I. CALL TO ORDER

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

III. PRESENTATIONS
   a. Abbot-Downing School presentation
   b. Doris Ballard – ConcordTV’s spring fundraiser

IV. PUBLIC COMMENT – agenda items only

V. APPROVAL OF BOARD MINUTES
   a. Regular monthly meeting (Feb 5) ......................................................................................... pp. 3-7
   b. Special Board meeting (Feb 12) ............................................................................................. pp. 8-11
   c. Appointment of Deputy School Board Clerk
   d. Budget Work Session (Feb 12) ............................................................................................... pp. 12-18
   e. Budget Work Session (Feb 19) ............................................................................................. pp. 19-25
   f. Budget Work Session (Feb 21) ............................................................................................. pp. 26-31

VI. RECOGNITIONS / REPORTS
   a. Concord High School Student Representatives
   b. Superintendent Report

VII. PERSONNEL
   a. Staff nominations.................................................................................................................... p. 32

VIII. NEGOTIATIONS
   a. Committee meeting report (Feb 5)

IX. JOINT CITY COUNCIL/SCHOOL BOARD
   a. Committee meeting report (Feb 23) ....................................................................................... pp. 33-34

X. COMMUNICATIONS & POLICY
   • Policy #124 School Board Standing Committees (2nd reading) ............................................ p. 35
   • Policy #414/521 Sexual Harassment (2nd reading) ................................................................ pp. 36-40
   • Policy 422 Health Insurance Portability and Accountability Act (2nd reading) ..................... pp. 41-42
   • Policy #422.1 Health Insurance (2nd reading; recommended for deletion) ....................... p. 43
   • Policy #422.3 Tax Sheltered Annuity Program Benefits (2nd reading; recommended for deletion) ........................................................ p. 44
   • Policy # 422.4 Worker’s Compensation (2nd reading; recommended for deletion) .......... p. 45
   • Policy #432/537 Child Abuse or Neglect (2nd reading) ....................................................... p. 46

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

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

XIII. ADJOURNMENT
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

The Board voted 9-0 to approve the agenda (motioned by Clint Cogswell, seconded by Tom Croteau).

Agenda Item 3. Presentation by Broken Ground School

Ms. Patterson introduced BGS Principal Susan Lauze, who brought a number of students to present an excerpt of their upcoming show Peter Pan, to be staged on February 16, 17 and 18. The directors are teachers Rachel Hamilton, Christina Moore and Phillip Hoefs.

A number of BGS and CHS students also presented a successful and energetic afterschool program called Bigs and Littles, in which 26 elementary and 26 high school partners have fun, develop strong relationships and promote positive attitudes toward school. Teacher Lindsay Elefante and guidance counselor Christina Rousseau developed this program with the help of a Concord Trust grant. CHS teacher Kaileen Chilauskas has supported this program at the high school level. The Board thanked these students for their energy and enthusiasm.

Principal Lauze also spoke about this year's school-wide theme, “bucket filling,” in which students imagine and visualize carrying an invisible bucket and try to fill it with kind words and actions. Teacher Liz Finney, student council advisor, and members of the student council spoke to the Board about attending leadership conferences and their efforts to teach lessons in every class about how everyone can be a leader. They created surveys about what kinds of changes or additions they would like to see at BGS. The students used the gathered data to recognize faculty, change some of the upcoming spirit
week activities, create a community service project, and create “bucket filler” awards for those who stand out in their contributions.

Agenda Item 4. Public Comment—agenda items only
There was no public comment.

Agenda Item 5. Approval of Board Minutes
Ms. Patterson reviewed the minutes of the regular Board meeting on January 2.

The Board voted 9-0 to approve the minutes of the regular monthly meeting on January 5 with minor corrections (moved by Maureen Redmond-Scura, seconded by Nathan Fennessy).

Ms. Patterson reviewed the Board Retreat on January 20, during which the mission and vision were discussed, as well as an evaluation of the Board’s work and its focus for the upcoming year. They discussed the work of each committee, and discussed how the cost of full-day kindergarten would be considered as part of the budget process.

Mr. Croteau reviewed the opening budget presentation at the January 31 Budget Work Session. He reviewed budget goals and noted that the cost of full-day kindergarten (FDK) was included in budget considerations. Overall enrollment was anticipated to decline slightly, and staffing reflected classroom needs. Salaries and benefits constitute approximately 77.34% of the budget. Costs for special education out-of-district placements decreased in this budget. The total proposed budget for the general fund expenditures was anticipated to be $81,791,950, an increase of $1.787 million, or 2.23%.

Mr. Croteau noted that the schedule of work sessions had been established.

Mr. Croteau noted that the tax rate increase (both local and state tax) was anticipated to be $.31 or 1.99%; on a home assessed at $250,000, the proposed budget would add $78 (local and state value combined).

Ms. Patterson noted that minutes, videos and presentations for each of the eight meetings would be posted on the District website. The next meeting was scheduled for February 7, for a discussion of salaries and benefits. Two hearings were scheduled for March 7 and March 12. It is anticipated that the Board will vote on the budget on March 19.

The Board voted 9-0 to approve the minutes of the January 31 meeting (moved by Ms. Redmond-Scura, seconded by Mr. Fennessy).

Agenda Item 6. Recognitions
Student Board representative Logan Stevens and Helen Massah noted a recent visit by the Governor and Concord native and retired basketball star Matt Bonner. They recognized both girls’ and boys’ recent sports accomplishments. They discussed recently-
implemented "maker spaces" and how they are used. A video was shown in which a student had developed a mechanical hand. Mr. Stevens talked about an upcoming play, *Nora’s Lost*, about dementia. Ms. Massah talked about the winter carnival and other upcoming events.

Ms. Redmond-Scura recognized the District’s strong arts programs.

Superintendent Forsten added a news segment to the monthly meeting, beginning with the search for a new Rundlett Middle School Principal. Superintendent Forsten and Assistant Superintendent Donna Palley will oversee the search process and the selection committee, which will include Board member Jim Richards. There are currently 7 or 8 outside candidates, and interviews will begin soon. Superintendent Forsten presented several upcoming New Hampshire School Boards Association webinars and conferences, including one related to the “Right to Know” law.

Agenda Item 7. Personnel

Superintendent Forsten presented two teacher nominations.

Gail Beaudoin, Criminal Justice Teacher, Concord Regional Technical Center, $26,580, 67% at M-14, 90 days. Gail replaces Ellen Arcieri (67% of M-14 = $26,580) – resignation. Budgeted at $26,580

Fiona Quirk, Occupational Therapist, Concord High School, $6,953, 20% at M-11, prorated 91 days. Ms. Quirk will work one additional day per week at CHS to finish out the year. This is a temporary, not a new, position.

The Board voted 8-0 (with one abstention, Chuck Crush) to approve the teacher hires, as presented (moved by Ms. Redmond-Scura, seconded by Mr. Croteau).

Agenda Item 8. Capital Facilities

Chairman Jim Richards noted that the committee met on January 8 and heard several updates including the monitoring of heat in District buildings during this cold weather. A portion of a $1,000,000 bond was used to tear down the condemned CRTC childcare building; but monies were reprioritized from renewing the CRTC preschool, to investing in roofs next summer: a roof at BQS in the 3rd grade wing that would cost approximately $250,000, and the CHS roof that would cost approximately $685,000. The Committee decided to refer the funding reprioritization from the CRTC childcare facility to the Broken Ground and Concord High School roofs to the Finance Committee. The Committee also discussed plans for the repair of the CHS gym floor, and possible grant monies to improve energy efficiency.
Agenda Item 9. Communications and Policy Committee

Chairperson Nathan Fennessy noted that the committee met on January 10, at which School Board Clerk Roger Phillips presented a draft resolution on campaign finance. The committee requested additional information and will reconsider this at a later meeting. Several policies were before the Board for a first reading:

Policy #124 School Board Standing Committees – the Committee considered a name change of the Joint City Council/School Board Committee to the City and Community Relations Committee. Several modifications were added.

Policy #432/#537 Child Abuse or Neglect – the suggestion was for the policy to be consistent on reporting regulations, from 24 to 48 hours; and to make other language consistent with District practices.

Policy #414 Sexual Harassment – the Committee determined that the NHSBA policy was more up to date; but this policy would apply only to faculty and not students. Policy #521, which applies to students, would be reviewed at a future meeting.

Mr. Crush asked whether a peer-to-peer structure could be established as an initial reporting point. Superintendent Forsten noted that designated, trained Title IX reporters would be established. Mr. Crush asked if the policy would be rolled out for faculty, as well as employee support. Superintendent Forsten said an initial step would be a discussion in the Administrative Council.

Policy #422 Health Insurance Portability and Accountability Act (new) – this NHSBA sample policy would replace the current Policy #422.1

Policy #422.1 Health Insurance (recommended for deletion) – last updated in 1984

Policy #422.3 Tax Sheltered Annuity Program Benefits (recommended for deletion) – this policy, last updated in 1984, is already in contracts.

Policy # 422.4 Worker’s Compensation (recommended for deletion) – last updated in 1966. The Committee will look at a different policy related to employee protection.

These policies will come before the Board for second readings and votes.

Agenda Item 10. Negotiations Committee

Mr. Fennessy reported that the Committee met on January 17 to discuss contract negotiations and would meet again in February.

Agenda Item 11. Instructional Committee

Maureen Redmond-Scura presented the report of the meeting on January 24 and highlighted the Bedrock presentation made by Laurie Hart and Stacey Lazzar. They presented work in the District that has been funded by the Safe Schools, Healthy Students grant. Through this grant, 300 childcare and preschool providers have attended
workshops; over 300 families have been served at the District's four family centers; over 500 children have been screened with over 90 home visits and 41 referrals to community agencies. Substance abuse and mental health clinicians are also placed in the schools.

