Board of Education, Concord School District  
Regular meeting  
April 1, 2019

1. CALL TO ORDER

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3. PUBLIC COMMENT – agenda items only

4. CHAMPIONS FOR CHILDREN ....................................................... p. 3

5. APPROVAL OF BOARD MINUTES  
   a. Regular monthly meeting (March 4) .............................................. pp. 4-10
   b. Budget Work Session (March 4) .................................................... pp. 11-18
   c. Budget Work Session (March 6) .................................................... pp. 19-26
   d. Budget Work Session (March 11) ................................................... pp. 27-32
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   h. Budget Work Session (March 25) ................................................... pp. 76-85
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6. RECOGNITIONS / REPORTS  
   a. CHS Updates
   b. Superintendent’s report – entitlement grants assurances

7. PERSONNEL  
   a. Leaves of absence  
   b. Administrator nomination ............................................................. p. 103
   c. New staff nominations ................................................................. pp. 104-107
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   f. CEA contract renewals  
   g. Coach nominations ................................................................. pp. 110-111
   h. Veterans’ Salary Scale

8. NEGOTIATIONS  
   a. Report of March 27 meeting

9. PROPOSED CALENDAR OF MEETINGS ........................................... pp. 114-115

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

11. ADJOURNMENT
2018-2019
Champions for Children

Abbot-Downing School .............................................. Mary Wyatt
Beaver Meadow School ............................................... Chad Miller
Broken Ground School ............................................... Amy Yeaton
Christa McAuliffe School .......................................... Melissa West
Mill Brook School .................................................... Rebecca Johnson
Rundlett Middle School ............................................. Caroline Keane
Concord High School ................................................. Cathy Kaplan
CRTC ............................................................................ Adam Memmolo
Concord School District
Board of Education
Regular monthly meeting
March 4, 2019

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

Board members absent: Barb Higgins

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

Agenda Item 1. Call to Order
Board President Jennifer Patterson called the meeting to order at 7:02 p.m.

Agenda Item 2. Approval of Agenda
Tom Croteau suggested the elimination of Item 5d. from the agenda.

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

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

Agenda Item 4. Approval of Board Minutes
Ms. Patterson very briefly noted the minutes of the regular Board meeting on February 4, the special Board meeting on February 11, the Legislative Breakfast on February 22, the Board Work Session on February 13 (a full presentation of the Superintendent’s proposed budget), the Board Work Session on February 18 (a discussion of the impact of salaries and benefits on the proposed budget), and the Board Work Session on February 20 (the impact of student services, including special education, on the proposed budget).

Tom Croteau commented that he felt the legislators really understand where the District stands with its budget, and the value of legislative action on the local taxpayer burden.

The Board voted 8-0 to approve the minutes of the regular Board meeting on February 4, the special Board meeting on February 11, the Legislative Breakfast
on February 22, and the Board Work Sessions on February 13, 18 and 20 (moved by Mr. Croteau, seconded by Nancy Kane).

Agenda Item 5. Recognitions

Superintendent Forsten recognized three National Merit Scholar finalists from CHS, noting that this is an unusually high number of achievers. CHS Principal Tom Sica noted that the mission of the National Merit Scholars program is promote a wider and deeper respect for learning in general; and to encourage the pursuit of education at all levels. These three students are among the 16,000 nationwide who have met all requirements to advance to finalist standing, and who will be considered for scholarships.

Jacob Marcus said that he is waiting for college acceptance letters, and intends to study astrophysics and astronomy, after having taken a course with Kelly Mailhot. He noted he is taking an independent study with her this year. He said he is involved in the theater program, having a part in the upcoming production of The Addams Family and directed a Senior One Act. He is involved in his local temple and is president of its youth group. Jacob also holds a second degree black belt in Tae Kwon Do.

Eli Duggan said he is also waiting for college acceptance letters, and is considering studying aerospace engineering. He said he very much enjoyed his STEM classes, including AP Physics and AP Math. Eli participates in cross country and both indoor and outdoor track. He volunteers in the Friends Program, is VP of the school's National Honor Society, and is involved in environmental issues at CHS.

David Venator has received early acceptance to Northwestern University for Materials Science, based on his interest in Chemistry, having taken this class as a sophomore. He said he, Jacob and Eli all enjoy mathematics, and in fact all were able to add a high school math course while in middle school. He said he is active in his church, going on mission trips. David also volunteers in the local Friends Program. He mentioned that he had a research fellowship in Maine last summer, which contributed to his interest in his field of study.

Superintendent Forsten introduced the District’s three Principals who are in their first year in Concord. Each one spoke about their initial experiences and impressions of their school communities.

RMS Principal Paulette Fitzgerald commented that she was fortunate to have had predecessors who implemented strong systems and practices, some strong middle school practices and others more geared to a junior high school. Advisory periods, now once a week, cover topics such as bullying, pride, diversity and mindfulness – including gratitude. Relationships are key to adolescents, and advisory is a way to ensure that each student has a strong connection to at least one adult in the school community. Last month, advisories focused on mindfulness; a program called Flip grid was used to share what students and staff are grateful for at RMS. In May, RMS will undergo a whole school assessment through NELMS, which will highlight what is going well and what needs to
be improved in seven key areas of middle school (curriculum & assessment, instruction, relationships for learning, middle level teachers and staff, healthy school environment, involving parents and community, govern democratically). A “universal screener” will begin in the fall, providing additional data on student progress in reading and math. “Project Grow” work will support students in social/emotional learning – staff is exploring a screening tool that would provide a snapshot of each student’s social/emotional needs. Staff are hoping to begin using Naviance – a futures planning tool – with 8th graders, to help them begin thinking about high school and beyond. Staff are developing a transitional leadership team to develop a collaborative leadership model within the school. Finally, staff are looking for more ways to engage families.

Principal Anthony Blinn spoke about a number of initiatives at ADS. The first, safety actions, includes establishing a Safety Team; developing a new mindset of collective responsibility; revising the end of the day dismissal procedure; learning to use the “Raptor” security system; labeling phones so that the intercom can be used from any part of ADS; situating “emergency bags” in each classroom, finishing the installation of security cameras; establishing common language and posting procedures in ALL rooms; creating a drill schedule; and communicating/training volunteers, substitutes and others. The second initiative, ADS Community & Partnerships, includes a new summer welcome message to staff and families; starting an ADS Clean Up Day; increasing communication (weekly to all staff, and Morning Announcements – Family Section); hosting a Veteran’s Day Breakfast, Mindful Parenting Night and Math Night; implementing extra-curricular activities such as Krypto, Young Inventors, Yearbook Club, Girls on the Run, Destination Imagination; re-introducing the Concord Police Department DARE program (drug- and alcohol-related); participating in Concord’s Arbor and Earth Day Celebrations; starting Fridays’ Dance Dismissal and ADS’ entry into the Ellen Degeneres Show – Dancing at Work competition; creating a “military toolkit” to support military families; and inviting NHHEAF to present NH’s Kickoff School for Financial Savings Month. The third initiative, Universal Expectations, is intended to create common language and expectations for the school community; establishing a “Universal Leadership Team;” integrating the principles of Project GROW (social/emotional learning); and focusing on and celebrating what is a community. To that end, Principal Blinn has championed the development of the “ABC’s of ADS”: ACT responsibly; BEHAVE safely; and COMMUNICATE respectfully.

MBS Principal Katie Scarpati described her staff’s work on reading skills, noting the monthly collaboration meetings focusing on literacy including teachers, Title I tutors, the reading specialist, EL teachers and herself. The team decided to create a visual display that allowed us to see student progress at a quick glance, providing the opportunity to discuss growth and also discuss stagnation. By using visual data, teachers were able to move their students from “pocket to pocket.” This allowed a celebration of student growth and problem solving when students plateaued. The team focused on students who have not made progress or who are making slow progress, and picked an instructional focus so that all instruction, both in the classroom and in interventions,
would be aligned. A Tier Two team, focusing on students who need more support than just the Tier One Responsive Classroom practices, was established prior to this year, and in the current year it implemented student referrals, wherein students are referred either by their teacher or through a screening process. Once identified, the team speaks with the classroom teacher about available interventions (Social Skills Groups, Friendship Groups, Zones of Regulation, Silent Mentoring, and CAREs Cards) and decide which will best meet the needs of the student. The teachers have completed surveys to assess students’ skills before the groups and at the end of each six-week session. Being new to Concord, Principal Scarpati felt it was important to familiarize herself with the community and the neighborhoods of MBS. During the summer, she was able to tour some neighborhoods with the Family Literacy Coordinator, making a home visit to help a family complete paperwork before the start of the school year – an important first step to getting to know families and the community. She has since visited additional homes. In addition to Family Nights and monthly newsletters, she asked each teacher to nominate students and on the 100th day of school she called 100 families to talk about how hard their child was working at school. She has planned a “Literacy on the Lawn” series in different neighborhoods reading a story, doing a craft, and spending time with families. The goal will be to continue the home/school connection over the summer and have some fun with students and families, while focusing on literacy.

