the proposed salary, and consideration of hiring an in-District employee, or using a consulting firm. Superintendent Forsten noted that she was aware of some seacoast-area districts that use an outside firm, but that this option involves pre-determined amounts of work or materials. The proposed salary is approximately $103,000 including benefits.

Mr. Dunn reviewed District salaries and bargaining unit base pay changes, noting that several bargaining units are currently in negotiations for new contracts. He added that the total General Fund salary budget is $44,600,543. Mr. Dunn reviewed the District benefits:

New Hampshire Retirement (NHRS)
  • Governed by RSA 100-A
  • Budget: $6,543,438

Healthcare
  • Census and budget-to-budget comparison
  • Medical and Rx combined trend in NH is running 8% - 10% depending on the insurance carrier
  • SchoolCare trend is 6.5% medical and Rx combined
  • Cigna NH trend is 8.3% nationally (the District platform). Rx is 10.3%. Combined medical and Rx 8.7%
  • The District continues year after year to run below trend. The renewal of 0% billed rates is indicative of this
  • This is due to the early and total adoption of the consumer-driven health plan and its ability to control medical costs over time
  • Budget: $9,498,849

Early retirees
  • Census
  • Budget-to-budget comparison
  • Budget: $475,000

SchoolCare 65+
• Mr. Dunn noted that SchoolCare 65+ is forward thinking with the addition of a consumer-driven, lower-cost medical and Rx option in 2018 in addition to the traditional plans
• It will be advantageous for 65+ Concord retirees in the future, as employees will be familiar with how a CDHP plan works and may be more comfortable with adopting that plan as a lower-cost option as retirees
• 325 retirees currently enrolled (as of March 2019 invoice)

Mr. Dunn noted the General Fund benefits budget total of $20,674,441, an increase of $607,654.

Mr. Dunn reviewed New Hampshire Retirement System (NHRS) costs, noting the following changes:

Employer rates:
• Teacher rate: 17.80%
  • Increase of .44% from 17.36% to 17.80% in FY20
  • Increase from 15.67% to 17.36% in FY18
• Non-teacher rate: 11.17%
  • Decrease of .21%, from 11.38% to 11.17% in FY20
  • Increase from 11.08% to 11.38% in FY18

Budget impact:
• Teacher rate increase results in an additional $143,806.
• Non-teacher rate decrease results in a savings of $17,239

Employee rates:
• Increase from 5% to 7% in 2012

He emphasized that the District does not control the NHRS rates, as these are set by the state. Mr. Croteau asked who sets the rate, and why do rates change if there is a “finite ending” in sight. Mr. Dunn explained that 2039 is the finite ending, and the challenge is that rates depend on how the investment pool is performing. When actuals fall below the estimate, the difference is made up with an increase in the rates. Ms. Patterson noted that another part of the challenge is the trend of declining enrollment, which means a declining number of employees pay into NHRS. Mr. Croteau asked what percentage salaries represent of the total budget. Mr. Dunn stated that salaries and benefits make up 76% of the General Fund budget, a 2.8% increase of $1,775,000 over last year. Mr. Croteau noted that the Board does not have much control over this large portion of the budget. Mr. Crush and Mr. Richards clarified that the salary totals include proposed positions and all administrators.

Mr. Dunn reviewed employee health insurance enrollment and budget history trends, which show a 3.5% decrease in employee rates. Mr. Croteau asked for an explanation of premium holidays. Mr. Dunn explained that the employee health plan, SchoolCare, is a risk pool, and that the District is its own pool. How the pool is run determines what the District gets back in a rebate, which then goes back to employees, resulting in a rate decrease. This benefits both the District and employees.
Mr. Dunn reviewed District early retirees, noting a declining trend with approximately 46 employees expected to take this benefit in the coming year, with even fewer expected in the year following.

Mr. Dunn reviewed the employee dental plan, noting an increase in claims and utilization since 2016.

Mr. Dunn reviewed worker’s compensation, noting that the District’s provider is Primex. He reviewed budget and actual numbers since 2012. Mr. Richards asked what incidents make up the majority of claims. Mr. Dunn noted that the majority are slips and falls, or bites or hits from students. Mr. Richards asked if the District has taken steps to minimize these claims. Matt Cashman explained that crampons have been provided to custodial staff, for example, to help prevent slips and falls in snow or ice.

Mr. Dunn reviewed unemployment costs, noting no change from last year, and Life and AD&D, noting a reduction based on last year’s actuals.

Mr. Dunn reviewed a proposal to implement online employee benefits enrollment, explaining that the current process is paper, which is cumbersome, time-consuming and inefficient. He noted that the cost to convert to an online system would be $43,000 annually. Larry Prince added that this would allow for better documentation and accessibility, and that the paper option would still be available for employees with technology or other limitations. Mr. Richards asked how many employees change their benefit elections or newly enroll to justify the high annual cost of an online system. Mr. Prince responded that he did not have an actual figure but that many employees do make changes to their elections or enroll for the first time as new hires. Mr. Richards asked for further justification. Mr. Dunn explained that he had similar thoughts several years ago when online enrollment was first suggested, and struggled to make the justification for the expense, but in recent years has seen the difficulties of clearly and efficiently educating employees during open enrollment, and that an online system would put information at employees’ fingertips and help reduce human error. He added that approximately 8-10 employees are currently enrolled in the health insurance program who may not need to be, but that there is currently no way to govern that. Ms. Patterson and Mr. Richards asked how an online system would help in these cases and how an online versus the current paper system would save the District money. Mr. Dunn explained that the rules of the risk pool would be laid out for employees to use and access so they could easily see when they might need to make changes to their plan, using the example of a divorce, which might cause an employee to move from a family plan to a single or two-person plan. He explained that the online system might help prevent employees from missing enrollment deadlines, thus reducing the District's FICA costs. Mr. Crush asked if there is a current portal or mechanism in place that allows employees to log in and view their current benefit elections. Mr. Dunn and Mr. Prince explained that the Employee Self-Service system allows employees to view basic information from a paystub, such as how much is taken out of their pay for healthcare, but there is currently no way for someone to view their personal benefits information. Ms. Patterson suggested a demonstration to the Board might help explicate the value of
such a system to both the employee and the District. She opened the floor for additional
questions from Board members.