Also at that meeting, Superintendent Forsten presented the student services enrollment report, which indicated a continuing, anticipated drop in overall enrollment. Just over 700 students receive special education services, or about 15%, which is a number that is consistent throughout the state. Several areas of focus include social and emotional behavioral challenges, successful inclusion programs, transitions from out-of-district placements to in-district programs, use of technology to support student learning, and additional special education training for educational assistants. Federal and state funds in this area continue to be limited. There is an increase of 60 ELL students, from 300 in 2013 to 360 now. There is also a drop in federal or state funding to support these students.

Ms. Wicks acknowledged the strong work that the Family Center programs do to build communities.

Agenda Item 12. Proposed calendar of meetings

Superintendent Forsten discussed the proposed Board calendars for February and March, highlighting the budget work session dates and times. She mentioned the two public hearing sessions on the budget, and the Board vote on the 2018-19 budget on March 19. She asked if several meeting dates could be adjusted, to ensure full attendance. Mr. Cogswell mentioned that another full Board meeting might be required if there were a contract to review and ratify.

Agenda Item 13. Public comment

There was no public comment.

Agenda Item 15. Adjournment

The Board voted 9-0 to adjourn (motioned by Mr. Richards, seconded by Mr. Cogswell).

The meeting was adjourned at 8:18 p.m.

Respectfully submitted,

Maureen Redmond-Scura, Secretary
Matt Cashman, Recorder
Concord School District Board of Education  
Special Board Meeting  
February 12, 2018

Board members present: Clint Cogswell, President, Tom Croteau, Chuck Crush, Jennifer Patterson, Maureen Redmond-Scura, Pam Wicks, Liza Poinier, Nathan Fennessy

Board member absent: Jim Richards

Administration: Business Administrator Jack Dunn, Director of Human Resources Larry Prince

Board President Jennifer Patterson called the meeting to order at 5:15 p.m., noting that it was a Special Board meeting to consider ratifying a new three-year agreement with the Maintenance Transportation Association. Business Administrator Jack Dunn and Director of Human Resources, Larry Prince presented the proposed agreement.

3 Year Term: July 1, 2018 – June 30, 2021

Salary Increase as a percentage to the base: (includes FICA (7.65%) and NHRS (11.38%))

Year 1: 1.5% - $11,388.81  
Year 2: 2.0% - $14,879.68  
Year 3: 2.0% - $13,740.83  
Total: 5.5% - $40,009.32

Stipends:

Increase Bus Mechanic stipend by $250/year to $750

- Year 1: (2) - $500
- Year 2: (2) - $500
- Year 3: (2) - $500
- Total: $1,500

Increase annual longevity stipends by $100 each as noted (projected costs): 

10-14 years From $600 to $700/year

- Year 1: (1) - $100
- Year 2: (1) - $100
- Year 3: (2) - $200
- Total: $400

15-19 years From $750 to $850/year

- Year 1: (1) - $100
- Year 2: (1) - $100
• Year 3: (0) - $0  
• Total: $200

20+ years From $1,100 to $1,200/year
• Year 1: (5) - $500  
• Year 2: (5) - $500  
• Year 3: (6) - $600  
• Total: $1,600

Health Insurance

District agrees to keep employer/employee contribution percentages at 2017-2018 levels for all 3 years of the agreement:

Single, 2-Person, Family Plans: District: 90%; Employee: 10%
Those hired after July 1, 2015: District: 80%; Employee: 20%

Retiree Health Insurance

Eliminate this benefit for those hired on or after July 1, 2018

Sick Bank:

Association agrees to eliminate this benefit and agrees to allow the Superintendent of Schools to consider payment of sick leave to those with no sick leave accrual at her sole discretion - on a case-by-case basis.

Sick Leave Maximum Accrual:

For all employees, reduce maximum accrual from 175 days to 100 days.

Sick Leave One-Time Buy-Out:

The District will provide a one-time “buy-out” in July 2018 any sick days accrued over 100. Formula: 55% of days over 100 x 17-18 per diem rate.

Projected one-time cost: $55,896.64

Separation Payout of Unused Sick Leave:

Eliminate current separation payout for sick leave (55% of unused sick leave @ per diem for those with 10+ continuous years of service) and replace it with a “Career Longevity Payout.”

Career Longevity Factor:

10-14 years of service = .5%  
14-19 years of service = .75%  
20+ years of service = 1.0%

Vacation Day Accruals:

The District agrees to front-load the annual vacation day accrual (for those with two or more years of service), with availability on July 1 of each year (maximum accrual remains at 45 days).
Should an employee leave the employ of the District prior to June of any year, the accrued vacation days for that year, for purposes of the calculation of the vacation day payout (if applicable), will be pro-rated.

**Existing Language:**

After completion of probationary period: 11 vacation days per year
1-14 years of service: 16 vacation days per year
15+ years of service: 20 vacation days per year

**Those hired on or after July 1, 2015:**

1 year of service: 7 vacation days per year
2-14 years of service: 12 vacation days per year
15+ years of service: 17 vacation days per year

**Work Boots and Uniforms –**

1. Bus Mechanics will receive an annual allowance of $175 for work boots or other appropriate footwear approved in writing by the employee’s supervisor prior to purchase. The District will provide one (1) winter jacket, three (3) sweatshirts, eleven (11) uniforms consisting of eleven (11) shirts and eleven (11) work pants that will be maintained by the District. Uniforms and boots shall be replaced as needed.

2. Employees who work in the Transportation Office shall be allowed to purchase footwear in the amount of $120 or less, once during this 3-year agreement.

3. Employees who work in the Maintenance/Facilities location shall be allowed an annual allotment of up to $250 to purchase footwear and/or appropriate work-related clothing. In addition, if needed, on an annual basis, the District will supply each employee in this group up to three (3) tee shirts, two (2) collared (polo) shirts and three (3) sweatshirts. Once during the three-year term of this agreement, and if needed, the District agrees to provide one (1) winter jacket.

**Bonus Pay:**

Bonus pay equal to their current daily rate will be paid to any employee who uses fewer than thirty-two (32) sick hours in each six (6)-month period between July 1 and December 31, and January 1 June 30. Bonus pay will be at the following rates:

<table>
<thead>
<tr>
<th>If only use... sick hours</th>
<th>then earn... days pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>00.00 – 11.75</td>
<td>2.0</td>
</tr>
<tr>
<td>12.00 – 19.75</td>
<td>1.5</td>
</tr>
<tr>
<td>20.00 – 27.75</td>
<td>1.0</td>
</tr>
<tr>
<td>28.00 – 32.00</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**Cadillac Tax:**

Agreed to open-ended Cadillac Tax language
Tax Sheltered Annuity:
Changes language to give the District the authority to bid out Tax Sheltered Annuity Provider

Reformat Contract
Agreed to new reformatted contract that is clickable and searchable.

    The Board 8-0 to approve the new three-year collective bargaining agreement
    (moved by Mr. Fennessy, seconded by Mr. Croteau).

Mr. Croteau thanked the group for the work in keeping the facilities in good shape.

    The Board 8-0 to adjourn (moved by Mr. Fennessy, seconded by Mr. Cogswell).

The meeting adjourned at 5:26 p.m.
Respectfully submitted,

Maureen Redmond-Scura, Secretary
Board members present: Clint Cogswell, President, Tom Croteau, Chuck Crush, Jennifer Patterson, Maureen Redmond-Scura, Pam Wicks, Liza Poinier, Jim Richards

Board members absent: Nathan Fennessy

Administration: Superintendent Terri L. Forsten, Assistant Superintendent Donna Palley, Business Administrator Jack Dunn, Director of Student Services Robert Belmont

Other Staff: Out-of-District Coordinator Marjorie Mead, Special Education Coordinator Nancy Pender, Beaver Meadow School Principal Michele Vance

Board President Jennifer Patterson called the meeting to order at 5:50 p.m., noting that the Work Session would include discussion of Title I, Title III, and Special Education services within the District and their impact on the budget. Director of Student Services Bob Belmont introduced Marjorie Mead, Nancy Pender and Michele Vance, then reviewed the agenda items for the work session:

- Budget goals for 2018 – 2019
- Overview of Student Services
- Success stories
- Student Services enrollment
- Major expenditures
- Budget summary
- Revenues – Grants
- Future development
- Upcoming budget meetings
- Questions – public comment

Mr. Belmont reviewed the Student Services' budget goals:
- Special Education – support for students ages 3-21
- English Language Learners – approximately 365 ELL students from over 40 different countries
- Title I
- Specialized Services – components of SAMHSA grant
Future planning and development

Student Services is a partnership between special education and District teaching staff built on a multi-tiered system of support, including academic and behavioral support. Approximately 5-10% of District students may need additional support in either or both of these areas.

Nancy Pender shared two student success stories, beginning in the preschool program and transitioning through elementary school. She discussed these students' emotional and social development and improvement with the help of in-class individual and group support.

Marjorie Mead shared her early teaching experience and motivation for pursuing a career in special education, as well as anecdotal stories of previous students and their postsecondary success. She noted that it takes a team of dedicated educators to help these students achieve success.