Chuck Crush thanked the Principals for their energy and enthusiasm. Pam Wicks said she feels connected at RMS via phone calls and likes the new student recognition ceremonies, which include achievements in addition to academics. Jim Richards asked for feedback about how the School Board could help them. Principal Fitzgerald noted that the RMS physical plant is a challenge, and that she is aware of the upcoming work to address this. Principal Blinn noted that ADS has not been fully staffed all year, and that he understands the recruiting challenges. Principal Scarpati thanked Central Office staff for their support, and noted that for the more challenged students, a social worker would be helpful.

Student Board representatives Helen Massah and Gaven Brown provided notes on CHS activities: the recent Respect Week reached 50 NH schools and 35,000 students. Spirit Week and Winter Carnival, held the week before winter vacation, featured a new theme each day: “Twin day,” “Jersey day,” and “Class day,” at which school clubs hosted many tables offering food, etc. In sports, boys’ hockey finished in first place, and has its semifinals playoff this week. Girls’ hockey had a record of 13/5/0 and will be taking on Exeter in the semifinals. The Nordic ski team will soon compete in States, and hopes for its 11th year title. The wrestling team had a 19/1 record and took second in States. Isaac Gladley, Noah Gifford and Jack Sargeant went to the New England Finals. Boys’ basketball finished its season 11/7. The Poetry Out Loud program was held on February 15, with Maggie Connolly the winner and Paige Annis runner-up. On February 1, CHS recognized “World Hijab Day,” whose purpose was to explore and open conversations about the meaning and significance of the hijab. The ELL staff hosted ACCESS testing, providing students the opportunity to test out of ELL classes (results will be received in May). Having passed this test, students are deemed ready to enter regular classrooms.
Agenda Item 6. Personnel

Larry Prince presented one staff nomination.

Zachary Procek, English Teacher, Concord High School, $21,572, M-1 prorated 83 days, one year only. Zachary replaces Meredith Vickery (M-11 prorated 83 days = $32,808) – resignation. Budgeted at $30,928

The Board voted 8-0 to confirm the nomination (moved by Mr. Crush, seconded by Ms. Wicks).

Larry Prince presented several coach nominations.

Amanda Bacher, Girls Varsity Lacrosse Coach, CHS, $5,487 at Step 3, Group 3, 13.0%. Amanda replaces Stephanie Johnson

Colin Brown, Spring Track Supplemental Coach, CHS, $1,688 at Step 3, Group 13, 4.0%. Colin replaces Kyle Mosher

Kyle Brown, Spring Track Assistant Coach, CHS, $2,954 at Step 3, Group 9, 7.0%. Unfilled position in 2017-2018 school year

Lauren Perry, Girls JV Lacrosse Coach, CHS, $2,743 at Step 1, Group 8, 6.5%. Lauren replaces Amanda Bacher

Zachary Procek, Spring Track Assistant Coach, CHS, $2,743 at Step 2, Group 9, 6.5%. Zachary replaces Tristan Black-Ingersoll

Ashley Silva, Girls Varsity Head Tennis Coach, CHS, $3,587 at Step 2, Group 6, 8.5%. Ashley replaces Kia DeAngelis

Sarah Grant, Spring Track Head Coach, RMS, $2,532 at Step 3, Group 11, 6.0%. Sarah replaces Paula Stewart

The Board voted 8-0 to confirm the nominations (moved by Ms. Wicks, seconded by Mr. Croteau).

The Board voted 8-0 to confirm the roster of returning spring coaches (moved by Mr. Crush, seconded by Ms. Kane).

Agenda Item 7. Communications and Policy Committee

Ms. Patterson noted that the Committee met on February 6 to discuss several policies. Several parents noted some difficulty deciphering actual disciplinary processes at the high school due to conflicting or difficult to find handbook policies, laws and DOE regulations. They asked that the administration undertake a review of the handbook.

There was a discussion about Policy 641 Class Size Guidelines. The Committee discussed at length the state and federal guidelines upon which this policy is based, and received public comment from a number of students, parents and teachers. The Committee
requested data about the actual cost of changing the class size ranges from the administration. The Board will continue to discuss this policy. No action was taken.

Agenda Item 8. Negotiations

Chuck Crush announced that the committee had come to an agreement with the Concord Administrators Association (CAA) on a new three-year contract, and proposed ratification of that agreement by the full Board. Steve Rothenberg, Chali Davis and Michele Vance worked on the CAA negotiating team. Superintendent Forsten, Jack Dunn and Larry Prince were on the administration’s team.

Highlights of the CBA 2019–2022 collective bargaining agreement:

Salary: 2% increase to base for each year – 6% total. New base salaries (current 2018-2019 base salary is $78,264): Year 1 – $79,829; Year 2 – $81,426; Year 3 – $83,055

District Cost:

- Current year: $2,303,582.24
- Year 1 new money: $90,789.58
- Year 2 new money: $53,350.18
- Year 3 new money: $44,360.43
- Total new money: $193,500.20

(With no salary increase, new money would be $50,078 for 3 years, so net new money is $143,422.20)

Reduce number of steps from four to three:

- Prior steps: Step I: 88.75%; Step II: 92.50%; Step III: 96.25%; Step IV: 100%
- New steps: Step I: 92%; Step II: 96%; Step III: 100%

Health insurance: maintain current employee contribution levels for all 3 years, with employee paying 10% and the District paying 90% of the premium.

Establish new position: Elementary Assistant Principal for Student Services (Index: 1.30)

Establish conference and travel account – $7,500 (the course reimbursement account will be reduced from $15,000 to $12,000, with the ability to transfer between funds once per fiscal year, upon mutual agreement)

Mentor stipend: for newly hired administrators, the Superintendent may assign an existing Administrator as a mentor. The mentor stipend is $2,000 per year, payable in 26 installments.

The Board voted 8-0 to approve the contract for the Concord Administrators’ Association (CAA) collective bargaining unit for 2019–2022 as presented (moved by Mr. Crush, seconded by Liza Poinier).
Agenda Item 9. Proposed calendar of meetings

Superintendent Forsten discussed the proposed Board calendars for March and April, highlighting the Public Hearings on March 18 at Mill Brook School and March 20 at Rundlett Middle School. Ms. Poinier noted the concert dates in March, Music in the Schools month. All of these dates are on the District websites.

Agenda Item 10. Public comment

There was no public comment.

Mr. Croteau commented on the (new) JV hockey team's successful season. He remembered the Board's vote last year to enable this team's activity.

Agenda Item 11. Adjournment

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

The Board adjourned at 8:15 p.m.

Respectfully submitted,

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

Absent Barb Higgins

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

Board President Jennifer Patterson called the meeting to order at 5:35 p.m., noting that the agenda was to review curriculum and technology in the FY19-20 budget. Business Administrator Jack Dunn reviewed the meeting agenda:

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

Mr. Dunn briefly reviewed the 2019-2010 budget goals:

- Regular education
  - Class sizes within policy guidelines
  - Extended Learning Opportunities (ELOs)
- Curriculum, instruction, and assessment
  - New materials for reading instruction
  - Competency grading and reporting
- Student Services
  - Elementary Assistant Principals
  - Program development for 3R elementary
- Technology
  - One-to-one devices for all students
  - Telephone replacement
- Capital purchases and debt service
  - 5% operating budget for debt service, including new proposed debt for roof replacements
- Community relations
  - Success stories in Concord public schools
  - Middle school facility plan
Mr. Dunn reviewed technology expenditures, including staffing, devices and infrastructure. He focused on a proposed Technology Stabilization Fund, which would allow the District to purchase a new phone system and deposit the remainder into a Technology Trust Fund. He noted a decrease in the technology budget of $433,500.47, or 21.21% from last year.