Danielle Smith asked if, for the next Board work session, members could be provided
with a breakdown of current special education positions and their responsibilities, and
how these responsibilities would be changed or offloaded to the Elementary Assistant
Principal roles.

Mr. Crush and Pam Wicks asked for clarification regarding classifying students as
special education versus general education, and how this classification is determined,
particularly with students with behavioral issues versus special education issues.

Ms. Higgins asked if the Assistant Principal roles will oversee current Bill White
Associations contracted staff, and Superintendent Forsten said they would.

Mr. Crush and Ms. Patterson asked for clarification on ongoing social-emotional
programming, both for the special education and general education populations,
including responsibilities and budgeting.

Mr. Croteau suggested a deeper discussion of the Director of Communications role at
the March 13 meeting agenda, which is currently open. He added that the Board could
perhaps consider this as a part-time position, pending discussion on actual tasks and
deliverables for the role. Ms. Patterson noted that the Board’s goal is to post the budget
on March 6 and that perhaps it would be helpful to have this conversation before that
date. Superintendent Forsten suggested that March 4 might work for the discussion.

Ms. Higgins and Ms. Patterson asked that the public voice their questions or concerns by
reaching out to their local Board member, as they are happy to relay these questions at
meetings to obtain information and answers.

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

The meeting adjourned at 7:10 p.m.

Respectfully submitted,

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

Administration: Superintendent Terri L. Forsten, Assistant Superintendent Donna Palley, Business Administrator Jack Dunn, Director of Facilities and Planning Matt Cashman, Director of Human Resources Larry Prince, Director of Student Services Bob Belmont

Board President Jennifer Patterson called the meeting to order at 5:40 p.m., noting that this work session was a review of Student Services and special education costs in the FY19-20 budget. Superintendent Terri Forsten reviewed the meeting agenda:

- Budget goals 2019 – 2020
- Overview of Student Services
- Student Services enrollment
- Student Services staffing
- New positions
- Budget
- Revenues – grants
- Upcoming budget meetings

Superintendent Forsten briefly reviewed the 2019-2020 budget goals presented at previous meetings:

Regular education: keeping class sizes within policy guidelines, and developing extended learning opportunities

Curriculum, Instruction, Assessment: providing new materials for reading instruction, and purchasing new competency grading and reporting software

Student Services: adding 5 new Assistant Principals at the elementary level, and program development for 3R elementary

Technology: providing one-to-one devices for all students, and replacing the telephone system

Capital purchases, debt service: maintaining 5% in the operating budget for debt service, including new proposed debt for roof replacements

Community relations: sharing success stories in the schools, and continuing work on the middle school facility plan

Director of Student Services Robert Belmont provided an overview of the role of Student Services throughout the District, explaining that the three main principles of
Student Services are the partnerships among educators; data-driven decisions; and targeted utilization of staff and resources.

Assistant Superintendent Donna Palley provided an overview of the Multi-Tiered System of Supports (MTSS), a framework defining how the District provides educational equity for all students of all abilities:

- Provides educational equity for all students
- Includes high quality instruction and assessment
- Focuses on fidelity to instruction and support
- Driven by assessment data

MTSS in the District:

- Universal screening
- Data-based decision making, problem solving
- Continuous progress monitoring
- Continuum of evidence-based practices:
  - Core curriculum provided for all students
  - Modification of the core curriculum for students who need targeted instruction
  - Specialized and intensive curriculum for students who need intensive support

This is supported by specialized teams of staff in each school who provide and modify curricula for students who require targeted or intensive intervention. Tom Croteau asked if the District is still using the data collection process PBIS has previously provided. Ms. Palley explained that the PBIS program SWIS is currently in use, and that students are entered into this system if they require intervention. She added that this information is the core of what MTSS teams use when looking at student needs and monitoring progress. Chuck Crush asked if there is a District-wide QA committee that reviews this data. Ms. Palley explained that the District hires outside consultants who perform regular fidelity inventories.

Mr. Belmont reviewed the special education process in New Hampshire, emphasizing the role and importance of inclusion in the classroom. He explained that students have a legal right to a free and appropriate public education, which includes special accommodations and regular progress reports. He added that it is also critically important to include special education students in special activities and extracurricular groups, and to assist with transitioning these students into post-secondary opportunities.

Mr. Belmont reviewed the components of special education and enrollment over the last five years, noting a slight decrease in numbers.
Mr. Crush asked why the number of special education students in middle school was lower compared to those at the elementary and high school levels. Mr. Belmont explained that several factors affect those numbers, including the fact that not all students graduate in the standard four years of high school, and that the middle school contains only three grade levels vs. the four grade levels at the high school, as well as students over the age of 18. Jim Richards asked about enrollment trends and how out-of-district and charter school placements affect these numbers. Mr. Belmont explained that charter school enrollment seems to be based on the number of charter schools currently in the area. Mr. Richards asked if the declining enrollment trend is due to a decrease in need or an increase in out-of-district placement. Mr. Belmont explained that he regularly works with staff to accurately classify students who need 504 plans vs. individual educational plans (IEPs), and that special education staff is becoming increasingly adept in determining and addressing student needs to more accurately categorize them. Ms. Palley reminded the Board that overall District enrollment is also declining.