Michele Vance, Beaver Meadow School (BMS) Principal, reviewed BMS' journey from a focused Title I school to a National Distinguished Title I School. She noted the school's focus on three goals:

- Improve student’s achievement levels in reading, math, and writing
- Increase opportunities for family engagement, support and involvement
- Improve school climate and culture

She added that educators' work at BMS is driven by continuously answering these four essential questions:

- What do we expect students to learn? (Goals/Expectations)
- How will we know they are learning? (Assessments)
- How will we respond when they don't learn? (MTSS/RTI)
- How will we respond if they already know it? (Enrichment)

She then focused on strategies to improve school climate and culture:

- **Leadership Team**
  - Assessed climate needs
  - Developed a shared vision and mission statement
  - Shared experiences from the PLC Summit

- **Universal Team (PBIS)**
  - Analyzed how behavioral data was being utilized at each tier in MTSS
  - Streamlined each tier using data to identify Tier 2 & Tier 3 needs
  - Created universal lessons and roll out for school year

- **Tier 2 Team**
  - Analyzed individual student data
  - Implemented schedules of interventions at each grade level

She shared data that reflected a significant improvement in behavioral issues over the past three school years.
Ms. Vance reviewed the many programs at BMS that increased opportunities for family engagement, support, and involvement:

- Hosted Math and Literacy Nights
- Family Resource Center – 24 families attend regularly
- Ready for Kindergarten
- PTO events – zero-cost events that include meals
- Parents on Leadership & Universal Teams
- Weekend Wagon Program
- Student Actor Program

She reviewed educator strategies to improve students' achievement levels in reading, math, and writing:

- Create “Professional Learning Community”
- Share ownership of student’s social, emotional, and academic growth
- Use data to drive instructional decisions and create schedules to support school
- Foster a learning environment where everyone has a “growth” mindset
- Allow time for teams to review both formative and summative data, such as Grade-level PLCs and Data Days
- Celebrate growth and create SMART Goals to guide work

Pam Wicks complimented and commended both students and staff in the Student Actors Program.

Mr. Belmont reviewed Student Services enrollment patterns for elementary, middle, and high school for the past five years. He noted that numbers have seemed to even off at all levels, representing approximately 15% of the overall student population, or 763 students ages 3-21, K-12+.

Chuck Crush asked about the guidelines for determining if a student has special needs, and if those criteria were in line with the rest of the state. Mr. Belmont responded that the District was in line with New Hampshire state guidelines and that staff were trained on disability classification and guidelines to accurately identify these students.

Tom Croteau noted that the success stories shared were heartwarming and asked for the District success rate. Mr. Belmont noted that 35 students last year had made enough progress to return to general education; this year, 10 students so far. He noted that standardized tests provide insight into how these students are progressing and achieving success. Mr. Croteau asked if Mr. Belmont could provide a report to reflect the percentage of students meeting and achieving Special Ed goals per year. Ms. Palley added that this data is kept per student and not aggregated, but that this data could possibly be aggregated.

Mr. Crush suggested that the District should compile data and metrics to track the success of these programs. Superintendent Forsten explained that this data has not been tracked collectively but that this could be discussed.

Jim Richards asked for clarification on enrollment numbers; Ms. Palley explained that preschool students are not reflected on the graph. Mr. Richards and Mr. Crush asked for
an updated slide to highlight preschool students, students ages 19-21, and out-of-district/charter/Second Start students, to more accurately analyze student data.

Mr. Belmont reviewed the English Language Learner population, noting that over 40 languages are spoken among CSD students and 365 students are currently eligible for ELL services, reflecting 8% of the student population. He noted that the immigrant/refugee population has declined from 100 enrolled last school year to 10 this school year.

Ms. Palley reviewed major expenditures:

Twenty-two students are projected to be placed out-of-district for the coming school year; this represents just over 3% of students with educational disabilities. The expenditures noted include tuition, related services and transportation.

Highlights

• Twenty-two students placed out-of-district:
  • 11 students placed by the District
  • 10 students placed by the court
  • 1 student parentally placed
  • 1 student in foster care

• Five elementary school; two middle school; and 15 high school students

• Four students have returned to the District recently from out-of-district placements, which accounts for the projected lower costs for the coming year in this area. There are some increased related costs to the budget in other areas, for example, an increase in behavior specialists and other related services to support students’ placement in Concord schools. There will be related savings in transportation costs as students return to their home districts.

Ms. Palley noted that these 22 students are on very individualized plans and their costs vary from $45,000-$200,000 or more, depending on their placement and needs. Mr. Cogswell asked about the five elementary students; Ms. Palley clarified that several are in foster homes and several are students with very significant needs. She noted anecdotally that Concord’s out-of-district placement percentage is quite low for a District of this size compared to other districts in the state.

Ms. Palley reviewed educational assistant numbers by location. Mr. Richards asked why the District added eight educational assistants even though the number of students decreased. Ms. Palley explained that while the student numbers have decreased, the degree of severity in the needs of students is increasing.

Ms. Wicks noted that the District’s current program to assist severely disabled students begins in grade 3 and asked if the District is considering similar programming for kindergarten through grade 2 students. Ms. Palley responded that there is currently self-contained/in-classroom support available for these students, rather than an out-of-classroom program, noting there are approximate 8-12 students in this program. Ms. Wicks said that she hoped the District could perhaps pursue more early intervention with these students to help ease the burden as they get older.
Ms. Palley reviewed funds requested from the General Fund, which were previously supported by the SAMHSA grant, in the amount of $159,941. She reviewed the four areas on which the District would like to focus these funds: early childhood and family centers, family engagement, substance abuse prevention, and mental health. She noted that the substance abuse prevention program staff work with students, families and staff. She addressed Riverbend Health and the clinicians located inside six of the schools who work with students individually, in groups, and with families.

Mr. Richards asked if the Board commits to these funds, and as the SAMHSA grant monies run out, the future amount needed to cover these programs could increase significantly. Ms. Palley responded that these are large federal grants which are at minimal risk of discontinuation. She also noted that Community Bridges has pledged to match funds for the mental health piece of this programming. Mr. Cogswell expressed his support of these programs as early intervention is so important to help these students achieve success. Ms. Palley noted that the District provides substantial professional education to early childhood care providers in the area. Mr. Richards asked where these centers are located, and Ms. Palley responded that there are centers located at MBS, the new community center on Concord Heights, BMS, Jennings Drive near the Housing Authority, and either at CMS or ADS.

Ms. Palley then reviewed Bill White contracted services provided to the District, which have been part of the District for 25-30 years and provide support for special needs students, including autism and other behavioral needs. She added that these staff are attached one-to-one with students with very significant needs that District staff cannot provide within their own classrooms. Ms. Redmond-Scura asked for an explanation of the increase between last year and this year. Ms. Palley responded that this was for 2-3 additional behavioral specialists. Mr. Crush asked how the District decides on service providers, i.e. if an RFP is sent around, and what percentage of the special education budget is for these contracted services. Ms. Palley responded that she is not aware of any other groups that offer the services that Bill White’s group provides. She added that other Districts also use his services.

Superintendent Forsten added that the administration regularly and frequently reviews the small number of students with particularly severe needs, to assess whether these services are making a positive difference. Mr. Richards noted that this was a particularly high increase and that questions about its efficacy are valid. Mr. Cogswell commented that these reviews of individual student cases are better assessments of program success than the budget numbers themselves. He added that general enrollment has been going down, while these high-need student numbers have been increasing.

Mr. Belmont expressed that without the Bill White services, the 11 students with the most profound needs would more than likely be out-of-district placements. He added that it would be helpful for the Board to review the student cases involving 1:1 educational assistants to review the work being done. Ms. Wicks observed that the increase does seem to be with severe behavioral needs rather than conditions like autism or cerebral palsy.
Mr. Croteau asked if Ms. Palley could describe the job of the 11 behaviorists contracted by the District. Ms. Palley explained that these professionals work in close conjunction with teachers and educational assistants with the highest-need students, to provide both academic and behavioral support. She added that each school has one person onsite who handles crisis behavioral management, noting that the elementary schools do not have assistant principals. She continued that these contracted staff are meant to provide onsite assistance with areas and times of particular behavioral needs, in a preventive capacity, as well as to work closely with teachers, principals, and special education staff. Mr. Croteau asked who these in-school staff members are, and Ms. Palley responded that she could email that information to the Board. Mr. Croteau asked whether the elementary behavioral specialist and autism specialist noted in the budget are separate positions, and Ms. Palley confirmed that they are. Ms. Patterson asked the administration to provide more in-depth information regarding Bill White consultation services given the two new Board members and more questions currently, adding that the Board could add extra time to discuss this at a future meeting.

Ms. Palley reviewed budget numbers associated with contracted services and out-of-district costs. She also noted some salary increases, explaining that these are associated with school nurses and counselors. Mr. Richards asked for clarification regarding a discrepancy in the budget number in this presentation versus the original budget presentation at the first work session, and Mr. Dunn responded that he would provide Mr. Richards with that information.

Mr. Belmont reviewed state and federal sources of funding, including Title I, Title III, and various grants, explaining that parent involvement and family engagement activities have been a critical part of these student support services. He also noted success in that Medicaid was funding a significant and increased portion of students with IEP services, and the District’s involvement with a project known as iSocial at the preschool level, which provides support for students’ social-emotional needs, with Concord being seen as a leader. He also discussed Special Education Aid, which helps pay for high-cost students in or out of District. Mr. Belmond added that funds from this grant have helped the District provide “calming corners” at each of the preschool programs, which provide safe, calming spaces and materials for students with sensory needs.

Mr. Croteau asked if special education money is reimbursed based on actual spending or if it goes down each year, explaining that he was wondering if the state was doing its due diligence in supporting these needs. Mr. Belmont responded reimbursement for special education is based on the funds available as determined by the legislature and that there is an amount the District is expected to pay first, after which a claim can be submitted to cover additional need. He added that typically only 68-69% of this additional requested funding tends to be approved.

Mr. Belmont discussed future directions. Superintendent Forsten noted that the administration constantly reviewed current and projected future needs, adding an increased need for special education staff, particularly at the management level, at the elementary schools, as success has been shown at the middle and high school with these staff members in place. She emphasized the critical need for Bill White’s services as these
staff provide necessary support services for students with the most complex needs that the District is otherwise unable to provide with regular teaching staff. She emphasized that staff does everything they can to support these students as well as the general student population, and that the District only moves ahead with requests for additional educational support staff after critical review and a conclusion that it is absolutely needed.