- **Staffing**
  1. Director of Technology
  1. Network Administrator
  1. System Administrator
  2. Desktop Technicians
  1. Database Analyst

- **Device statistics** *(would prefer to use the new Tech Stabilization Fund or finance over 3 years)*
  - iPads: 1600 *(student and staff, includes shared carts)*
  - Staff: laptops – 439, desktops – 49
  - Student Chromebooks: 4,044 *(student and staff, includes shared carts)*
  - Classroom and Student PC Labs: (2) RMS, (5) CHS, (1) BGS, (1) BMS

- **Infrastructure statistics** *(would prefer to finance over 5 years)*
  - (400) Wireless Access Points
  - (8) Physical Servers *(includes backup servers; hosting 80+ virtual servers)*
  - (26) Switches
  - (1) Firewalls
  - (1) Content filters
  - (2) Server room A/C
  - (2) Enterprise battery backups
  - (18) Telephone switches
  - (312) Wall/ceiling-mounted projectors

- **Security and access control**

- **Highlights**
  - Technology Stabilization Fund
    - Create Technology Stabilization Fund | $600,000
      - $350,000 – new phone system
      - $250,000 – deposit into Tech Trust Fund
    - Decrease in capital leases | ($647,328)
    - Fund repairs and maintenance
    - Based on $3.25 per student for repairs and maintenance, and $4.00 per student for general supplies
    - Decrease in supplies, books, and utilities | ($21,937.98)
    - Level fund dues, fees and contingency

Pam McLeod highlighted the goal of emphasizing a 1:1 student-to-device ratio in grades 1-12; Chromebooks for grades 3-12; and staff-focused initiatives.
• Student focus
  Student devices: fully 1-to-1 in FY18, grades 1-12
  iPads: PreK-2
  Chromebooks: grades 3-12 (grade 3 moved from iPads to Chromebooks in FY19)
  STEM grants: robotics, virtual reality, maker spaces, coding (continued)
  Competency-based reporting (continued)
  Take-home Chromebooks for grades 8-12 (continued); expanding to 6-7

• Staff focus
  Teachers: all teachers received new laptops in past 3 years
  Secure, online IEPs & 504s: linked to PowerSchool
  Staff contracts: electronic signatures (continued)
  FAX2Mail (continued)
  Production Center / Canon copiers (continued)

She noted an increased overall focus on security, both physical (cameras and access control at the schools) and digital (data privacy and security measures, including a data governance plan). She added that discussions and research regarding bus cameras is ongoing. She discussed infrastructure improvements, including adding secondary internet/fiber at Mill Brook School for physical redundancy, and upgrades to District phones and phone system.

• Security focus
  PSI grants for security cameras, intrusion and access control at CHS / elementary schools (complete FY19)
  Data privacy and security per RSA 189:66, V ("HB1612")
  "Phishing" prevention simulation/training service
  Potential cameras on buses (Transportation budget)

• Infrastructure focus
  Secondary internet/fiber at MBS for physical redundancy
  Telephone services improvements:
    • Upgraded from PRI to SIP trunk for voice service carrier: lower cost, modern technology
    • Cleaned up and removed 45 POTS lines, saving monthly fees
    • Converted alarm notifications to cellular technology
    • Researching/preparing for new telephone system

She reviewed the current telephone system, noting that it is 11 years old and rather cumbersome and inefficient, given its age. The goals are to reduce maintenance costs and increase return on investment (ROI), allow for future planning, improve web conferencing integration, and reducing the cost of calls.

• Current system is 11 years old
  Management and reporting are inefficient and time-consuming
  Servers/switches reached end of life in 2017
  No available spare phones
• Goals
Reduce annual maintenance costs and increase ROI
Plan 10 years out
Improve efficiency of communications
Support integrated web conferencing
Reduce cost of calls
Continue to support life safety and integrations with e911, PA systems

Ms. McLeod and Mr. Dunn reviewed new and ongoing software programs used throughout the District by staff and students.

• Operational
PowerSchool: student management software | $26,500
Shorecare/new: telephone system support subscription | $28,000
MUNIS: ERP system to manage District HR and finances | $61,000
VersaTrans: bus route system | $7,400
Lightspeed content filtering | $19,200
Microsoft agreement: server, desktop operating system, and office licenses | $34,500
PowerSchool online registration | $11,000
SWIS/CICO | $3,500
Various monitoring and backup tools: Carbonite, Monitis server monitoring, Adobe, PaperCut, ManageEngine, and PTC Wizard

• Student learning
Dreambox (math) | $31,000 - fully funded by GF in FY18
Lexia Core 5 (reading) | $50,000 – fully funded by GF in FY18
BrainPop | $1,700
RazKids | $1,600
Apps | $7,500
Newsela | $1,500
Destiny software: library management system | $6,500
Typing Club | $2,100

Mr. Dunn provided an overview of the technology budget, noting that it totaled $1,610,130.04, a decrease of 21.21% from last year. He provided future technology considerations, including network infrastructure upgrades, classroom projectors, a citywide fiber plan (estimated for 2025-2027), a data governance plan, and how a new RMS building could incorporate technology. He reviewed the technology revenue, pointing out a significant spike in 2017 due to the District’s eligibility for significant Category II funding. He explained that the FCC’s e-Rate program makes telecommunications and information services 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. He explained that cell phones, landlines, and PRIs are no longer eligible for a federal reimbursement, which is why funding declined 20% per year starting in FY16. Only internet connections are currently eligible for these funds.
Mr. Dunn reviewed security infrastructure grants, comparing the dollar amounts requested vs. the dollar amounts provided by the state. He noted that the District is adjusting quotes toward the lower end in order to meet the state's numbers while still getting what the District needs.

### Concord High School highlights

<table>
<thead>
<tr>
<th></th>
<th>Requested</th>
<th>State (%)</th>
<th>State ($)</th>
<th>District obligation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveillance</td>
<td>354,632.00</td>
<td>80%</td>
<td>283,705.60</td>
<td>70,926.40</td>
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<td>Access control</td>
<td>589,089.00</td>
<td>80%</td>
<td>471,271.20</td>
<td>117,817.80</td>
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<tr>
<td>TOTALS</td>
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<td>754,976.80</td>
<td>188,744.20</td>
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### Elementary schools' highlights

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<th></th>
<th>CSD Request</th>
<th>Award ($)</th>
<th>Award (%)</th>
<th>State Award Letter</th>
<th>Award Letter (%)</th>
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<tr>
<td>ADS</td>
<td>92,730.00</td>
<td>74,184.00</td>
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<tr>
<td>BMS</td>
<td>153,670.00</td>
<td>122,936.00</td>
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<td>BGS</td>
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<td>92,400.00</td>
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<td>TOTAL</td>
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<td>490,864.00</td>
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Jim Richards asked if there is a need to purchase additional equipment this year. Ms. McLeod explained that it is a rare year where no new equipment is needed, adding that she expected some iPads to be at the end of their useful life next year, but that those particular models haven't yet been announced as "end of life." Mr. Richards asked about adding additional servers and equipment at MBS, wondering if there is enough space for this equipment. Ms. McLeod explained that there is an existing large closet that would not infringe on student space. Mr. Richards asked about the switch from iPads to Chromebooks for younger students, whether Chromebooks allow for the same sort of software and educational experience. Ms. McLeod explained that there are tradeoffs with either device, and that Chromebook models assigned to younger students do have touch screens, unlike the models assigned to RMS and CHS students. She added that budgets in the near future will likely contain requests for touch screen-capable Chromebooks for RMS students when these devices are due to be replaced.

Chuck Crush explained that he has heard from constituents about difficulty in navigating policies on the website and asked if there are plans to improve this site. Ms. McLeod stated that this can be discussed. Mr. Crush asked if there has been any discussion around
making student IEPs/504s available online. Ms. McLeod explained that many security considerations affect making these materials available off the in-district network. Mr. Crush asked if there are enough funds in the budget line to cover the proposed security projects. Ms. McLeod responded that there are, and explained that the District found a local vendor who can provide these services at a lower cost than initially projected.

Tom Croteau commented that it was refreshing to see a 21% decrease in the budget and congratulated Ms. McLeod. He referenced the proposed $250,000 Technology Trust Fund mentioned earlier in the meeting, and asked what sort of items could be purchased. Mr. Dunn and Ms. McLeod explained that this amount of money would not go far given the high cost of technology goods and services. Ms. McLeod provided an example of a new firewall the District purchased last summer, which cost $67,000, and noted that another would be needed at MBS in the future as part of the proposed redundancy plan. She said the Board will continue to see budget increase requests in security and data privacy, and that these systems are critical to ensure quick problem detection and resolution. Mr. Croteau commented that perhaps $500,000 would be a more useful amount for the Technology Trust Fund, but that $250,000 is a realistic start.