Mr. Croteau asked what the District does at preschool and kindergarten levels to ensure students with special needs do not "fall through the cracks." Mr. Belmont explained that the District has made significant advances in kindergarten screening and also employs social-emotional programming and assessment, class tools, and activities with parents and families, including child-check clinics. He emphasized the social skills curriculum. Ms. Palley discussed several family centers throughout Concord, which provide children, parents and caregivers additional therapeutic services, including home visits and psychotherapy for young children. Mr. Belmont added that the District is piloting a grandparents' group to provide additional, specialized support for grandparents who serve in primary caregiver capacities for their grandchildren. Mr. Crush asked about next steps and follow-up when a student...
has been identified as being at social-emotional risk. Ms. Palley explained that this is performed by therapeutic staff such as school psychologists or counselors, through early intervention programs in the case of young children. Mr. Crush asked who the local partner providers are. Ms. Palley noted that Riverbend, Waypoint, Ascentria, and Child & Family Services are partners with the District, adding that these are primarily supported by grants. Mr. Belmont and Superintendent Forsten reviewed the frequency and array of identified educational disabilities throughout the District, noting that students could be represented multiple times on the chart if they have multiple disabilities.

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Mr. Belmont reviewed English Language Learner (ELL) enrollment and trends, noting a steady increase over the last five years. He noted that 40 languages are spoken within the District. Students originate primarily from Nepal and several African countries, with the highest populations at MBS and BGS; these students represent 8% of the overall student population. He complimented District-wide commitment to these students, specifically noting CHS social worker Anna Marie DiPasquale for her ongoing work and support assisting ELL students with college placements.

Mr. Belmont reviewed the Section 504 program in schools, which prohibits discrimination against people with disabilities who receive federal funding assistance. He explained that currently 73 students in the District are homeless. The McKinney-Vento Act ensures students' access to their schools of origin, with a 50/50 cost share program with other Districts if they need to be transported to and from school. Mr. Crush asked how the District identifies homeless students. Mr. Belmont and Superintendent Forsten explained that this typically happens during the student registration process. Specific staff are trained to focus on sensitivity and support for these families. Mr. Richards asked if transportation is provided for summer programming for these students. Mr. Belmont explained that it is.

Following up on questions posed at previous Board work sessions, Mr. Belmont reviewed several slides that provided three specific examples of costs associated with an inclusive, in-District education vs. out-of-district placement and transportation.
Firstly, he reviewed the annual cost of a CHS student with an IEP in the District “prep” program vs. an out-of-district program and transportation, noting that the latter would cost nearly twice as much – approximately $41,000 vs. $71,000 per year.

Secondly, he reviewed the annual cost of a CHS student with an IEP in the “Advance” program, demonstrating a difference of approximately $28,000 vs. $71,000 per year for an out-of-district placement. Mr. Crush asked if the Advance program was similar to the 3R program, and Mr. Belmont said it was, and explained that many of these students are included in general education programs.

Finally, Mr. Belmont reviewed the annual cost of a CHS student with an IEP in the District “ACCESS” program, which costs approximately $88,000 per year, noting that an out-of-district placement and transportation for the same student would cost approximately $194,000 per year.

Mr. Richards noted that the state adequacy annual payment per student is about $3,600 and asked what the state gives the District per student over and above that $3,600. Mr. Belmont stated that this might be an additional $1,100 at most. Ms. Palley and Mr. Belmont explained that the District might be able to bill Medicaid for some services, but that the District is not reimbursed at 100% and that these reimbursements provide insubstantial relief and are not hugely significant. Mr. Crush asked for the Medicaid revenue amount. Mr. Dunn explained that the budgeted amount is $1,125,000.

Mr. Belmont reviewed the percentage of students on IEPs included in general education classrooms, noting that a majority of students are in regular classrooms most of the day, with appropriate staff supports.

Superintendent Forsten reviewed elementary student enrollment and staffing, focusing on Student Services. She noted that these numbers do not include Speech-Language Pathologists, Occupational Therapists, or Guidance Counselors.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>ALL STUDENTS</th>
<th>CLASSROOM TEACHERS</th>
<th>SPECIAL EDUC. STUDENT</th>
<th>SPECIAL EDUC. TEACHERS</th>
<th>EDUCATIONAL ASSISTANTS</th>
<th>ELA STUDENTS</th>
<th>ILL TEACHER TUTOR</th>
<th>TITLE I STUDENTS</th>
<th>TITLE I TUTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASHRT-SRORYING</td>
<td>371</td>
<td>19</td>
<td>51</td>
<td>3</td>
<td>11</td>
<td>9</td>
<td>0.5</td>
<td>96</td>
<td>4</td>
</tr>
<tr>
<td>BEVERER MEADOW</td>
<td>353+</td>
<td>17</td>
<td>73</td>
<td>7</td>
<td>23</td>
<td>23</td>
<td>1</td>
<td>105</td>
<td>3</td>
</tr>
<tr>
<td>BICKEN GROUND</td>
<td>349</td>
<td>16</td>
<td>62</td>
<td>3</td>
<td>20</td>
<td>50</td>
<td>1.5</td>
<td>100</td>
<td>4</td>
</tr>
<tr>
<td>CHINNAH MAUVE</td>
<td>417</td>
<td>20</td>
<td>50</td>
<td>3</td>
<td>24</td>
<td>14</td>
<td>1</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>MILLBROOK</td>
<td>607+</td>
<td>19</td>
<td>82</td>
<td>5</td>
<td>30</td>
<td>79</td>
<td>1</td>
<td>74</td>
<td>3</td>
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<tr>
<td>TOTAL</td>
<td>1,597</td>
<td>91</td>
<td>328</td>
<td>21</td>
<td>108</td>
<td>163</td>
<td>5</td>
<td>464</td>
<td>17</td>
</tr>
</tbody>
</table>