She added that the administration and Board need to come together to review and support these programs. Ms. Redmond-Scura asked whether specialized nursing staff are included in this piece of the budget, and Superintendent Forsten responded that they are. Ms. Patterson asked Superintendent Forsten her thoughts on when the Board might hear more about this piece of the budget, as there had been many questions. Superintendent Forsten responded that she recommended moving forward with currently-scheduled meetings, possibly combining two topics into one meeting to save time. Mr. Dunn recommended the Board do whatever it needs to feel comfortable posting the budget on February 21. Ms. Patterson asked if it would be possible to get answers to the questions raised at next Monday’s meeting on capital facilities and technology, without engaging in an additional lengthy discussion. Superintendent Forsten stated that the administration could provide these answers at the beginning of the meeting scheduled for March 19.

The Board voted unanimously to adjourn at 7:48 pm (motioned by Mr. Richards, seconded by Ms. Poinier).

The meeting adjourned at 7:48 p.m.

Respectfully submitted,

Maureen Redmond-Scura, Secretary
Board President Jennifer Patterson called the meeting to order at 5:43 p.m., noting that the meeting was a Budget Work Session to discuss technology services and their budget impacts, Capital Facilities, and to address questions raised at the previous work session about Student Services. Terri Forsten informed the Board of an administrator meeting planned for February 20 to discuss school safety within the District. Business Administrator Jack Dunn and IT Director Pam McLeod presented the meeting agenda:

**Technology**
- Budget overview
- Software
- Long-term planning

**Capital Facilities – buildings, grounds, and debt service**
- Budget overview
- Operating budget
- Summer projects
- Debt Service - bonding
- Future discussion

**Student Services (supplemental)**
- Presentation #3A – separate presentation

Mr. Dunn presented an overview of the proposed FY19 Technology budget, which would be $298,590.43 less than last year’s budget. Ms. McLeod provided technology highlights for both students and staff:

**Student focus**
- Student devices – these are no fully 1-to-1 in FY18, Grades 1-12
- iPads – PreK-3
• Chromebooks – for grades 4-12  
• STEM grants: robotics, virtual reality, “makerspaces,” coding  
• Competency-based report cards at RMS  
• Take-home Chromebooks for grades 8-12  
• Digital equity – Comcast Internet Essentials Codes  

Staff focus  
• Teachers: 149 new laptops in FY18, using revenue from sale of iPad2s  
• Secure, online IEPs and 504s – linked to PowerSchool  
• Staff contracts – electronic signatures instituted  
• FAX2Mail  
• Production Center / Canon copiers  
• Heather Drolet – NHCF Christa McAuliffe Sabbatical Award  

Mr. Dunn reviewed technology expenditures in staffing, staff and student devices, and infrastructure. Nathan Fennessy asked if there was now an expectation that the District would be moving away from the use of computer labs, now that the District is 1:1, with each student having a computing device. Ms. McLeod and Mr. Dunn responded that this was the trend and that several more computer labs would be retired as schools moved toward shared “carts” rather than computer lab spaces. Chuck Crush asked if infrastructure was financed, to which Mr. Dunn responded that it was.  

Mr. Dunn reviewed contracted services, maintenance, supplies, and equipment, noting an overall decrease in capital lease services in the amount of $146,157.94. Mr. Fennessy asked what portion of the budget was being spent on security services. Ms. McLeod responded that “a little bit of everything contains a security piece,” and with all the District data work, that security is at the forefront of considerations for technology, adding that the District had added extra email security measures to help deter phishing and information harvesting attempts.  

Mr. Dunn then reviewed District software expenditures:  
• Budget: $361,570.51  
• Operational  
  • PowerSchool – Student management software (~$29,000)  
  • ShoreTel – Telephone system subscription (~$28,000)  
  • MUNIS – ERP System to manage District Human Resources and Finance Department (~$55,000)  
  • VersaTrans – Bus route system (~$7,200)  
  • Lightspeed content filtering (~$18,000)  
  • Microsoft agreement – server and desktop operating system licenses (~$25,000)  
  • PowerSchool online registration (~$15,000) – new in FY19  
  • SWIS/CICO – (~$3,000)  
  • Various monitoring and backup tools – Carbonite, Monitis Server Monitoring, Barcode inventory, SIF agents, Adobe, PaperCut, ManageEngine, PTC Wizard
• Student Learning
  • Dreambox (Math) – (~$37,500) - fully funded by general fund in FY18
  • Lexia Core 5 (Reading) - (~$58,000) – fully funded by general fund in FY18
  • BrainPop (~$1,700)
  • RazKids, (~$1,700)
  • Apps ($15,000)
  • Newsela ($1,500) – new in FY17 (replaced Read180)
  • Destiny software – library management system (~$7,500)

Mr. Dunn reviewed technology’s long-term plans, including new devices and upgrades to existing devices, between FY19 and FY21. Pam Wicks asked if the District would continue getting money back when trading in older devices; Ms. McLeod responded that this would continue to help offset new device costs. She explained that student devices have a typical lifespan of three years, while staff devices last four years. Mr. Dunn reviewed future technology considerations:

• Network infrastructure upgrade
• Classroom projectors – would be 10 years old in 2022
• Security and access control*
• Citywide fiber plan (est. for 2025-2027)
• Disaster recovery plan

Mr. Dunn reviewed the FCC’s e-rate program, which makes telecommunications and information services more affordable for schools and libraries. With funding from the Universal Service Fund, e-rate provides discounts for telecommunications, Internet access and internal connections to eligible schools and libraries. Funding for cell, landlines and PRI’s are no longer eligible for a federal reimbursement. Funding declined 20% per year starting in FY16, and only Internet connections are eligible.

Mr. Dunn reviewed Capital Facilities budget items, including buildings, grounds, construction, principal, and interest:

Summary
• This budget covers buildings and grounds, construction, and principal and interest on debt. A budget of $12,055,647 is proposed, a decrease of ($175,984) or (.63%).

Highlights
• Elimination of Maintenance Supervisor position ($96,793)
• Increase in disposal services +$10,500
• Decrease in capital lease ($60,348)
• Increase in construction services (aka summer projects) +$125,000
• Increase in professional services +$75,218
• Decrease in supplies ($31,000)
• Utilities – decrease in natural gas ($37,300)
• Utilities – increase in electricity usage/cost +$14,400
• Decrease in replacement vehicles (-$30,000)
• Summer projects +$135,000 ($260,000 total)
• Decrease in debt interest ($109,951)

Mr. Fennessy asked the amount budgeted for summer projects last year; Matt Cashman responded that last year’s line was $125,000, but the amount fluctuates from year to year. Mr. Dunn added that $250,000-300,000 would be a typical amount for that particular line item. He delineated items that would be considered repairs and maintenance, summer projects, and bonded projects.

Mr. Crush asked the extent of the capital improvement plan; Mr. Cashman explained that this goes out 10 years. Mr. Dunn explained that summer projects are maintenance projects that are difficult to do during the school year when buildings are in constant use.

Mr. Cashman noted that rubber tile has a much longer lifespan and is easier to care for than carpet, so it may be something to consider when looking at flooring maintenance and cleaning within the District. Mr. Fennessy asked how many facilities employees the District employs; Mr. Cashman explained that the District employs 37 custodians and 5 maintenance workers.

Mr. Dunn explained the Buildings and Grounds operating budget, noting an overall budget of $11,966,647, or a decrease of $175,984.

Salaries (610000)
• Salaries for Director of Facilities, Custodians, and Maintenance
  • Budget: $1,915,689.00 or ($21,069) decrease

Benefits (620000)
• Health, Dental, NHRS
  • Budget: $845,977.00 or a ($100,963.00) decrease

Purchased services (630000) – aka contracted services
• HVAC service
• Pest control
• Fire alarm/sprinkler service and monitoring
• Elevator maintenance
• Fire sprinkler maintenance
• Annual fire extinguisher service
• Floor refinishing and repairs
• Roof repairs
• Service agreements
  • Budget: $377,144, or a $75,218 increase

Purchased property (640000) – aka repairs and maintenance
• Service agreement materials
• Capital leases
• Summer project funds
  • Budget: $789,400, or a $86,350 increase

Purchased services (650000)
• Property and liability insurance
• Cell phones
• Conference and travel
• Budget: $239,841, or a ($28,669) decrease

Supplies, books and utilities (660000)
• Consumables – cleaning chemicals, paper products, drywall, paint, plumbing and electrical
• Utilities – electric, natural gas, water/sewer, oil, and gasoline
• Budget: $1,757,792, or a ($53,900) decrease

Equipment (670000)
• Floor machines and vacuums
• Budget: $89,000, or a ($23,000) decrease

Dues and fees (680000)
• Bond interest
• Contingency
• Budget: $2,975,804, or a ($109,951) decrease

Principal and transfers (690000)
• Bond principal
• Budget: $2,975,000 – no change

Mr. Dunn reviewed a history of summer projects, noting both the amounts budgeted and the actual expenditures (2014 – bathroom at RMS, 2015 – roof over art room). Mr. Cashman noted a plan for a large-scale painting project and Media Center overhaul at RMS, including flooring, painting, lighting, and furniture replacement.

Mr. Dunn and Mr. Cashman reviewed a series of photos of various spaces within BMS, BGS, RMS, and CHS, including painting, ceiling tile, stairwell, and door needs. Many of these repairs are fairly minor cosmetic issues, including new ceiling tiles, fresh paint, refinishing older wooden doors, and refinishing stairwells. They noted the bright and inviting nature of the newer schools (CMS, ADS, MBS) and a desire to help reflect this atmosphere at the older buildings. Mr. Richards asked if asbestos is present in any of the schools, and Mr. Cashman noted that RMS, CHS, BGS, and the Eastman building do contain some asbestos in the flooring and ceiling, given when these buildings were constructed. He explained that this is contained and minor issues like a broken floor tile, which could expose some of this material, would be quickly and easily repaired.