Liza Poinier suggested that the Board discuss potentially setting aside more for the Technology Trust Fund at a future meeting, explaining that she would like to see funds available for these needs as they arise. Ms. McLeod noted that student and staff devices should be replaced every 3-4 years.

Assistant Superintendent Donna Palley reviewed curriculum needs, focusing on a proposal to purchase Fountas & Pinnell Classroom Resources at a cost of $100,000 from the Instructional Trust. She explained that these resources include:

- 20,000 high-quality children’s books, from earliest to most advanced levels
- Books represent diverse experiences/cultures that mirror the student body, through characters, stories and informational text
- Teacher materials (lessons, assessments) for systematic, coherent instructional progression from grade to grade
- Online resources, including video library for professional learning, and systems to support data collection
- Title 2 grant funds will support professional development from the publisher

Ms. Palley presented a video demonstrating these resources in action in the classroom, showing the different components and how they might be implemented. These components include whole-group teaching, small-group teaching and independent learning, and contain various lessons and activities to teach different literacy skills. She explained that physical materials could be shared between classrooms, which would mitigate the need for many copies. Mr. Richards noted a one-year cost of $100,000 and asked if there would be costs for subsequent years. Ms. Palley stated that she would research this topic and get back to the Board. Nancy Kane asked if there are existing guidelines or rules governing the use of Instructional Trust funds. Mr. Dunn explained
that the Board makes these determinations, but that this request does fall within guidelines. Ms. Palley explained that the District already uses this publisher’s materials for its kindergarten curriculum and that this purchase would provide the same (grade-appropriate) materials through grade 5. Mr. Crush asked what percentage of schools in New Hampshire use this program. Ms. Palley explained that it is a very popular program that a high percentage of districts employ. She explained that the authors have been formative in the areas of reading and writing instruction. Mr. Croteau asked if there will be adjustments to determine what to discuss in the program’s whole group lessons vs. small group activities. Ms. Palley explained that the scope and sequence for these programs lay out which skills will be targeted in order to minimize gaps in learning experiences among students. Mr. Croteau asked about the approximate lifetime of these materials. Ms. Palley responded that approximately 5 years is a reasonable expectation, and that she will check with classroom teachers to find out their experience. She added that individual items could be replaced on an ad hoc basis.

Ms. Palley reviewed the proposed $45,000 purchase of a software program that would provide competency recording, tracking and reporting of student progress. She explained the various criteria analyzed to determine an appropriate software program, and the critical need to report, record and track student progress within and across levels in a unified and consistent manner. She explained that the elementary schools do not currently have a standard grade book, and grading methods vary from teacher to teacher and class to class, with some teachers using physical grade books or Excel spreadsheets. She noted that a software system would allow for synchronicity and integration with PowerSchool and Google Classroom while being intuitive, accessible and customizable. Ms. Patterson asked if any of the District’s current software programs could serve this purpose. Ms. Palley explained that none of the current software programs adequately meet all the needs. Mr. Richards asked if this would be a one-time purchase or if there would be annual licensing fees. Ms. Palley confirmed that there would be annual fees.

Mr. Croteau commented that grading is a big topic in the education community, noting discussion about topics such as the amount of homework, how or whether homework is factored into final grades, whether or not tests are given, and how much weight test scores are given. He asked if the curriculum committees discuss how teachers within each school/grade are grading students on an ongoing basis. Ms. Palley explained that the purpose of this particular committee was to select a piece of software, but that those conversations are significant and ongoing every year. She added that she would like more consistency across schools and grade levels, and that some of these software programs are able to provide robust ways to view assessments and scores, and how scores are determined. Mr. Crush asked if this program would also be accessible to parents and if it would contain similarly detailed student information. Ms. Palley responded that it would, as parent access is a very important piece.

Mr. Dunn noted that information about the proposed budget is available on the District website (sau8.org), along with Board member contact information. Superintendent
Forsten added that the administration has been reviewing questions the Board has posed at previous meetings and that these will be reviewed at the March 13 Board meeting.

Ms. Patterson asked Board members if there were additional questions they'd like to discuss at that meeting. Ms. Kane asked when Board members would have an opportunity to discuss the proposed staff positions in more detail, such as the Communications Director and elementary Assistant Principals. Superintendent Forsten explained that the Board will vote to post a draft budget on Wednesday, March 6, then will review more information and options for these positions. Ms. Patterson further noted that the Board is not obligated to pass the budget as posted, as it is not a final budget. There is simply a required timeframe in which the draft budget must be posted for public review and comment before the Board votes on it. The Board can discuss and make changes before it is posted. Superintendent Forsten added that the budget document provides a robust breakdown of each budget section. Mr. Croteau noted that the Board actively listens to all public comments and that budgets in years past have been changed based on public input.

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

The meeting adjourned at 6:43 p.m.

Respectfully submitted,

Jim Richards, Secretary
Lauren Hynds, Recorder
Board President Jennifer Patterson called the meeting to order at 5:32 p.m., noting that Board Work Session #5 was a review of Capital Facilities within the FY19-20 budget and post the budget. Business Administrator Jack Dunn reviewed the agenda:

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

Mr. Dunn briefly reviewed the 2019-2020 budget goals:

- Regular education
  - Class sizes within policy guidelines
  - Extended Learning Opportunities (ELOs)
- Curriculum, instruction, and assessment
  - New materials for reading instruction
  - Competency grading and reporting
- Student Services
  - Elementary Assistant Principals
  - Program development for 3R elementary
- Technology
  - One-to-one devices for all students
  - Telephone replacement
- Capital purchases and debt service
  - 5% operating budget for debt service, including new proposed debt for roof replacements
- Community relations
  - Success stories in Concord public schools
  - Middle school facility plan
Mr. Dunn provided an overview of the building, grounds and debt service portion of the budget — a total of $12,565,118.70, an increase of 4.9% over last year. He delineated items within this portion of the budget:

- Director, maintenance and custodial staff
- Maintenance contracts
- Life/safety/security contracts – focus
- Summer projects
- Utilities
- General supplies
- Equipment
- Debt service (BAB and QSCB)

**Highlights**

- Decrease in professional services | ($61,212)
- Decrease in disposal services | ($6,000)
- Utilities – decrease in water/sewer | ($5,800)
- Utilities – increase in natural gas | $10,300
- Utilities – increase in electricity | +$14,400
- Utilities – decrease in oil | ($20,000)
- Increase in replacement vehicles | +$9,000
- Increase in debt service principal and interest | +$642,500

Mr. Dunn provided an overview of the projects and maintenance work that occurs throughout the school year and how this work is factored into the budget. He emphasized that the primary project for this year is roof replacement for Concord High School and Broken Ground School.

<table>
<thead>
<tr>
<th>REPAIRS &amp; MAINTENANCE (School Year - Operating Budget)</th>
<th>SUMMER PROJECTS (Contracted Work - Operating Budget)</th>
<th>BOND (&gt; 10 years - Debt Service)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roof Repairs</td>
<td>Roof Repairs</td>
<td>Roof Replacement</td>
</tr>
<tr>
<td>HVAC Repairs</td>
<td>HVAC Repairs</td>
<td>HVAC Replacement</td>
</tr>
<tr>
<td>Floor Repairs</td>
<td>Floor Repairs/Replacement</td>
<td>Flooring</td>
</tr>
<tr>
<td>Gym Floor Repairs</td>
<td>Gym Floor Refinish</td>
<td>Gym Floor Strip</td>
</tr>
<tr>
<td>Landscaping</td>
<td>Landscaping</td>
<td>Site work/Infrastructure</td>
</tr>
<tr>
<td>Blinds/Shades/Screens Repairs</td>
<td>Blinds/Shades/Screens Repairs</td>
<td>Blinds/Shades/Screens Replacement</td>
</tr>
<tr>
<td>Mechanical Contractor Repairs/Replacements</td>
<td>Mechanical Contractor Repairs/Replacements</td>
<td>Mechanical Contracting</td>
</tr>
<tr>
<td>Equipment Repairs</td>
<td>Equipment Repairs</td>
<td>Equipment (including buses)</td>
</tr>
</tbody>
</table>

Mr. Dunn provided a detailed look into the buildings and grounds portion of the budget, including salaries and benefits, contracted services and bond payments.