She provided a summary of Student Services staff positions and their responsibilities, including Educational Assistants, special education Teachers, special education Coordinators, and the proposed new Assistant Principals. She explained that currently, a half-time coordinator works at each elementary school and full-time coordinators or directors work at the middle and high schools. She reviewed the proposed new elementary Assistant Principal positions and special education Coordinator positions, noting the costs associated with both, and outlining the major responsibilities for both roles. Mr. Crush asked for measurable outcomes or the impact of keeping current services.
staffing as is, versus hiring new Assistant Principals, and what would happen with the current special education Coordinators. Superintendent Forsten explained that the Coordinators are aware of these proposed new roles and two are qualified and interested in applying. The third person is working to gain an administrator credential. She added that the District is moving toward being less reliant on outside consulting services. Barb Higgins suggested that a clause in the CEA contract may require CEA approval before changing Coordinator roles into Assistant Principal roles. Superintendent Forsten stated that she would research this and get back to the Board. Mr. Croteau asked about the benefit of adding Assistant Principals, and wondered what is not happening as easily right now that would happen more easily with Assistant Principals. Ms. Patterson suggested that Board members should wait for further information from the administration before making decisions.

Superintendent Forsten reviewed the 3R program special education Teacher position, which is designed to meet the needs of young students who have serious social, emotional and behavioral disabilities. She recommended adding a second special education teacher to this program, as the breadth of learning needs warrants such a position.

Mr. Dunn reviewed the proposed Student Services budget, which totals $21,548,643.55, an increase of 4.36% over last year.

<table>
<thead>
<tr>
<th>EXPENDITURE OBJECT</th>
<th>FY19 - BUDGET</th>
<th>FY20 - PROPOSED</th>
<th>CHANGE ($)</th>
<th>CHANGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[610000] - SALARIES</td>
<td>12,336,157.00</td>
<td>12,596,720.00</td>
<td>259,563.00</td>
<td>2.10</td>
</tr>
<tr>
<td>[620000] - BENEFITS</td>
<td>4,844,425.00</td>
<td>5,181,294.00</td>
<td>336,869.00</td>
<td>6.95</td>
</tr>
<tr>
<td>[630000] - PROFESSIONAL SERVICES</td>
<td>1,469,616.00</td>
<td>1,482,496.00</td>
<td>12,880.00</td>
<td>0.86</td>
</tr>
<tr>
<td>[640000] - PURCHASED PROPERTY</td>
<td>3,703.00</td>
<td>6,001.00</td>
<td>2,298.00</td>
<td>62.06</td>
</tr>
<tr>
<td>[650000] - PURCHASED SERVICES</td>
<td>1,694,987.66</td>
<td>2,177,061.24</td>
<td>482,073.58</td>
<td>14.89</td>
</tr>
<tr>
<td>[660000] - SUPPLIES, BOOKS AND UTILITIES</td>
<td>64,966.74</td>
<td>86,148.67</td>
<td>21,181.93</td>
<td>32.61</td>
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<tr>
<td>[670000] - EQUIPMENT</td>
<td>13,440.93</td>
<td>18,330.64</td>
<td>4,899.71</td>
<td>36.38</td>
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<tr>
<td>[680000] - DUES, FEES &amp; INTEREST</td>
<td>1,590.00</td>
<td>1,590.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>TOTAL SPECIAL EDUCATION AND PUPIL SERVICES</td>
<td>20,649,085.33</td>
<td>21,548,643.55</td>
<td>899,558.22</td>
<td>4.36</td>
</tr>
</tbody>
</table>

He provided an overview of contracted services provided by William J. White consulting staff, which includes behaviorists, autism support staff and extended-year consultation services for students with emotional disabilities and autism, at a total of $859,748.25 for the year.

Mr. Dunn provided a summary of out-of-district placements, noting that 22 students are projected to be placed out-of-district in the coming school year, representing just over 3% of District students with educational disabilities, and that related expenditures include tuition, related services, and transportation. He provided a breakdown of these 22 students:

- 22 students placed out-of-district
  - 10 students placed by the District (2 middle school, 9 high school)
  - 11 students placed by the courts (1 elementary, 3 middle school, 7 high school)
- 1 student placed by parents
- 0 student in foster care

He explained that four students have returned to the District recently from out-of-district placements, which accounts for projected lower costs for the coming year. Some related costs to the budget increase in other areas, however; for example, behavior specialists and related services to support placement within the District will increase. This will also result in transportation savings, as students return to their home district.

Mr. Dunn reviewed the District's state and federal funding sources, noting a significant decrease or elimination of several grants.