Mr. Dunn reviewed debt service, including bonded projects from 1987-2017. These projects included the RMS renovation and expansion, CHS renovation and expansion, RMS HVAC, elementary consolidation project, and last year’s steam-to-natural-gas conversion. He noted that since 2005, the Board has tried to maintain a level capital debt service of 5% of its General Fund Operating Budget to avoid spikes in the tax rate. He noted a decrease in interest on debt of $109,951. He then reviewed future discussion topics.
Clint Cogswell asked if there was any way the security project could be completed by the end of the summer, and Mr. Richards echoed the sentiment and asked what the Board could do to help facilitate this project. Mr. Cashman explained that some aspects of the plan could be prioritized to be completed over the summer while the rest could be spread over two years. Mr. Fennessy asked if the security, roof, and painting projects are too much to do over the summer. Mr. Cashman explained that ceiling and painting projects can get expensive in a District of this size, and that the other projects mentioned could be bonded over time. Mr. Dunn explained that there would be extra money left over in last year's bond to help fund some of these projects. Mr. Richards noted that coordinating ceiling replacement with the security updates (lighting, cameras) would be much more cost-effective than completing these projects individually. Liza Poinier asked when the Board would start setting money aside for the upcoming RMS building project; Mr. Dunn explained that the Board was already saving money for this and that it was a matter of finding funding partners, via state and/or federal aid. Mr. Fennessy asked about the status of the CHS gym. Mr. Cashman explained that an update should be available by Monday.

Ms. Patterson then noted that the next section would address questions raised at the previous work session regarding Student Services.

Superintendent Forsten discussed the special education process of referral, disposition of the referral, evaluation, determination of eligibility, development and approval of an IEP, placement and monitoring. Mr. Belmont stated there is quarterly tracking done on special education students. Superintendent Forsten referred to the “Supporting Students with Special Education Needs” handout.

Mr. Dunn again reviewed the special education and pupil services budget. He noted that the estimated $56,000 reduction from the initial proposed budget was due to the reallocation of funding for the Family Literacy program to grants.

Superintendent Forsten reviewed the history of educational assistants. In response to a question from Mr. Crush about whether students could have both a behavior specialist and an educational assistant, Superintendent Forsten noted this was the case. Mr. Crush then asked if each school gets a fixed number of assistants or whether they stay with the student. Superintendent Forsten stated that this situation is a hybrid of both options.

In response to a question from Ms. Redmond-Scura about whether behavior specialists helped reduce the need for out-of-district placements, Mr. Belmont replied that this was demonstrably true.

Ms. Palley discussed how success of District special education programs was assessed and reviewed several metric slides.

Ms. Palley highlighted the use of SWIS, which is used at all schools. Ms. Wicks asked whether SWIS was used at MBS and Ms. Palley said it was.

Mr. Fennessy asked what other benchmarks are used. Ms. Palley highlighted the Smarter Balance test for grades three and eight.

Mr. Crush asked Ms. Palley about the 1-4 ranking, and about how the District receives feedback. Mr. Belmont and Ms. Palley talked about the State Satisfaction Report.
Superintendent Forsten reviewed the Special Education Enrollment slide with the added preschool students.

Mr. Fennessy asked about overall systemic processes. Mr. Belmont talked about the five neighborhood schools and Ms. Palley discussed interventions. Ms. Patterson recommended that the Board consider scheduling an Instructional committee meeting to discuss the various special education processes and interventions.

Mr. Belmont reviewed several years’ worth of history as it related to out-of-district placements. He noted that an out-of-district placement could cost as much as $160,000 and a foster placement as much as $40,000 per student.

Superintendent Forsten reviewed bidding for consultation services.

Mr. Cogswell then asked if they could see a “day in the life” of a student who uses a behavior specialist. Superintendent Forsten discussed doing a data drop and presenting this information.

Superintendent Forsten highlighted some future developments that include increasing leadership in special education at the elementary level and developing a behavior task force.

Ms. Patterson asked for public comment.

Adrienne Evans, a parent with two children at RMS, stated that her biggest concern was that the District does not solicit requests for proposals (RFP) for behavior specialists and that it may be more financially prudent to do so. She also had concerns about contracted staff not being in the building versus if they were District staff. In addition, she offered the Board the ability to publicly discuss her son’s experiences and challenges.

Sara Aiken, a parent of a student, would like to see her son’s IEP online, and applications specifically for special education students. She also asked if there was a way to allow her son to email her from his District account. Also, she had never had an experience as described in the meeting or been asked if she had any concerns. She also said she did not believe there were enough paraprofessionals in the District.

Jennifer Pinio stated she also had concerns about the RFP process, and echoed the comments of other parents.

Penny Duffy, a parent of students at RMS and CHS, stated that not all applications are accessible to those students who are blind (ex. RazKids), and Tech Ed Robotics.

Ms. Patterson thanked those members of the public who gave feedback to the Board.

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

The meeting adjourned at 7:45 p.m.

Respectfully submitted,

Maureen Redmond-Scura, Secretary
Board members present: Jennifer Patterson, President, Tom Croteau, Chuck Crush, Clint Cogswell, Maureen Redmond-Scura, Pam Wicks, Liza Poinier, Nathan Fennessy, Jim Richards

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

Board President Jennifer Patterson called the meeting to order at 5:33 p.m., noting that the agenda included discussion of enrollments, salaries, and benefits within the District and the budget impacts thereof, as well as review of the proposed budget to post.

- Enrollment – current and projected
- Salaries and benefits
- Budget to post
- Upcoming work sessions and Public Hearings

Superintendent Forsten reviewed the District policy on class sizes:

- Kindergarten - 17
- Primary (1-3) - 21
- Intermediate (4-6) - 25

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 current and projected classroom sizes by grade:

She reviewed elementary enrollment by school, noting several class sizes falling toward the high end of ideal enrollment, and remarking that the administration will monitor these class sizes. She emphasized Abbott-Downing's (ADS) kindergarten class sizes and their fluctuation, again noting that administration would monitor this in case changes needed to be made.

Superintendent Forsten noted that the Superintendent’s contingency account was recommended to include an additional 0.5 classroom teacher increase for $45,623.17

- Currently, the contingency account has funding to support 1.5 teachers, 1.0 educational assistant, 1.0 program assistant, and 1.0 Tutor for a total of $244,376.83.
• The administration proposed an increase from 1.5 teachers to 2.0 teachers based on the proposed full-day kindergarten program. If additional teachers are required, they would need to be full-time positions.

• This would bring the Superintendent’s contingency account to $290,000.

Nathan Fennessy asked if the ADS kindergarten numbers were based on actual numbers or projected enrollment. Superintendent Forsten explained that registration is currently open for kindergarten and 1st grade. Assistant Superintendent Donna Palley explained that notification was sent out via PowerSchool as well as posted at local doctors’ offices, care providers, etc. Chuck Crush asked if there was a point in the summer when enrollment numbers become more concrete. Superintendent Forsten explained that the numbers are as accurate as possible as soon as possible, and that any hiring decisions would ideally be made by mid-July, though this depended on the “rolling” process of enrollment.

Pam Wicks noted a large class size range between the elementary schools and cautioned that the District stay within the ideal class size range as much as possible to promote equity in class sizes. Liza Poinier echoed sentiments about smaller class sizes given the range of needs among Concord’s diverse student body.

Ms. Patterson explained that the class size policy has always been challenging, particularly taking into account the “neighborhood schools” concept. She added that the biggest piece of the budget was personnel planning and the Board aims to be as responsible as possible while also remaining committed to ideal class sizes. Maureen Redmond-Scura commented that class sizes seem to fluctuate year-to-year based on the particular needs of that year’s student population, and that was an additional challenge when planning staffing needs.

Jim Richards asked how the District would handle a situation where a kindergarten class gains 2-3 unexpected new students, bringing class sizes to the top end of guidelines. Superintendent Forsten explained that the superintendent’s contingency account takes this into consideration should the need for an additional teacher arise. Mr. Richards asked if the budget would need to change should the District end up needing three additional teachers rather than two, which the Superintendent’s contingency currently addresses.

Business Administrator Jack Dunn noted several options: the Board has the ability to make changes to the budget in October, whether increasing the budget overall, or reallocating funds from another section of the budget. Mr. Richards asked if the Board would be wise to appropriate an additional teacher into the Superintendent’s contingency now, knowing any unused money would not need to be spent. Mr. Dunn explained that that would be the Board’s decision to make. Ms. Patterson commented that the proposed budget structure did account for possible scenarios and did not think enrollment was close enough to the limit to justify preemptively adding an additional employee into the budget.

Ms. Wicks and Ms. Poinier echoed similar sentiments, that student needs were much different than they were when the classroom size guidelines were created in 1983. Ms. Poinier emphasized a need to keep class sizes as small as possible within policy to help keep students from “falling through the cracks,” particularly children who might be from troubled or high-needs families and might not receive extra attention or support in the
classroom. Clint Cogswell noted that the class size guidelines have been revisited many
times throughout the years, and that they have worked and made sense even with
fluctuating class sizes and student needs, adding that the District has added many aides
and other resources over the years.

Superintendent Forsten reviewed middle school enrollment, noting an increase of
approximately 16 students compared to last year. She then reviewed staffing
recommendations, noting a recommended reduction of two teachers, bringing average
class sizes up by approximately 2 students per class.

Ms. Patterson asked for a brief preview of the upcoming CHS and CRTC enrollment
process. Superintendent Forsten noted that this was a complex process and that she would
be meeting with Principal Tom Sica next week to review how many students enrolled for
which courses, to help define class sizes based on how many students have signed up for
each class, to then determine how many sections of each class would be offered. She noted
an anticipated reduction of two teachers at the high school this year. (The Board will
discuss this on Monday, March 5th.)

Mr. Richards asked about assumptions made about high school enrollments for this budget
process. Superintendent Forsten explained that she looked for trends over a number of
years of enrollments, to predict class enrollments based on other class participation. Ms.
Redmond-Scura noted that some students do pay into the District from other districts and
those numbers would not necessarily affect the budget, as any additional required teachers
could be amortized from tuition from those students.

Mr. Dunn reviewed the salary portion of the budget, noting a total General Fund Salary
line of $43,158,831. Mr. Crush asked about the difference between educational assistants
and tutors. Ms. Palley explained that educational assistants work within the classroom and
tend to work with special needs students and have close interaction with teachers, while
tutors tend to be more autonomous and specialized in math or language.