**Salaries (610000)**

- Salaries for Director of Facilities, custodians, and maintenance
- Budget: $1,975,225 – an increase of $59,536, or 3.11% over FY19

**Benefits (620000)**

- Health, dental, NHRS
• Budget: $822,883 – a decrease of ($23,094) or (2.73%)

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: $315,931,70 – a decrease of ($61,212.30) or (16.23)

Purchased property (640000) – aka repairs and maintenance
• Service agreement materials
• Capital leases
• Summer project funds (4600 function)
• Budget: $801,350 – an increase of $11,950 or 1.51%

Purchased Services (650000)
• Property and liability insurance
• Cell phones
• Conference and travel
• Budget: $222,185 – a decrease of ($17,656) or (7.36)

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: $1,800,018 – an increase of $42,226 or 2.40%

Equipment (670000)
• Floor machines and vacuums
• Budget: $91,000 – a decrease of ($20,000) or 18.02%

Dues and fees (680000)
• Bond interest
• New roof debt interest
• Contingency
• Budget: $2,976,526 – an increase of $722 or .02%

Principal and transfers (690000)
• Bond principal
• New roof debt
• Budget: $3,560,000 – an increase of $595,000 or 20.07%

Summer projects
• Painting, oil tank removal
• Budget: $250,000

Total operating budget: $12,565,118.70 – an increase of 587,471.70 or 4.90%

Director of Facilities Matt Cashman showed photos of the extensive roof damage and water leakage at CHS and BGS. He explained that the District has hired the Garland Company to perform a roof survey to determine specific needs and areas of concern. He provided a detailed diagram of the type of roof, explaining its composition, function and benefits.

Jim Richards asked whether certain parts of the roof could be replaced rather than the entire structure. Mr. Cashman explained that this would not work as it would affect the structural integrity of the roof. Pam Wicks asked if this is the same roofing that was added to the third grade wing at BGS. Mr. Cashman confirmed that it is. He showed an aerial view of BGS’ roof and noted an estimated completion date of August 2019, assuming a May 2019 start date. Chuck Crush asked how this type of roof ranks in terms of quality. Mr. Cashman explained that while there are more expensive options, this is a top-tier roofing system with a 40-year warranty and a 40+ year lifespan. Tom Croteau asked about advantages or disadvantages to replacing the CHS roof section by section. Mr. Cashman explained that, given the enormous square footage of that roof, damages will continue and increase the longer the replacement is delayed, particularly in terms of water leakage. He added that it makes financial sense to get everything done at once rather than piecemeal. Liza Poinier asked if this project will be put out to bid. Mr. Cashman explained that it will be, and that all District projects of this nature are put out to bid. Mr. Richards said he noticed in the aerial photos the equipment on top of the school roofs, and asked what would happen with those, when those might need to be replaced and whether they might be damaged during construction. He also wondered how those structures might affect the new roof’s 40-year warranty. Mr. Cashman explained that the structures are air handlers and that, while it would be ideal to replace all of them at once, it would be prohibitively expensive. He explained that this type of roof is extremely durable and very capable of supporting equipment such as air handlers. Mr. Richards asked if it would be prudent to fully replace one school’s roof and air handlers at once, then the other school’s roof and air handlers. Mr. Cashman explained that while he has considered this, the water leakage at both schools is so severe that his recommendation is to proceed with the roof replacements before anything else. Mr. Richards asked when the air handlers will need to be replaced. Mr. Cashman responded that they are near their “ends of life,” but that regular maintenance has helped maintain their integrity, and that he expects getting perhaps 6-10 more years out of them. He noted that replacement will cost approximately $250,000 to $300,000. He emphasized the importance of maintaining District equipment to maximize its lifespan and that, in spite of care and maintenance over the years, the roofs are simply at the end of their lives and must be replaced.

Mr. Dunn noted that a key goal is to complete both roof replacements over the course of 3-4 months during summer vacation. He noted the economy of scale and savings of replacing everything rather than piece by piece, using the example of the recent steam to natural gas conversion. Danielle Smith asked if there would be any impact on staff and students when the roof projects commence in May, as the school year will still be in
Mr. Cashman explained that the District has undertaken building projects that overlap with the school year before, and that it can be done successfully. Mr. Croteau commented that these buildings are huge investments, and that it is of critical importance to maintain safe buildings. He asked that, if money is a concern, the Board should consider trimming budget areas other than this one. Mr. Richards asked whether any local companies are capable of handling such a project. Mr. Cashman explained that while this is a large and fairly specialized project, there are strict qualification requirements for any companies wanting to bid, including not sub-contracting out work to other firms, which will help the District select the best company for the job.

Mr. Cashman showed an aerial view of CHS roof system. Mr. Richards clarified that replacing these roofs now, given their warranty, means the District would not have to worry about them again until approximately 2050-2060. Mr. Dunn highlighted that because of the stabilization fund and planning over the last 10 years, this would not dramatically affect the tax rate – it has been factored into the debt service.

Mr. Dunn reviewed the District’s history of debt service. He highlighted a bond authorization in 2014 of $8.6 million, which encompassed capital projects and new buses.

### BONDS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PROJECT</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987-88</td>
<td>RMS Renovation &amp; Expansion</td>
<td>$9.5 million</td>
</tr>
<tr>
<td>1994-96</td>
<td>CHS Renovation &amp; Expansion</td>
<td>$32.7 million</td>
</tr>
<tr>
<td>2001</td>
<td>Miscellaneous Projects</td>
<td>$1.1 million</td>
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<tr>
<td>2009</td>
<td>RMS HVAC (QSCB)</td>
<td>$4.3 million</td>
</tr>
<tr>
<td>2010</td>
<td>Elementary Consolidation Project (BAB) &amp; SAU*</td>
<td>$5.5 million</td>
</tr>
<tr>
<td>2017</td>
<td>Steam to Natural Gas, CRTC Childcare**, Buses, Technology</td>
<td>$12 million</td>
</tr>
<tr>
<td>2020</td>
<td>Proposed – Roofs @ CHS, BGS</td>
<td>$5 million</td>
</tr>
</tbody>
</table>

* - Authorized $62,539,605 | ** CRTC Childcare to be Reprioritized

### BOND AUTHORIZATIONS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PROJECT(S)</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Capital Projects – BMS, BGS, RMS, CHS, and Buses **</td>
<td>$8.6 million</td>
</tr>
<tr>
<td></td>
<td>Cancelled 10/22/14 **</td>
<td></td>
</tr>
</tbody>
</table>

Mr. Dunn described the Facilities and Renovation Trust Fund, noting that on the graph, the space between the two lines represents the difference between the current debt and the 5% budgeted, which is what goes into the Facilities and Renovation Trust Fund. He explained how the current debt is being used and what is not included in that debt. He summarized that at this level, 5% debt service allows for capital projects without causing spikes in the tax rate.
Current debt used for 5%
- (2012) – 3 elementary schools (ADS, CMS, MBS)
- (2010) – RMS HVAC
- 5% of the 2020 budget: $4,035,955.30
- Net debt service: $2,715,301

Debt not used
- Leases
- Steam to gas project
- Buses
- Technology
- CHS roof (2018) – reprioritized funds

Mr. Dunn reviewed the impact of new debt, explaining how maintaining the Facilities and Renovation Trust Fund will help offset the cost of a new RMS building in approximately 4 to 5 years. Mr. Richards stated that the current roof replacement project, according to the chart’s numbers, will push out the RMS project by approximately 3 years. Ms. Patterson noted that since so many factors are involved, this timeline is more conceptual than actual. Ms. Poinier asked if the RMS roof is a concern and if it would need to be repaired or replaced before the building itself is replaced or rebuilt. Mr. Cashman explained that it would not make sense to put much money into the building when it only has a few years left. Mr. Crush commented that, while he feels the roof projects are obviously needed, the RMS building project is a major consideration for the Board to keep in mind over the next few years. Ms. Patterson added that the RMS building issue is not entirely about its structural integrity but also relates to the building’s
 outdated layout and style and whether it is conducive to education. Ms. Wicks encouraged constituents to contact state representatives to support state aid for facilities projects.