<table>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
<td>$1,105,005</td>
<td>$1,162,558</td>
<td>$1,186,304</td>
<td>$1,177,281</td>
<td>$1,185,454</td>
</tr>
<tr>
<td>Federal</td>
<td>Title I</td>
<td>Improving The Academic Achievement Of The Disadvantaged</td>
<td>$1,109,514</td>
<td>$1,130,324</td>
<td>$1,224,070</td>
<td>$1,104,460</td>
<td>-</td>
</tr>
<tr>
<td>Federal</td>
<td>Title III</td>
<td>Language Instruction for Limited English Proficient and Immigrant Students</td>
<td>$83,005</td>
<td>$88,972</td>
<td>$80,197</td>
<td>$64,500</td>
<td>-</td>
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<tr>
<td>Federal</td>
<td>SS/HS - SAMHSA</td>
<td>Safe Schools/Healthy Students</td>
<td>$524,710</td>
<td>$520,141</td>
<td>$533,000</td>
<td>-</td>
<td>No Budget</td>
</tr>
<tr>
<td>Federal</td>
<td>Medicaid</td>
<td>Billing for Medicaid reimbursable services</td>
<td>$1,132,438</td>
<td>$1,030,172</td>
<td>$1,075,000</td>
<td>$1,050,000</td>
<td>$1,125,000</td>
</tr>
<tr>
<td>Federal</td>
<td>Social</td>
<td>Preschool Special Education</td>
<td>$4,549</td>
<td>$9,906</td>
<td>$10,000</td>
<td>$10,000</td>
<td>No Budget</td>
</tr>
<tr>
<td>State</td>
<td>SFL Education Act (Formerly Catastrophic Aid)</td>
<td>To defray costs of those whose costs are more than 3 times the state average cost per pupil</td>
<td>$396,945</td>
<td>$376,667</td>
<td>$232,215</td>
<td>$300,000</td>
<td>$165,258</td>
</tr>
<tr>
<td>State</td>
<td>Differentiated Aid</td>
<td>Charter Schools</td>
<td>$20,114</td>
<td>$26,998</td>
<td>$17,358</td>
<td>$17,358</td>
<td>$17,358</td>
</tr>
<tr>
<td>State</td>
<td>Adequacy</td>
<td>$1,056 for a special education student who has an individualized educational plan (IEP)</td>
<td>$1,348,314</td>
<td>$1,343,059</td>
<td>$1,322,107</td>
<td>$1,379,109</td>
<td>$1,362,327</td>
</tr>
</tbody>
</table>

Ms. Patterson called for a motion to adjourn.

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

The meeting adjourned at 7:20 p.m.

Respectfully submitted,

Jim Richards, Secretary
Lauren Hynds, Recorder
Superintendent Terri Forsten welcomed the assembled guests and thanked CRTC Chef/Teacher Bob McIntosh and CHS students Josh Stanford and Ryan Martel for their expertly cooked and served breakfast. She noted that Culinary Arts is one of 11 CRTC programs, which can include students from 9 sending school districts.

She introduced the agenda, including enrollment and demographics; teaching and learning highlights; the impact on the District of State building aid (HB 175 and HB 176); full-day kindergarten funding (HB 184); NH Retirement (HB 497); and special education aid (SB 143).

Superintendent Forsten noted that the Board's demographic study has been completed, and shows a trend of declining enrollment over the last 10 years that is expected to continue. In 2009 there were a total of 5012 students in the District, while in 2018 there were a total of 4422. She briefly discussed the implementation of full-day kindergarten this school year, and its current and anticipated impact on enrollment numbers.

Superintendent Forsten discussed the percentage of students eligible for free and reduced-price breakfast and lunch, an eligibility marker for a number of programs. Currently, 26% of students in New Hampshire qualify for this program, while in Concord 36% of students do. As an additional statistic, Mr. Dunn noted that fully 45% of students at Mill Brook School qualify for this program.

Superintendent Forsten briefly noted the District's move to competency assessment, its goal of 1:1 Chromebook/iPad for students; the CHS Help Desk representing students helping other students with technology; and the District's excellent performing arts program, including upcoming concerts and theater performances. She noted that CHS has 3 National Merit Scholars this year, a remarkable achievement.
Superintendent Forsten and Mr. Dunn moved into a discussion of pending legislation at the State House that could impact the District budget favorably and provide some relief to local taxpayers. Mr. Dunn displayed a chart with the various building options for the proposed new or renovated middle school. He based this analysis on the following assumptions: the current feasibility study conceptional designs; current bond rates; estimated both with and without state building aid; the availability of new funding formulas approved by the Legislature; the use of the Facility Stabilization Fund; first-year tax impact (based on home assessed at $250,000); use of the current site; that all funds are expended; that there is no use of grants or special programs.

Superintendent Forsten discussed the Board’s approval of full-day kindergarten last year, with this year’s initial implementation. She described the positive impact it would have on the budget if the Legislature funded full-day kindergarten students at the same rate as it currently funds all other students. This would add over $770 per kindergarten student.

Mr. Dunn discussed the rising rates of the New Hampshire Retirement System. All employee rates increased from 5% to 7% in 2012. The teacher rate is at 17.80%, an increase of .44% from 17.36% to 17.80% in FY20. He noted that the rate increased from 15.67% to 17.36% in FY18. The impact of this on the FY20 Budget is projected to be $5,674,311. The non-teacher rate is 11.17%, a decrease of .21% from 11.38% to 11.17% in FY20. This rate increased from 11.08% to 11.38% in FY18. The impact of this on the FY20 Budget is additional expenditures of $869,127. If the state contributed 15% of the employer rate for Teachers, the state portion would be $872,641.80 for Concord. Mr. Dunn suggested the possibility of guaranteeing Municipal and School District Retirement Rates until NHRS’ unfunded liability is paid off in 2039 by creating a stop/loss fund so rates do not go higher than the current rates.

Superintendent Forsten explained that the District is responsible for special education costs per pupil up to 3 ½ times the estimated state average expenditure per pupil for the school year preceding year of distribution, plus 20% of the additional cost, up to 10 times the estimated state average expenditure per pupil for the school year preceding distribution. SB 143 would limit the amount the DOE can set aside for administering state aid for special education.