Mr. Dunn reviewed benefits.

New Hampshire Retirement (NHRS)
- Governed by RSA 100-A
- Budget: $6,189,222

Healthcare
- Census and budget-to-budget comparison
- Medical and Rx combined trend in NH was running 8% - 10% depending on the
  insurance carrier
- SchoolCare trend was 6.5% Medical and Rx combined
- CIGNA NH trend was 8.3% nationally (the platform the District is on). Rx is 10.3%.
  Combined Medical and Rx 8.7%.
- The District continues year after year to run below trend. The renewal of +2.9%
billed rates is indicative of this. This was due to the early and total adoption of the
consumer-driven health plan and its ability to control medical costs over time.
- Budget: $9,206,529
Early Retirees
- Census
- Budget-to-budget comparison
- Budget: $500,000

SchoolCare 65+
- SchoolCare 65+ was forward thinking with the addition of a consumer-driven, lower-cost medical and Rx option in 2018 in addition to the traditional plans
- It was anticipated to be advantageous for 65+ retirees in the future, as employees would be familiar with how a CDHP plan works and might be more comfortable adopting that plan as a lower-cost option as retirees
- 317 enrolled (as of March 2018 invoice)

Dental
- Self-insured
- Generous; this benefit is offered at no cost to employees
- Delta Dental is considered to be the premier Dental carrier in NH – this is a benefit employees appreciate
- Like the CSD medical plan, the dental plan claims are similar year after year. The COBRA rates have been the same for three years. CSD offers a 100/100/50 plan with a maximum to $1,000. The coverage (100%) for oral surgery, routine extractions, endodontics and periodontics is an enhanced benefit compared to the usual plans seen in the marketplace.
- Budget: $614,767

Workers Compensation
- Not to exceed 6% increase over FY18
- Budget: $324,726

Life and AD&D
- History of expenditures
- The District is one of the few SAUs to offer voluntary life benefits to employees
- Budget: $186,000

General Fund Benefits Budget: $20,066,787, showing an increase of $422,608.46.

Mr. Richards asked if there is a predominant worker’s compensation claim. Larry Prince responded that most claims are from bites, kicks, and some slip-and-falls.

Mr. Dunn reviewed New Hampshire Retirement rates:

Employer rates:
- Teacher rate: 17.36%
  - Increased from 15.67% to 17.36% in FY18.
- Non-Teacher Rate: 11.38%
  - Increased from 11.08% to 11.38% in FY18

Budget:
- Teacher: $5,321,082, an increase of $178,415
• Non-Teacher: $868,140, an increase of $40,146

Employee rates:
  • Increased from 5% to 7% in 2012.

Note:
  • 70% of rate funds the unfunded liability

NHRS:
  • Employer contribution rates are set every two years. The rates are based on a biennial actuarial valuation, which 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 FY20 budget.
  • Final Report of Decennial Commission

Mr. Dunn explained that 7% of all employees’ paychecks goes toward New Hampshire Retirement.

He reviewed budgeted vs. actual numbers for the past several years, and health plan annual rates. Ms. Patterson remarked that the District was doing well on keeping costs down and increases to a minimum.

He reviewed early retiree and dental claim numbers, worker’s compensation and unemployment numbers historically, and life, AD&D.

Mr. Dunn summarized the budget to post.

In response to a question from Mr. Crush about the number of teacher positions being eliminated, Superintendent Forsten noted that seven are being eliminated but several are being added, bringing the net gain to two.

Mr. Dunn reviewed the availability of this information and the Board’s contact information. Ms. Patterson asked that if a Board member receives an email from the public to forward it to Superintendent Forsten, so the information could be disseminated and discussed publicly.

Ms. Patterson commended the administration in developing the budget, emphasizing the addition of full-day kindergarten while maintaining reasonable class sizes.

Public postings are made as follows: on the District website, on the doors at the Central Office, on ConcordTV, and via Public Hearings.

Mr. Fennessy complimented the proposed budget and asked whether, given NHRS costs and the Rundlett project down the road, the Board could discuss putting more money in the stabilization fund to help defray those costs. Mr. Dunn noted that this could be addressed at the March 14 Work Session.

The Board voted 9-0 to post a preliminary budget in the amount of $87,218,775 and to adopt the budget for fiscal year 2018–2019 inclusive of the following program(s), deposits, and withdrawals to existing funds or expendable trust funds:
Program(s)
- Full-day kindergarten at $1,118,312.29

Deposits
- Vocational Capital Reserve fund for an amount up to $151,568
- Facilities and Renovation Trust Fund for an amount up to $805,322
- Food Service Fund for an amount up to $100,000
- Renovation and Maintenance Trust Fund for an amount up to $80,000

and also inclusive of the following withdrawals from expendable trust funds to fund appropriations:
- Vocational Capital Reserve for an amount up to $110,000;
- Risk Management Reserve for an amount up to $100,000;
- Instructional Trust for an amount up to $25,000

(motioned by Ms. Patterson, seconded by Tom Croteau).

Ms. Wicks and Mr. Richards thanked the administration for its work on the budget.

Superintendent Forsten discussed upcoming meeting dates.

The Board voted 9-0 to adjourn (motioned by Ms. Redmond-Scura, seconded by Mr. Richards).

The meeting adjourned at 6:58 p.m.

Respectfully submitted,

Maureen Redmond-Scura, Secretary
TO: Members, Concord School Board  
FROM: Larry Prince, Director of Human Resources  
DATE: March 5, 2018  
REFERENCE: Teacher Nominations

<table>
<thead>
<tr>
<th>Name</th>
<th>School/Position</th>
<th>Salary</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kyle Averill</td>
<td>Concord High School Mathematics Teacher</td>
<td>$20,713</td>
<td>86 days at B-2, one year only</td>
</tr>
<tr>
<td>Manchester, NH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education:</td>
<td>Keene State College, Keene, NH, BA/16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience:</td>
<td>Concord High School Mathematics Long-Term Substitute Teacher, 1st semester 17-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dover High School, Dover, NH Mathematics Teacher, 16-17</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kyle replaces Wendy Foster (86 days at M-14 = $37,908) – resignation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budgeted at $37,908</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane Andrew</td>
<td>Broken Ground School Classroom Teacher</td>
<td>$24,412</td>
<td>68 days at M-9, one year only</td>
</tr>
<tr>
<td>Bow, NH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education:</td>
<td>University of New Hampshire, Durham, NH, M.Ed./88</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New England College, Henniker, NH, BA/80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience:</td>
<td>Broken Ground School Classroom Teacher, 1st semester, 2017-2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conant School Kindergarten Teacher, 50%, 86-89</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom Teacher, 80-85</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jane replaces Lindsey Foley (68 days at B-10 = $23,793) – LOA</td>
<td></td>
<td>This is an extension of the November 6, 2017 nomination.</td>
</tr>
<tr>
<td></td>
<td>Jane will continue in this position through the end of the 2017-2018 school year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budgeted at $23,793</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alexander Crosby</td>
<td>Broken Ground School Classroom Teacher</td>
<td>$6,817</td>
<td>30 days at B-1, one year only</td>
</tr>
<tr>
<td>Concord, NH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education:</td>
<td>Grand Canyon University, Phoenix, AZ, BS/16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience:</td>
<td>Broken Ground School Classroom Teacher, 1st semester, 2017-2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alex replaces Lynn Warner (30 days at M+30-14 = $13,633) – LOA</td>
<td></td>
<td>This is an extension of the September 5, 2017 confirmation.</td>
</tr>
<tr>
<td></td>
<td>Alex will continue in this position through March 23, 2018.</td>
<td></td>
<td>Budgeted at $13,633</td>
</tr>
</tbody>
</table>
Committee members present: Maureen Redmond-Scura, Chair, Chuck Crush, Clint Cogswell, Liza Poinier

Other School Board members present: Nathan Fennessy

City Council Committee members present: Dan St. Hilaire, Jennifer Kretovic

City Administrators present: Tom Aspell, City Manager; LeBrun, Deputy City Manager Finance; Carlos Baia, Deputy City Manager Development

School District Administrators present: Superintendent Forsten, Superintendent; Jack Dunn, Business Administrator, Matt Cashman, Director of Facilities

Budget 2019

School District – Jack Dunn offered an update on the Board’s posted budget, which includes full-day kindergarten, a 5% set-aside for future projects, a $.31 increase on the tax rate, and continuing negotiations. One of four collective bargaining agreements has been ratified.

City – Tom Aspell noted that the capital budget process has begun internally. The City Council will have a workshop on the budget on March 5, and Mr. Aspell will submit the budget on May 11. Clint Cogswell asked about big projects and neighborhood road-paving projects. The new community center will open in May 2018, with associated hiring. Negotiations are ongoing with the Fire Department and Police Department. Electricity costs are increasing 9%.

Rundlett Middle School

Matt Cashman provided an update on the variety of facility projects being considered for the middle school. This includes grade level configurations of 5-8 or 6-8, and building with or without a joint facility use with the Concord Family Y.

With regard to the demographic study, it was suggested that the administration connect with the City for more information as code and zoning rewrites are being conducted – demographics, densities and trends could be impacted by micro-apartments, for example. The City was also looking at housing changes and development. The Penacook Tannery project may impact City housing stock.

Road construction around Concord High School

Mr. Cashman was working with the City to represent the District in these conversations.

Superintendent Forsten planned to confer with District administrators and Mr. Aspell about Westbourne Street parking that had been temporary.
Negotiations

The District was planning to wrap up bargaining group agreements by March 19 so those would be part of the budget that would be passed on that date. This would certainly be impacted by remaining contract negotiations.

Elections

A complaint was received by the City regarding accessible voting machines; during the State voting there is a state-owned accessible voting machine, but there will likely not be an accessible voting machine available for District elections for 2018. The City is working with the state to see if the state machines could be used in 2019. The City and School Board would have to buy ten systems for a cost of about $20,000. Mr. Aspell and Superintendent Forsten will work together on this process.