Mr. Richards asked which, if any, summer projects are included in this budget. Mr. Cashman explained that the same types of summer projects as last year are factored in and are done when time and budget resources allow, including painting in elementary schools, maintenance of underground oil storage tanks, flooring replacements and furniture, and that he would be happy to discuss these projects at future meetings. Mr. Crush asked for clarification on the increases in the salary and utility categories. Mr. Cashman explained that the numbers are due to increases in salaries and utility payments, respectively. Mr. Richards asked if the district has sought rebates for incremental energy efficiency projects. Mr. Cashman explained that he regularly looks for these types of opportunities in order to save the District money and improve energy efficiency. He added that he has an upcoming meeting to perform a lighting survey at some of the elementary schools to perhaps install energy-efficient options, which would provide rebates. Mr. Richards noted that regularly seeking these incremental improvements for rebates throughout the school year is a great thing for the District to pursue as it could pay off both financially and environmentally.

Mr. Dunn noted that future facilities discussion items include a 5-10 year facility plan and Rundlett Middle School. He provided a summary of the budget to post, noting a total of $90,754,228, or an increase of $1,753,922 from last year. Mr. Crush asked for the tax rate percentage last year. Mr. Dunn stated that he would have to look it up, but that it was 1.21% for just local taxes.

Ms. Patterson stated that with respect to posting the budget, it made sense to discuss issues and possible changes at upcoming meetings. She added that she expects public comment on staffing changes, the new proposed positions, and Student Service roles. Mr. Crush echoed Ms. Patterson’s comments and noted his own concerns about salaries and how the new positions align with and support the District’s mission. Mr. Croteau noted that the Board should be mindful of community members who might not be as vocal or present at public forums and keep in mind the Board’s responsibility to both those and more active and vocal constituents. Ms. Poinier asked that the Board be sure to offer the narrative that the posted budget is a working draft and there will be ample opportunity for members of the public to make their voices heard. Ms. Patterson added that all meeting materials are available on the District website for the public to read and consider. Mr. Richards echoed Mr. Crush’s concerns about salary levels and agreed that the budget should be posted as presented. Ms. Wicks emphasized that the Board welcomes emails from the public should anyone have concerns or thoughts that may not fall within the public hearings’ five-minute speaking time limit, and that Board members could read or summarize these comments to allow those voices to be heard. She noted that it is easier to remove items from the budget than it is to remove anything before posting and have to re-add them.
Mr. Croteau made a motion to post the proposed budget.

The Board voted 7-0 to post a budget the Preliminary 2019-2020 Fiscal Year Budget for public comment with all funds of $90,754,228 and with the General Fund portion totaling $85,306,147 with an amount of $60,435,047 to be raised in local and state taxes (motioned by Mr. Croteau, seconded by Ms. Wicks).

Mr. Dunn reminded the public that meeting dates, materials and contact information are available on the District website. Mr. Croteau asked if the Board could leave about 15 minutes at the end of the open sessions on March 13 and 25 to discuss any issues that come up in the meantime. Superintendent Forsten agreed and added that she can provide Board members with a list of issues that have been noted so far.

The Board voted 7-0 to adjourn (moved by Mr. Crush, seconded by Mr. Richards).

The meeting adjourned at 7:05 p.m.

Respectfully submitted,

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

Absent: Jennifer Patterson, President

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

Board President Jennifer Patterson called the meeting to order at 5:32 p.m., noting that Board Work Session #6 was a review of school enrollment within the FY19-20 budget. Business Administrator Jack Dunn reviewed the agenda:

- Budget goals
- Class size guidelines
- Elementary school enrollment
- Rundlett Middle School enrollment
- Concord High School enrollment
- Concord Regional Technical Center enrollment
- Public comment
- Public information
- Future work sessions and public hearings

Mr. Dunn briefly reviewed the 2019-2020 budget goals:

- Regular education
  - Class sizes within policy guidelines
  - Extended Learning Opportunities (ELOs)
- Curriculum, instruction, and assessment
  - New materials for reading instruction
  - Competency grading and reporting
- Student Services
  - Elementary Assistant Principals
  - Program development for 3R elementary
- Technology
  - One-to-one devices for all students
  - Telephone replacement
- Capital purchases and debt service
  - 5% operating budget for debt service, including new proposed debt for roof replacements
- Community relations
Superintendent Forsten reviewed Policy #641, which addresses District class size objectives: average of 17 at the kindergarten level, 21 at the primary level, and 25 at the intermediate level. If class size exceeds 20 students in kindergarten, 24 students in grades one through three, or 28 in grades four through six, educational consideration will be given to regrouping, employment of an aide or employment of an additional teacher. Secondary administrators will consider 30 students as a maximum class size and 15 as a minimum class size. Classes with student enrollment of fewer than 15 must have approval of the central administration.

She reviewed District enrollment trends, beginning with District-wide numbers and then reviewing each school individually. She noted an overall ten-year decreasing trend, with highlights as follows:

- Overall, the student population for Concord School District is expected to decrease over the next ten years.
- Currently there are no proposed or active residential developments in the city that would add significantly to the existing enrollment.
- Concord introduced full-day kindergarten this year, creating an enrollment increase in one zone, and the largest collection in student-to-births.
- The District’s high school population may continue to experience loss in enrollment through SY2027 with an enrollment declining to 1,350 students.
- The District’s middle school population (grades 6–8) is projected to decline annually starting SY2020, with an annual loss of 14–49 students per year.
- The elementary school population (PK–5) is projected to be stable compared to the middle and high school grades after experiencing declines the last four years.

Abbot-Downing School

During the current year, ADS has had large fifth grade classes of up to 27 students. Next year, ADS will have class sizes ranging from 18–23 students, well within policy guidelines. Next year, ADS will have one fewer classroom teacher.

Beaver Meadow School

During the current year, BMS created five multi-age classrooms at grades 4/5. This allowed classroom communities to create improved balance of students with special educational needs. Next year, BMS will have class sizes ranging from 16–24 students, well within policy guidelines.

Broken Ground School

During the current year, BGS has had class sizes within the range set by policy guidelines. Next year, BGS will have class sizes ranging from 21–23 students. This continues to be within policy guidelines.
Christa McAuliffe School

During the current year, CMS has had large classes at the fifth-grade level, with up to 26 in a classroom. An additional kindergarten teacher was added to maintain appropriate class sizes. Next year, CMS will have class sizes ranging from 1 – 24 students, within policy guidelines. A classroom teacher has been added at CMS to support the likelihood that kindergarten will continue to need four classroom teachers to maintain appropriate class sizes.

Mill Brook School

During the current year, MBS had an increase in kindergarten enrollment, so a kindergarten teacher was added to maintain appropriate class sizes. Next year, MBS will have class sizes ranging from 18 – 21 students, within policy guidelines. There will be one fewer classroom teacher, as it is predicted that kindergarten will need six classroom teachers.

Rundlett Middle School

During the current year, RMS had a decrease in overall enrollment of 23 students. If every fifth grader transitions to RMS and if every current sixth and seventh grader remains enrolled, RMS will have an increase of 20 students. Eleven core classes have 27, 28, 29 students enrolled, including one Science class with 32 students. The four Language Arts classes that have 27, 27, 28, 28 students are co-taught.

Eighteen classes have 27 or more students in the classroom. District class size guidelines consider up to 28 students for grade 6 and up to 30 students in grades 7 and 8 as being within acceptable class sizes at the middle school level. There are an additional nine performing arts classes (band, chorus, music) with enrollments between 29 – 39 students. Ten core classes have between 27 – 29 students; four of those classes are co-taught. One science class has 32 students.

Jim Richards asked which science class has 32 students. Superintendent Forsten responded that this is a seventh-grade science class, and that she had not heard of issues or concerns about this class. Mr. Richards then asked how some classes end up with larger enrollments, while others have 20 students. Superintendent Forsten noted that while this number distribution may not be ideal, it can often be attributed to the scheduling of classes such as music and other performing arts which are offered less frequently, thereby causing these students to end up in core classes which fit their schedules. She added that, overall, class sizes are excellent for a middle school of this size.

Concord High School

This year, CHS had a decrease in its total enrollment of 21 students. Using the demographic report from January 2019, a continuing decrease in enrollment is projected. High school average class sizes are well within policy guidelines. Five classes have fewer than 15 students and one class has more than 30 students. At CHS, there are 389 class sections that support the departments, as well as Art, Business, Tech Ed, Digital Ed, Music, Reading, Wellness, Life Studies and English Language Learning. CHS has 139 ELL students, 5 of whom are new this year, making up 9% of the total student population.
Two hundred twenty special education students make up 14% of the total student population.