In closing, Superintendent Forsten invited all present to call upon the administration for data and other information in their work as City staff and state legislators.

Attendees thanked the District for its informative presentation, noting that their goals were aligned with the school system.

The meeting closed at 9:00 a.m.

Respectfully submitted,

Jim Richards, Secretary
Linden Jackett, Recorder
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: March 4, 2019
REFERENCE: Teacher Nomination 2018-2019 School Year

Zachary Procek Hooksett, NH Education: Concord High School English Teacher Saint Anselm College, Manchester, NH, BA/17 Zachary replaces Meredith Vickery (M-11 prorated 83 days = $32,808) – resignation Budgeted at $30,928

$21,572 M-1 prorated 83 days one year only
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: March 4, 2019
REFERENCE: Spring Coach Nominations

Amanda Bacher
Concord, NH
Education: Granite State College, Concord, NH, BS/2016
Profession: New Hampshire Technical Institute, Concord, NH
Experience: Game Management Director, 01/2018-present
Concord High School
Girls Varsity Lacrosse Coach
JV Lacrosse Coach, 2017-2018
Unified Basketball & Soccer Coach, 2012-present
Girls JV Volleyball Coach, 2011
Girls Freshman Basketball Coach, 2010
Bishop Brady High School, Concord, NH
Varsity Assistant/JV Lacrosse Coach, 2014-2016
Hopkinton High School, Hopkinton, NH
JV Field Hockey Coach, 2008-2015
Concord Parks and Recreation, Concord, NH
Lifeguard, 2009-2011
Amanda replaces Stephanie Johnson

Colin Brown
Concord, NH
Education: Plymouth State University, Plymouth, NH, BS/13
Profession: Southern New Hampshire University, Manchester, NH
Experience: Academic Advisor, 2017-present
Concord High School
Spring Track Supplemental Coach
JV Football Coach, 2018
Freshman Head Football Coach, 2015
Spring Track Coach, 2015
Freshman Assistant Football Coach, 2014
Boys and Girls Club, Concord, NH
Camp Director, 2012-present
NH Shrine Football Team Member, 2009
First Team All-State Quarterback, 2009
Colin replaces Kyle Mosher
Kyle Brown
Concord, NH
Education: Springfield College, Springfield, MA, BS/12
Profession: United States Bobsled and Skeleton Federation, Lake Placid, NY
Team member, 12/12-present
Mike Boyle Strength and Conditioning, Woburn, MA
Strength and Conditioning Coach, 3/12-present
Experience: Concord High School
Spring Track Assistant Coach, 2014-2017
Outdoor Pursuits, Springfield, MA
Camp Crafts Instructor, 2009-2011
Springfield College, Springfield, MA
Four-time varsity track athlete
Varsity track captain, 11-12
Two bronze medals in North American Cup
94th skeleton world ranking
Unfilled position in 2017-2018 school year

Lauren Perry
Merrimack, NH
Education: Saint Anselm College, Manchester, NH, BA/2015
Profession: wedů, Manchester, NH
Account Manager, 11/2018-present
Experience: Granite State Elite Club Lacrosse, Milford
Ages 12-17 Co-Coach, 2010-2017
Cave Girls Lacrosse, Merrimack, NH
Summer Camp Counselor/Instructor, 2012-2013
Merrimack Youth Association, Merrimack, NH
Girls U13B Team Head Coach, 2008-2009
Lauren replaces Amanda Bacher

Zachary Procek
Hooksett, NH
Education: Saint Anselm College, Manchester, NH, BA/17
Profession: Concord High School
Long-Term Substitute English Teacher, 02/2019-present
Experience: Concord High School
Indoor Track Coach, 2018-present
Trinity High School, Manchester, NH
Cross Country, Indoor and Outdoor Track Coach, 2017-2018
Runners Alley, Manchester, NH
Organize group runs and events throughout Manchester, ranging from 10 to 60 people
McIntyre Ski Area, Manchester, NH
Ski School Instructor, 2013-2017
Zachary replaces Tristan Black-Ingersoll

Coach Nominations
March 4, 2019
Ashley Silva  
Manchester, NH  
Education:  
- Girls Varsity Head Tennis Coach  
Profession:  
- ACE Personal Trainer Certificate, 2018  
- Professional Tennis Registry, 2018  
- First Aid/CPR/AED Certified, 11/2017-11/2019  
Experience:  
- Concord High School  
  - Girls Varsity Head Tennis Coach, 2018-2020  
- Orangetheory Fitness, Bedford/Manchester, NH  
  - Fitness Coach, 9/2018-present  
- Southern New Hampshire University, Manchester, NH  
  - Assistant Tennis/Conditioning Coach, 1/19-present  
- Sportsmanship Tennis Club, Boston, MA  
  - Professional Tennis Coach, 2008-2010  
Ashley replaces Kia DeAngelis

Sarah Grant  
Manchester, NH  
Education:  
- Eastern University, St. Davids, PA, BS/14  
Profession:  
- Rundlett Middle School  
  - Science Teacher, 2016-present  
Experience:  
- Rundlett Middle School  
  - Girls Soccer Coach, 2018-present  
  - Cross Country Volunteer Assistant Coach, 2018  
- Exeter Youth Soccer Association, Exeter, NH  
  - Soccer Coach, 2015-2017  
Sarah replaces Paula Stewart
Jennifer Patterson opened the meeting at 5:30 p.m. The agenda was to consider changes and updates to several student-related policies.

Superintendent Forsten noted the committee membership. She noted several goal-setting topics derived from the Board Retreat, which was held on January 12: to revise policies; stay current on legislation impacting education; and gain understanding of contract language.