City Council priorities

The City Council priorities are determined every two years – balanced budget, community center, etc. These are posted online. Mr. Aspell stated that these would be revised at the City Council March meeting.

The turf field development ($4 million) is scheduled for FY 2019.

Mr. Cogswell mentioned that if the District moved RMS from its current site that could become field space for the City.

NH Job Corps

Mr. Aspell described his tour of Job Corps in Manchester – this is a new facility and offers strong programming. Mr. Aspell and Superintendent Forsten will plan a tour of the facility with CHS Principal Tom Sica.

Concord Coach Association (Meryn Bagan)

Mr. Bagan noted that the Association had been developing its collection of Abbot-Downing coaches with an interest in the “City Stable” building, located on the edge of the CHS parking lot right off Warren Street.

The Board had started exploring whether to renovate the building for the preschool program. Those present discussed increased traffic and increased use of the parking lot on the weekend.

The Abbot-Downing Historical Society holds monthly meetings in the evening. School groups would be welcome to come during the day and would come by bus so that there would not be daily parking.

The meeting adjourned at 9:05 a.m.

Respectfully submitted,

Clint Cogswell, Chair
Terri Forsten, Recorder
Concord School District Policy #124
School Board Standing Committees

At, or shortly after, the School Board organizational meeting each January, the president shall appoint members to serve on the various committees and designate committee chairpersons. The Board standing committees are listed below with their primary roles. The committees shall perform such other duties as the Board may assign from time to time.

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

City and Community Relations Committee coordinates services and programs between the city and the District; oversees the implementation of cooperative agreements between the city and the District; reviews city/state/school issues; and explores opportunities for joint action and consultation with the City and other community stakeholders.

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

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

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

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

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

The entire Board shall be informed of all committee meetings.

Approved June 18, 1984. Revised February 3, 1992; March 1, 1993; December 3, 2001; January 2, 2007; March 7, 2016; March 6, 2017; __________ 2018
Corresponds to NHSBA Policy BDE
Concord School District Policy #414 *

Sexual Harassment

I. Purpose

The purpose of this policy is to maintain a learning environment that is free from sexual harassment or other improper and inappropriate behavior that may constitute harassment as defined below.

Sexual harassment is against the law and is against School Board policy. Any form of sexual harassment is strictly prohibited and will not be tolerated. It is a violation of this policy for any employee or third party to harass any person through conduct or communication of a sexual nature as defined by this policy.

"Employee" shall include, but not be limited to, all School District staff, teachers, non-certified personnel, administrators, volunteers, coaches and/or other such personnel whose employment or position is directed by the District.

"Third parties" include but are not limited to parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District and others not directly subject to District control.

The District will investigate all complaints, either formal or informal, verbal or written, of sexual harassment and will discipline any employee who sexually harasses or is sexually violent toward another person.

II. Sexual Harassment Defined

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, sexual physical conduct, and/or conduct of a sexual nature when:

(1) Submitting to the unwelcome conduct is made a term or condition of an individual’s employment, either explicitly or implicitly

(2) Submitting to or rejecting the unwelcome conduct is used as the basis for decisions affecting a person’s employment; or

(3) The unwelcome conduct has the purpose or effect of unreasonably interfering with a person’s work performance or creating an intimidating, hostile, or offensive working environment

(4) Sexual violence

Sexual harassment may include, but is not limited to:

1. Verbal harassment and/or abuse of a sexual nature;
2. Subtle pressure for sexual activity;
3. Inappropriate patting, pinching or other touching;
4. Intentional brushing against an employee's body;
5.Demanding sexual favors accompanied by implied or overt threats;
6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment;
7. Any sexually motivated unwelcome touching; or
8. Sexual violence that is a physical act of aggression that includes a sexual act or sexual purpose.

III. Reporting Procedures

1. The Superintendent or his/her written designee is responsible for implementing all procedures of this policy. Additionally, the Superintendent may develop and implement additional administrative regulations in furtherance of this policy.

2. Any employee who believes he or she has been the victim of sexual harassment should report the alleged act(s) to the building Principal. If the alleged perpetrator is the Principal, the alleged victim may report the allegation to any other District employee. That employee shall then report the allegation to the Superintendent. The Board encourages the reporting employee to use the Report Form available from the Principal or Superintendent.

3. In each building, the Principal is the person responsible for receiving oral or written reports of sexual harassment. Upon receipt of a report, the Principal will notify the Superintendent immediately without screening or investigating the report. If the report was given verbally, the Principal shall reduce it to written form within 24 hours and then forward it to the Superintendent. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the building Principal, the complaint shall be filed directly with the Superintendent.

4. The Board designates the Superintendent as the District Human Rights Officer to receive any report or complaint of sexual harassment. The District shall post the name of the Human Rights Officer in conspicuous places throughout school buildings, including a telephone number and mailing address. If the complaint involves the Superintendent, the complaint shall be filed directly with the President of the Board.

5. Submission of a complaint or report of sexual harassment will not affect the employee's standing in school, future employment, or work assignments.

6. The use of formal Reporting Forms provided by the District is voluntary. The District will respect the confidentiality of the complainant and the person(s) against whom the complaint is filed as much as possible, consistent with the District's legal obligations and the necessity to investigate allegations of sexual harassment and take disciplinary action when the conduct has occurred.

IV. Investigation and Recommendation
The Human Rights Officer will authorize an investigation upon receipt of a report or complaint alleging sexual harassment. This investigation may be conducted by District officials or by a third party designated by the Board.

If District officials conduct the investigation, the investigation should consider the circumstances, the nature of the sexual advances, the relationship between the parties and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment requires a determination based on all the facts and circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. Students who are interviewed may have a parent or other representative present.

In addition, the District may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment.

If the Board determines that a third-party designee should conduct the investigation, the District agrees to assent to that party’s methods of investigation.

Upon completion of an investigation conducted by either District officials or a third party, the Board and the Superintendent will be provided with a written factual report and recommended action.

V. District Action

If the investigating party determines that the alleged conduct constituted sexual harassment, the Superintendent may discipline the offending employee. Such discipline may include, but is not limited to, a warning, training, temporary suspension and/or dismissal. Any discipline will be in accordance with all laws and collective bargaining agreements, if applicable.

If the investigating party determines that the alleged conduct did not constitute sexual harassment, both the complaining party and the accused will be informed of such. No disciplinary action will be taken.

Conduct which does not rise to the level of sexual harassment as defined by the policy, but is nonetheless inappropriate or in violation of other related Board policies, will be addressed on a case-by-case basis by the Superintendent, who may order the offending employee to engage in some remedial action.

VI. Appeal of Investigator’s Recommendation

Either the complainant or the accused may appeal the investigator’s recommendation and subsequent District action, if any, to the Board.

After a hearing, the Board will vote to either accept or deny the investigator’s recommendation and resulting discipline.

Either party may then appeal the Board’s decision in accordance with applicable law.

VII. Reprisal
The District will discipline any employee who retaliates against any other employee who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VIII. Right to Alternative Complaint Procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. Sexual Harassment as Sexual Abuse

Under certain circumstances, sexual harassment may constitute sexual abuse under New Hampshire law. In such situations, the District shall comply with all applicable laws.

Nothing in this policy will prohibit the District from taking immediate action to protect victims of alleged sexual abuse.

X. By-pass of Policy

Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to: N.H. Commission on Human Rights at 2 Chennell Dr., Concord, NH 03301, phone 603-271-2767 or the US Department of Health & Human Services, Office for Civil Rights, Region 1, JFK Building, Room 1875, Boston, MA 02203, phone 617-565-1340.

Legal References:

Ed 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy
Ed 306.04(a)(9), Sexual Harassment
RSA 354-A:7, Unlawful Discriminatory Practices
Appendix: GBAA-R, BBA-R

Adopted June 3, 1991. Revised August 1, 1994; June 3, 1996; August 6, 2001; ____________, 2018
Corresponds to NHSBA Policy GBAA
Attachment
Sexual Harassment and Sexual Violence Report Form

General Statement of Policy Prohibiting Sexual Harassment

Concord School District maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment and sexual violence against students or employees is sexual discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of personal harassment by any person, male or female, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Complainant: __________________________________________

Home address: __________________________________________

Work address: __________________________________________

Home phone: ____________________________  Work phone: __________________________

Date of alleged incident(s): __________________________

Name of person(s) you believe sexually harassed or was sexually violent toward you:

________________________________________________________________________

List any witnesses that were present:

________________________________________________________________________

Where did the incident(s) occur?

________________________________________________________________________

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

This complaint is filed based on my honest belief that ________________ has sexually harassed or was sexually violent to me. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Complainant Signature: ____________________________  Date: __________________________

Received by: ____________________________  Date: __________________________
Concord School District Policy #422

Health Insurance Portability and Accountability Act (HIPAA)

The School Board directs the Superintendent or designee to take steps to ensure compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA), which grants individuals the right to receive notice of the uses and disclosures of their protected health information that may be made by the District, and sets forth the individual’s rights and the District’s legal obligations with respect to protected health information.

Confidentiality of Individually Identifiable Health Information

The District and its employees will not use or disclose an individual’s protected health information for any purpose without the properly documented consent or authorization of the individual or his/her authorized representative unless required or authorized to do so under state or federal law or this policy, unless an emergency exists or unless the information has been sufficiently de-identified that the recipient of the information would be unable to link the information to a specific individual.

Prior to releasing any protected health information for the purposes set forth above, the District representative disclosing the information shall verify the identity and authority of the individual to whom disclosure is made. This verification may include the examination of official documents, badges, driver’s licenses, workplace identity cards, credentials or other relevant forms of identification or verification.

All employees of the District are expected to comply with the administration of this policy. Any violation of the HIPAA privacy or security standards or this policy shall constitute grounds for disciplinary action, up to and including termination of employment.