CHS Principal Tom Sica reviewed high school enrollment trends, noting a projected continued decrease in enrollment. He described the emphasis by faculty and staff on engaging with students and helping them take post-high school career plans and goals into consideration during class registration, which took place before February break. He emphasized the nuances of building a master schedule that takes into consideration student requests, faculty availability, and making specialized courses available to the greatest number of students.

Mr. Sica reviewed current course enrollment numbers, noting several changes, including students who have moved out of the District or graduated early. He again described the ongoing challenge of building a schedule that serves both students and staff. He highlighted the Student Help Desk, which functions as an internship model, providing students with hands-on experience working with real-life tech issues in the building, as well as creating instructional materials and tutorials for students and staff. Chuck Crush asked about the Diploma Academy. Superintendent Forsten explained that Diploma Academy is part of CHS, headed by Carol Lundin, that provides alternate, innovative paths of access to students who need additional time or help with their high school courses. Some of these classes happen outside of the school day and are taught both by CHS and external staff.

Mr. Sica reviewed high school subject enrollments, including English, Science, Math, Performing Arts, and electives. He noted that English courses are heterogeneously grouped in an effort to create a well-blended cross section of CHS students in each class section. While reviewing the numbers, he explained that class size variations often occur as a result of other classes scheduled at the same time. He reviewed senior class electives, using the example of the Great Authors, Great Works course to explain how similar electives with low enrollments are occasionally combined into one course. Nancy Kane asked if literature and language electives are available only to seniors. Mr. Sica explained that these electives were added in the mid- to late-90s as a way to replace a standardized twelfth-grade English course and allow seniors choices in the type of courses they wanted to focus on. He added that some spaces are open to underclassmen, depending on availability. Mr. Richards asked about digital technology-focused electives such as coding, wondering if more should be offered. Mr. Sica explained that overall enrollment in coding and tech courses has trended down in the last several years, and class offerings have reflected that trend. Assistant Superintendent Donna Palley added that technology and coding skills are now often starting earlier in children's education, sometimes as early as elementary school. Mr. Sica noted that many technology skills are rolled organically into other courses, such as podcasts in English classes. Mr. Sica then described flex periods, a resource that allows students who may need additional help to receive support and enrichment, with the goal of trying to capture students who might be struggling, before any issues become serious. He noted overall decreased enrollment in Spanish, and new course offerings in sculpture and the science of sustainability. Barb Higgins asked if staff numbers are driven by enrollment; Superintendent Forsten responded that they are. Ms.

page 4 of 6
Kane asked how the decision is made to add AP courses. Mr. Sica explained that student interest is the major driver; Ms. Palley added that requests often come from the departments, based on observed trends and student interest. Mr. Richards asked if independent study options exist in cases when a student is interested in a particular elective, but there is insufficient interest or enrollment for a full class to be offered. Mr. Sica explained that this does happen sometimes, and that these students often do related online coursework and that some teachers help provide alternate paths.

CRTC Director Steve Rothenberg provided an overview of the CRTC program, explaining that it is responsible for the largest geographic region in New Hampshire, with a wide array of students. He explained some of the nuances and challenges of running a successful CRTC program, including student recruitment, prospect management, relationship maintenance with sending schools, and managing trends. The enrollment target for CRTC is 682 students; there are currently applications in from 788 students. Enrollment continues to be very strong in the Health Science, Automotive Technology and Teacher Preparation programs. In Health Science, there are 53 more requests for enrollment than there are seats available. In Teacher Preparation, there are 20 more requests for enrollment than there are seats available. In Automotive Technology, there are 16 more requests than seats available.

CRTC enrollment is up about 30%, and enrollment numbers change as students apply within different windows of time that are not as concrete as registration dates at CHS. Mr. Rothenberg explained the need to recruit students and noted the use of a “drip model,” a multi-layered approach that includes middle school summer camps, brochures, road shows and preview days to recruit ninth and tenth grade students. He added that being in the news is also important, as this helps get the CRTC story told via the success of its students. Mr. Rothenberg reviewed enrollment trends, noting that Health Sciences continues to grow, with 53 more requests for enrollment than there are seats available. He also pointed out a decreasing trend in Culinary Arts and Cosmetology. Mr. Rothenberg explained that he is constantly trying to adapt CRTC programs to fit both economic reality and career field needs. Pam Wicks asked if there are alternate placement options for students interested in programs that do not have enough interest or enrollment; Mr. Rothenberg explained that by law, alternate placement is provided for these students. He noted there are transportation and logistical challenges for these options. He emphasized the particular challenge of transportation and scheduling when the current class programming is the shortest in the state, with only 1.5 hours per day, noting that Maine and Vermont programs are 3 hours per day. He emphasized a need to rethink career technical education, as the current model is limiting. He said the first step would be to increase funding.

Superintendent Forsten asked Board members for feedback in preparation for the open session on Wednesday, March 13. Mr. Crush asked for a detailed analysis of all new positions that are being added, including administrative and instructional, along with a breakdown of any positions that are being eliminated, and a total cost estimate for all the above. Ms. Kane asked for more detailed information on the Communications Director position, including experiences and best practices from other districts, along with other
options for delivering this kind of service, and how to evaluate it. Mr. Richards asked Mr. Dunn for a history of use of the Trust Fund. Mr. Crush made note of the increase in special education funding and requested a synopsis of where this increase comes from. Tom Croteau and Ms. Kane asked for clearly delineated bullet points explaining the roles and responsibilities of the Assistant Principals, including which roles these would replace, which roles and tasks they would inherit, and which new roles and tasks the District could expect from those positions. Both noted a need to emphasize this information clearly. Mr. Crush asked for discussion and explanation of how budgets continue to increase year after year if student enrollment continues to trend downward. Ms. Wicks emphasized that the state's adequacy funding provides the district $3,600 per student, but that the actual costs are anywhere from $11,000 to upward of $20,000 per student. She noted that it would be helpful to explain and demonstrate a student's day-to-day classroom experience.

Mr. Croteau opened the meeting for public comment.

Concord resident Carl Sargent stated that he believes the budget should allocate more money for enrichment services and activities.

Mr. Dunn reminded the public that a full list of meeting dates, future budget sessions, materials and Board member contact information are available on the District website.

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

The meeting adjourned at 7:14 p.m.

Respectfully submitted,

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

Absent: Barb Higgins

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

Board President Jennifer Patterson called the meeting to order at 5:36 p.m., noting that Board Work Session #7 was being held to review additional questions from Board members. Superintendent Terri Forsten reviewed the agenda:

- Budget goals
- Community and schools
- Staffing and enrollment
- Elementary Assistant Principal for Student Services positions
- Director of Communications position
- Debt service
- Other topics
- Public comment
- Public information
- Future Work Sessions

Superintendent Forsten briefly reviewed the 2019-2020 budget goals:

- Regular education
  - Class sizes within policy guidelines
  - Extended Learning Opportunities (ELOs)
- Curriculum, instruction, and assessment
  - New materials for reading instruction
  - Competency grading and reporting
- Student Services
  - Elementary Assistant Principal positions
  - Program development for 3R elementary
- Technology
  - One-to-one devices for all students
  - Telephone replacement
- Capital purchases and debt service
• 5% operating budget for debt service, including new proposed debt for roof replacements

• Community relations
  • Success stories in Concord public schools
  • Middle school facility plan

Superintendent Forsten reviewed the District vision, mission and community demographics. She emphasized that school demographics and populations change rapidly and that schools today are different from the 1970s, 1990s, and even from a few years ago. She presented a brief video featuring part of a speaking engagement by Jamie Vollmer, which highlighted the importance of understanding the enormous spectrum of students and needs in the modern classroom. Superintendent Forsten emphasized that District staff focus on doing the best they can with available resources and that students are always the top priority.

Superintendent Forsten reviewed staffing changes related to enrollment changes for the upcoming school year, noting the direct relationship to the change in school enrollment.

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She reviewed staffing changes over the last ten years, noting a gradual reduction consistent with decreasing enrollment.
Superintendent Forsten reviewed the proposal to add five Assistant Principal of Student Services positions, one at each of the elementary schools. She explained that this would eliminate 2.5 Special Education Coordinator positions, with a total new cost of $441,112.