Chuck Crush asked how many policies the Board has and how far through them the Committee has made its way. It was suggested that this initial review has completed about half of the policies.

Ms. Patterson invited public comment on items unrelated to the agenda.

Eric Sommer and Julie Lane spoke about several inconsistencies among the policies, in particular about vaping which, while it falls under the Tobacco-free policy, may be referenced in the disciplinary code policy, then the code of student conduct policy. Even then, a student, or parent, still may not discern the actual discipline. Ms. Lane said the Board needs to consider a more appropriate way to handle a situation such as vaping; students shouldn’t be judged guilty by association (standing in a group of students where one student has vaping materials, for example).

Barb Higgins suggested that the Committee speak with coaches about how they handle their very specific behavioral athletic team requirements.

Tom Croteau summed up the concerns as being, first, the content of a particular policy, and second, the way the policies fit together.

Ms. Lane said there is a lack of due process for students.
Policy #641 Class Size Guidelines

The Superintendent noted that this policy was reviewed in November, during which the committee considered state standards and associated research. Although the policy was adopted in 1983, it has been reviewed many times and has stood the test of time. The committee opted to maintain the policy as it currently stands. It was being reconsidered at this meeting following a request by three parents who attended the January Board meeting.

The guidelines offer a range of class sizes. Superintendent Forsten briefly reviewed 2017-2018 data on national, state and Concord class sizes, NH class size standards, and research from the Center for Public Education Research and the Tennessee Project STAR dating from 2002.

National, State and Local Class Size Data

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States*</td>
<td>23.1</td>
<td>25.5</td>
<td>24.2</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>18.4</td>
<td>19.7</td>
<td>**</td>
</tr>
<tr>
<td>Concord</td>
<td>19.8</td>
<td>20.5</td>
<td>20.8</td>
</tr>
</tbody>
</table>

* National Center for Education Statistics 2017 Data  
** Unavailable

(a) Class size for instructional purposes, in each school shall be:
   (1) Kindergarten – grade 2, 25 students or fewer per educator, provided that each school shall strive to achieve the class size of 20 students or fewer per educator;
   (2) Grades 3 – 5, 30 students or fewer per educator, provided that each school shall strive to achieve the class size of 25 students or fewer per educator; and
   (3) Middle and senior high school, 30 students or fewer per educator.
(b) These class size requirements may be exceeded for study halls, band and chorus, and other types of large group instruction, including but not limited to, lectures, combined group instruction, and showing of educational television and films.
(c) In the interest of safety, the maximum number of students in laboratory classes in such areas as science and career and technical education shall be determined by the number of workstations and the size and design of the area. In no case shall the number of students in laboratory classes exceed 24.

Under NH state standards, kindergarten through grade 2 should have no more than 20 students per teacher; grades 3 to 5 should have no more than 25 students per teacher; and middle or high school classes should have 25 students per teacher or fewer. The current average number of students per class in Concord are: elementary schools are 18.8 per teacher; middle school is 20.5 students per teacher; high school is 20.8 students per teacher.
Center for Public Education Research

"From the review of the research, we can scientifically document several important findings about reduced class size, which local school districts may find useful: smaller classes in the early grades (K-3) can boost student academic achievement; a class size of no more than 18 students per teacher is required to produce the greatest benefits; a program spanning grades K-3 will produce more benefits than a program that reaches students in only one or two of the primary grades; minority and low-income students show even greater gains when placed in small classes in the primary grades; the experience and preparation of teachers is a critical factor in the success or failure of class size reduction programs; reducing class size will have little effect without enough classrooms and well-qualified teachers; and supports, such as professional development for teachers and a rigorous curriculum, enhance the effect of reduced class size on academic achievement."

Tennessee’s Research

“The most influential contemporary evidence that smaller classes lead to improved achievement is Tennessee’s Project STAR. Because this program set up randomly selected control and experimental groups of students, researchers could compare students who had four years of small class participation to students who had none. This meant that researchers could more reliably evaluate the impact of the class size reform. Project STAR (Finn, 2002) found that "students in smaller classes did better than those in larger classes throughout the K-3 grades; minority and inner-city children gained the most from smaller classes; and the more years spent in reduced classes, the longer lasting the benefits."

Superintendent Forsten then reviewed the current policy, noting that when the policy was developed, grade 6 was still considered part of the intermediate grades.

Current Policy #641

The average class size objectives shall be:

- Kindergarten 17 14–17–20
- Primary (grades 1-3) 21 18–21–24
- Intermediate (grades 4-6) 25 22–25–28

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

Secondary administrators will consider 30 students as a maximum class size and 15 as a minimum class size. Classes with student enrollment of less than 15 must have approval of the central administration.
Currently, seven elementary classes fall below the class size objective for each grade range. Seventeen classes fall within the range of the policy, and seven classes exceed the mid-range.

Superintendent Forsten described class sizes at the middle school, including language arts (classes between 17 and 42 – the higher numbers accounted for by band, orchestra, chorus); math; "exploratory;" (classes from 19 to 23 students).

She noted that class sizes at CHS range between 9 (specialized reading instruction) and 43 (performing arts) students. There are 52 classes of 9-16 students; 152 classes of between 18 and 24 students; 219 classes of between 25 and 30 students; 12 classes of 30+ students, for a total of 435 classrooms.

Ms. Patterson noted that the committee would take public comment and then Committee members would have an opportunity for questions and comment.

Emma and Olivia O’Connor are students at ADS. They said they wanted classes at 20 or fewer. They said they can fit desks in their classrooms but not much else. They talked about the teacher time required to organize reading groups.