Any employee of the District who believes that there has been a breach of the integrity or confidentiality of any person’s protected health information shall immediately report such breach to his/her immediate supervisor or the Board-appointed Privacy/Security Officer. Any employee involved in retaliatory behavior or reprisals against another individual for reporting an infraction of this policy is subject to disciplinary action up to and including termination of employment.

If the Privacy/Security Officer determines that there has been a breach of this privacy policy or of the procedures of the District, he/she shall make a determination of the potentially harmful effects of the unauthorized use or disclosure and decide upon a course of action to minimize the harm. Any individual responsible for the unauthorized use or disclosure is referred to the Superintendent or his/her designee for appropriate disciplinary measures.

Notice

The District shall distribute a Notice of Privacy Practices within one month of the initial adoption of this policy, and thereafter to all employees at the time of their enrollment in the health plan and within 60 days of any material revision. The notice shall also be posted in a clear and prominent location in each facility in the District and be printed in staff handbooks.
and the health plan booklet. The District will also notify individuals covered by the health plan of the availability of and how to obtain the notice at least once every three years.

Training

All employees shall receive training regarding the District’s privacy policies and procedures as necessary and appropriate to carry out their job duties. Training shall also be provided when there is a material change in the District’s privacy practices or procedures.

Documentation

Documentation shall be required in support of the policies and procedures of the District and all other parts of the HIPAA privacy regulations that directly require documentation, including but not limited to all authorizations and revocations of authorizations, complaints and disposition of complaints. All documentation shall be kept in written or electronic form for a period of six years.

Legal References:
Public Law 104-191, Health Insurance Portability and Accountability Act of 1996
Appendix GBJA-R, EHB-R and JRA-R

Adopted ____________, 2018
Corresponds to NHSBA Policy GBJA; cross-reference Policies GBJ and JRA
Concord School District Policy #422.1
Health Insurance

Health insurance benefits will be provided in accordance with individual and bargaining group employment contracts.

Concord School District Policy #422.3
Tax-Sheltered-Annuiti Program Benefits

The Board of Education of the Concord School District agrees to purchase annuities for
employees in accordance with provisions of Section 403(b) of the Internal Revenue Code of
1954, as amended. The Superintendent of Schools is authorized to approve, on behalf of the
Board of Education, such applications from employees for agreements with the School District
for reductions in salary; the amount of such reductions to be remitted to the selected annuity
program for application to a non-forfeitable annuity account maintained under the terms of a
contract or contracts qualifying for purposes of Section 403(b) issued by such insurers as said
employees may elect.
Adopted April 1967. Revised January 1984
Concord School District Policy #422.4

Worker's Compensation

Worker's Compensation insurance is carried by the School District at no cost to the employee. An employee injured at work and receiving Worker's Compensation will receive from the District the difference between Worker's Compensation (exclusive of medical, hospital or other benefits) and his/her regular salary for the balance of his/her sick leave.

Adopted 1966
Concord School District Policy #432 *
Child Abuse and Neglect

Any school employee having reason to suspect that a child is being or has been abused or neglected shall immediately report his/her suspicions to the building Principal. The reporting employee shall then immediately notify the appropriate state officials at the New Hampshire Department of Health and Human Services (NH DHHS). The Principal will then notify the Superintendent that such a report to DHHS has been made.

A written report to NH DHHS shall be made by the reporting employee within twenty-four (24) hours if requested by state officials. The report should contain the name and address of the child suspected of being abused or neglected, the person responsible for the child's welfare, the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse and any other information that might be helpful in establishing neglect or abuse or that may be required by DHHS.

The School Board recommends all District employees receive routine training or information on how to identify child abuse and neglect.

The Principal or Administrator of each school shall post a sign in a public area within the school that is readily accessible to students, in the form provided by DHHS, Division for Children, Youth and Families, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division's website.

Legal References:
NH Code of Administrative Rules, Section Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect
RSA 169-C:29, Persons Required to Report
RSA 169-C:30, Nature and Content of Report
RSA 169-C:31, Immunity from Liability
RSA 169-C:34, III, Duties of the Department of Health and Human Services
RSA 189:72, Child Abuse or Neglect Information

Adopted June 1984. Revised May 5, 2003; __________, 2018
* Also Policy #537
Corresponds to NHSBA Policy JLF
### Enrollment Report March 2018

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abbot-Downing School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>19</td>
<td>17</td>
<td>19</td>
<td>26</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>17</td>
<td>19</td>
<td>21</td>
<td>26</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>26</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>58</td>
<td>53</td>
<td>75</td>
<td>61</td>
<td>78</td>
<td>68</td>
<td><strong>393</strong></td>
</tr>
<tr>
<td><strong>Beaver Meadow School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>15</td>
<td>20</td>
<td>17</td>
<td>15</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td>21</td>
<td>17</td>
<td>15</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>19</td>
<td>22</td>
<td>17</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>52</td>
<td>63</td>
<td>51</td>
<td>47</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>347</strong></td>
</tr>
<tr>
<td><strong>Broken Ground School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>18</td>
<td>20</td>
<td>20</td>
<td>19</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>21</td>
<td>20</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>121</td>
<td>117</td>
<td>125</td>
<td></td>
<td></td>
<td></td>
<td><strong>363</strong></td>
</tr>
<tr>
<td><strong>Christa McAuliffe School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>22</td>
<td>19</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>19</td>
<td>21</td>
<td>23</td>
<td>20</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>19</td>
<td>22</td>
<td>24</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>57</td>
<td>74</td>
<td>63</td>
<td>69</td>
<td>77</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>404</strong></td>
</tr>
<tr>
<td><strong>Mill Brook School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>18</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>109</td>
<td>118</td>
<td>103</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>330</strong></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>276</td>
<td>308</td>
<td>292</td>
<td>298</td>
<td>325</td>
<td>338</td>
<td>1837</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle School</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rundlett</strong></td>
<td>340</td>
<td>312</td>
<td>324</td>
<td><strong>976</strong></td>
</tr>
<tr>
<td><strong>CHS</strong></td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Concord</td>
<td>402</td>
<td>357</td>
<td>375</td>
<td>327</td>
</tr>
<tr>
<td>Deerfield</td>
<td>45</td>
<td>37</td>
<td>45</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>447</td>
<td>394</td>
<td>420</td>
<td>362</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS</td>
<td>40</td>
</tr>
<tr>
<td>Mill Brook</td>
<td>62</td>
</tr>
<tr>
<td>Community Placement</td>
<td>29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>131</td>
</tr>
</tbody>
</table>

**District Total**

(not including preschool numbers)

**4436**
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abbot-Downing</td>
<td>385</td>
<td>392</td>
<td>393</td>
<td>396</td>
<td>394</td>
<td>393</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beaver Meadow</td>
<td>350</td>
<td>344</td>
<td>352</td>
<td>352</td>
<td>348</td>
<td>347</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broken Ground</td>
<td>371</td>
<td>368</td>
<td>368</td>
<td>364</td>
<td>364</td>
<td>363</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christa McAuliffe</td>
<td>413</td>
<td>408</td>
<td>408</td>
<td>399</td>
<td>401</td>
<td>404</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mill Brook</td>
<td>326</td>
<td>326</td>
<td>326</td>
<td>328</td>
<td>330</td>
<td>330</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Elementary</strong></td>
<td>1845</td>
<td>1838</td>
<td>1847</td>
<td>1839</td>
<td>1837</td>
<td>1837</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>RMS</td>
<td>969</td>
<td>970</td>
<td>970</td>
<td>968</td>
<td>973</td>
<td>976</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total RMS</strong></td>
<td>969</td>
<td>970</td>
<td>970</td>
<td>968</td>
<td>973</td>
<td>976</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CHS</td>
<td>1488</td>
<td>1465</td>
<td>1488</td>
<td>1471</td>
<td>1464</td>
<td>1461</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deerfield</td>
<td>166</td>
<td>165</td>
<td>164</td>
<td>162</td>
<td>162</td>
<td>162</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total CHS</strong></td>
<td>1654</td>
<td>1630</td>
<td>1652</td>
<td>1633</td>
<td>1626</td>
<td>1623</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total K - 12</strong></td>
<td>4468</td>
<td>4438</td>
<td>4469</td>
<td>4440</td>
<td>4436</td>
<td>4436</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Preschool</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beaver Meadow</td>
<td>27</td>
<td>30</td>
<td>33</td>
<td>36</td>
<td>37</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mill Brook</td>
<td>50</td>
<td>56</td>
<td>60</td>
<td>58</td>
<td>61</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Placement</td>
<td>28</td>
<td>30</td>
<td>30</td>
<td>29</td>
<td>30</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Preschool</strong></td>
<td>105</td>
<td>116</td>
<td>123</td>
<td>123</td>
<td>128</td>
<td>131</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sun</td>
<td>Mon</td>
<td>Tue</td>
<td>Wed</td>
<td>Thu</td>
<td>Fri</td>
<td>Sat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6:00 p.m.</td>
<td></td>
<td>5:30 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Budget Session</strong></td>
<td></td>
<td><strong>Public Hearing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>High School Enrollment</td>
<td></td>
<td>at BGS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Executive</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5:30 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Joint City / School Board Committee</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>Mon</td>
<td>Tue</td>
<td>Wed</td>
<td>Thu</td>
<td>Fri</td>
<td>Sat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:00 p.m. Board meeting</td>
<td>5:30 p.m. Joint Finance/ Capital Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:30 p.m. Negotiations Non-public</td>
<td>5:30 p.m. NHSBA training (tentative)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:30 p.m. City and Community Relations</td>
<td>5:30 p.m. Communications &amp; Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring Break NO SCHOOL</td>
<td>Spring Break NO SCHOOL</td>
<td>Spring Break NO SCHOOL</td>
<td>Spring Break NO SCHOOL</td>
<td>Spring Break NO SCHOOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5:00 p.m. Executive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>