Amelia Crumrine (grade 5 at CMS) said she is in a class of 26 students, where it can be loud and hard to concentrate. She said that students may have to wait longer to get help from a teacher.

Heidi Crumrine, Concord resident and CHS teacher, noted that she loves Concord’s diversity and belief in inclusion and noted that when class sizes increase, it’s harder for teachers to spend time focusing on each student.

Deodonne Bhattarai, a Concord resident, has a 4-year-old at MBS. She. Noting that student demographics have changed over the years, and 15% of students have an IEP, she asked how the District could do better going forward. She noted Concord’s legacy of inclusion and asked the committee to take its time to review the latest research.

Board member Barb Higgins noted she has received several emails from residents concerned about the impact on their property taxes, commenting “we can spend the money on taxes or we can spend the money on special education.” She left the meeting.

Mike Pelletier, Concord resident and CMS teacher of 14 years; both daughters attend CMS. He noted he teaches 26 5th graders, the largest class he has ever taught. As the teaching model is focused on small groups and student needs are varied, he finds it frustrating he cannot get to every student. He noted that it is not possible to form necessary personal connections with students with this size class. As a matter of practicality, he noted that classrooms are too small for this many students; class size also impacts hallway management. He asked the committee to reconsider the class size policy.

Nicole Fox, a Concord resident, has 3 children at CMS in grades 1, 3, and 5, and each child is in a class on the larger size of the range. She said her more reserved children, who may not ask for the help they actually need, may not get this help although the teachers are excellent. She urged the committee to consider revising the policy.
Cate Fox, daughter of Nicole Fox, is in grade 5 at CMS. She said there are 26 students in her class, and this situation is difficult for the students and also for teachers.

Katie Brissette is a Concord resident and has several children in the District. She thanked the committee for holding the meeting and hopes to come to a consensus on the issue.

Ms. Patterson thanked Betty Hoadley for her comments submitted to the Board in writing. Ms. Patterson noted a previous focus on class size when her children attended Broken Ground School and she was first on the Board; that larger class sizes can be difficult. She said that the language of the policy does not reflect the complicated, strenuous process the Superintendent and Principals go through in assigning students to classes. She stated that, at a minimum, the policy should reflect more clearly the manner in which the administration administers the policy. She noted that the administration very actively makes efforts to establish the vast majority of classes at the middle level of the range. She referenced the STAR study, noting that the Board looked at that information when the elementary schools were consolidated in 2012, and made the conscious effort to stay at the low end of the range for grades K-3 particularly. She suggested the Board may want to stay on the low end of the range for required classes at CHS, as these are core classes. She said she does not want to look just at average class sizes; but also to analyze the outliers. She suggested continued discussion could include how to bring more clarity to the application of the policy.

Committee member Chuck Crush noted that he continues to hear how much education has changed over the past few decades, and that other factors need to be taken into consideration, including the specialists in the classroom, etc.

Committee member Tom Croteau thanked Superintendent Forsten and Betty Hoadley for the information each has provided. He noted that the demographic study commissioned by the Board will be presented on February 11 at a special Board meeting. He noted that the committee has heard about space issues including desks and rugs, and also teacher attention. He said the Committee and the Board will continue to research and discuss the topic.

Committee member Nancy Kane suggested that the raw numbers in the class size guidelines may not tell the entire story, that there is more going on in terms of the methodology used and Concord's student population. She suggested looking more closely at how these can be balanced.

Board member Liza Poinier suggested there may be value in adding additional layers to the policy to provide more creative ideas to address the issue.

Board member Pam Wicks suggested the possibility of reducing the upper limit by one or two students. She noted that enrollments are declining, and taxes are going up. She encouraged audience members to write to state legislators to increase adequacy funding and building aid, which would reduce the particular burden on Concord taxpayers. She suggested more innovation is possible as happened at BGS this year. She thanked the administration for focusing on keeping kindergarten class sizes small.
Board member Danielle Smith said that, as a teacher, she has taught classes of 16 and of 25 kindergarteners and knows the significant difference this makes in a teaching day. She encouraged the administration to be creative about co-teaching and other factors.

Superintendent Forsten noted how students with special education needs, socioeconomic and other factors are “folded into” the guidelines currently. She suggested the administration and Board start looking at where there is enough space to add classes, and whether class sizes could be adjusted by adjusting school boundaries.

Ms. Wicks also commented that part of the demographic study would including the possibility of neighborhood school boundaries changing, and also that the declining enrollment trend will continue. Superintendent Forsten noted that it is not likely boundaries would be moved this year.

Mr. Crush asked whether metrics related to teacher satisfaction/turnover exist. Superintendent Forsten noted that teacher turnover is not significant in this District.

Mr. Pelletier added a comment that class size has not typically been a problem, but the top number may be problematic. He said a top number of 25 would be better.

Ms. Patterson noted that one issue related to class size is the budget, and one is the policy. She said there does not exist enough clarity to move forward with specific changes to policy at this time.

Ms. Wicks noted the amount of time and thought that goes into class makeup, including gender, reading level, etc. She said it is always an interesting challenge how to best group students to balance classes with differing numbers.

Mr. Croteau asked the administration to produce data about the actual cost of changing the class size ranges.

Ms. Patterson asked for a motion to adjourn.

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

The meeting adjourned at 7:06 p.m.

Respectfully submitted,

Jennifer Patterson, Chair
Linden Jackett, Recorder
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**District Total** (not including preschool numbers) 4334
### Monthly Enrollment Report Summary
#### 2018-2019 School Year

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<td>Budget Work Session</td>
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