Superintendent Forsten explained that the primary functions for these positions would be to lead, support, supervise and evaluate. She noted that since the elementary Principals are currently the only supervisory staff in their buildings, sick days, meetings and other events that take them away from their buildings can be anxiety-inducing. Pam Wicks expressed concern over the recent Election Day. Broken Ground School is a designated polling place, but the Principal was away on bereavement, with no other administrators in the building to supervise the influx of people entering the school to vote. Tom Croteau echoed this concern, commenting that this likely happens in other districts across the state. Chuck Crush asked for clarification about who takes charge when a Principal is absent. Superintendent Forsten and Ms. Palley explained that these tasks often fall to the office secretaries or school nurses, as there is no specific chain of backup for building administrators. Mr. Croteau noted that in those cases, the administrative assistant becomes, in essence, the Assistant Principal, a big responsibility. Superintendent Forsten reviewed a more detailed breakdown of roles, tasks and responsibilities.

Leadership and planning – the administrator shall be able to:

a) Understand and manage the multi-tiered system of supports in coordination with the Principal;

b) Understand and implement change process as it relates to students in student services programming;

c) Organize and help groups accomplish objectives and bring about change;

d) Lead effective planning, implementation and review of improvement processes;
e) Understand systems and organizations and their management theories;
f) Demonstrate the ability to use selection, retention and evaluation procedures for effective supervision of teachers and support personnel;
g) Manage human resources responsibly, efficiently and effectively in a collaborative manner while addressing student needs;
h) Understand models, theories and philosophies that provide the foundation for the administration of programs and services for students who participate in student services programming;

Curriculum, instruction and assessment – the administrator shall be able to:
a) Understand and identify curriculum frameworks that meet state and District standards;
b) Understand and utilize evaluation tools that clearly identify student achievement;
c) Implement and develop appropriate instructional strategies to address individual learning profiles;
d) Incorporate current best practices in child development theory;
e) Implement a plan that supports the ongoing use of technologies;
f) Implement and promote programming in the area of social emotional well-being;
g) Oversee the use of appropriate instructional practices to teach and provide transitional activities in functional living, social, emotional and behavioral health.
h) Understand the principles of assessment of students in student services programming, evaluation tools, and individual evaluation programs;
i) Understand formative and summative assessment as relates to state and District expectations and requirements;

Building partnerships and community – the administrator shall be able to:
a) Identify key organizations and agencies and their functions in the community as they relate to the educational process;
b) Utilize a collaborative approach for involving all stakeholders in educational planning, budgeting, implementation and evaluation;
c) Understand relevant interagency agreements;
d) Establish and maintain quality partnerships with entities such as colleges, state-service and social-service agencies, and businesses, with the goal of having these entities assist in providing effective educational programming;
e) Respond to emerging and current issues impacting the school and community.

She reviewed current administration to staff ratios, showing that these new roles would cut those ratios in half at the elementary level.
Student Services is the overarching term describing special education, Section 504 and Title I services; services for homeless students and English Language Learners; counseling and nursing services.

Jim Richards asked how many teachers in each elementary school are considered in Student Services, pointing out that the Assistant Principals would not split responsibilities 50/50 with the building Principals, as they would also fulfill many Student Services-related responsibilities. Nancy Kane asked for clarification of the teacher evaluation role of this position and if Principals and Assistant Principals would share the evaluation of staff in their buildings. Superintendent Forsten explained that they would share this work, and that it is currently performed this way at the high school. Mr. Crush asked for an explanation of the difference between Special Education Directors and Special Education Coordinators, and if every elementary school has a guidance counselor. Superintendent Forsten noted that each elementary school has a guidance counselor. She then explained that a Director is a supervisory position, providing support, leadership and evaluation, and that the middle and high school both have Directors. Coordinators, currently half-time positions at the elementary schools, under the CEA contract along with teachers are considered “teacher leaders,” who offer coordination for Student Services programs. Ms. Palley added that Coordinators neither supervise nor evaluate, as they are facilitators. Mr. Crush asked if thought had been given to adding a Special Education Director at the elementary schools. Ms. Palley explained that this has been considered, but that there are other administrative roles that these new positions will need to fulfill. She provided a breakdown of elementary staff, demonstrating that more than half are related to Student Services and that all of those employees need to be supervised, which is a very large task for one person. A Principal and Assistant Principal
would work closely together to determine how supervision, monitoring, and evaluation would be shared.

Superintendent Forsten reviewed ratios of administrators to students, showing that the addition of Assistant Principals would cut these ratios in half.

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<th>SCHOOL ADMINISTRATION SUPERVISION TO STUDENT RATIO</th>
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<tr>
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<tr>
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<td>Special Ed Director</td>
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<tr>
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<td><strong>TOTAL</strong></td>
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<td><strong>PROPOSED</strong></td>
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She provided a list of New Hampshire school districts with comparable student populations which have Assistant Principals. This list is representative of a few schools in New Hampshire which have Assistant Principals, but there are many more.

<table>
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<tr>
<th>DISTRICT</th>
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<th>ADDITIONAL ADMINISTRATOR</th>
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<td>GARRISON</td>
<td>440</td>
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<td>EPSOM CENTRAL</td>
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<td>UNDERHILL</td>
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<td>MERRIMACK</td>
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<td></td>
<td>WILLIAM ALLEN</td>
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Mr. Richards wondered if perhaps labeling this proposed position Assistant Principal instead of Assistant Principal of Student Services would be more appropriate. Ms. Palley noted that most of these schools employ both Assistant Principals and Special Education
Coordinators, and that some larger schools even have additional staff to manage curriculum. Mr. Croteau asked the average number of elementary students with IEPs per building, noting that each of those students must have an evaluation performed. Ms. Palley responded that there are approximately 35-40 special education students per building, or about 12-15% of the student population. Mr. Crush asked the difference in certification requirements between Coordinators and Assistant Principals. Superintendent Forsten explained that requirements for the Assistant Principal roles include educational leadership training, generally including competencies in communications, personnel management, supervision and evaluation, and that there are additional certifications such as Associate Principal or Special Education Administrator. She explained that the current Coordinators are required to have special education certification.

Mr. Richards asked about issues or liability related to current Coordinator staff likely not being certified for the Assistant Principal roles. Superintendent Forsten responded that the current Coordinators have varying certifications. The District would support their interest in becoming administrators or exploring other open positions, and that the change under the CEA contract would be treated as a Reduction in Force (RIF), similar to other teacher staffing changes. Mr. Crush asked about training requirements in special education for the Assistant Principal roles. Superintendent Forsten explained that she will look for candidates with expertise in Student Services or special education administration, and that the District would assist the right candidate with additional training to align their skills with the needs of the position. Ms. Kane remarked that this seemed very specific and wondered if there were many people who would meet these requirements. Superintendent Forsten noted there has already been interest expressed in these positions. Ms. Palley explained that the District, in a partnership with SNHU, has approximately 40 teachers currently spread between two cohorts seeking administration certification, a two-year program to be certified as a curriculum director or Principal.

Mr. Richards asked the administrators to further define “Student Services” and various related terminology, such as Title I, 504, and ELL. Ms. Palley explained that “504” refers to Section 504 of the Rehabilitation Act, an important piece of civil rights legislation. It prohibits discrimination against individuals with disabilities and covers some services for students who qualify as having a disability, but not to the extent where they would be considered special education students provided with individualized services.

Superintendent Forsten explained that Title I is grant program of over $1 million, and that this funding supports teachers and tutors to provide additional instruction for students who need support in reading, writing and math if they are falling below grade level. She added that this grant also helps fund summer enrichment programs.

Ms. Palley explained that ELL is short for English Language Learners, or students for whom English is not their first or primary language. Superintendent Forsten pointed out that Mill Brook School currently has 80 ELL students, a significant percentage of students.

She explained that Student Services is the umbrella of the previous terms and is sometimes inclusive of counseling and nursing. Mr. Croteau added that the homeless population in the community is also noteworthy. Superintendent Forsten agreed, and
noted that the District has a substantial obligation to support students who are homeless, with homeless being defined as a family that does not have stable housing of their own for economic reasons. She noted that the District is also responsible for transportation of these students, to their originating schools in other districts or to their "home" school in Concord. Bob Belmont explained that the elementary Assistant Principals would assist with coordination of homeless and foster services.

Mr. Croteau asked which specific things Principals would be freed up to do with the addition of the Assistant Principals. Superintendent Forsten explained that the Principals would spend more time on curriculum development, instruction and providing coaching to teaching staff. She explained that constant interruptions are a challenge and create continuity issues during classroom observations. Ms. Wicks noted that she had spoken about this with BGS Principal Sue Lauze, who communicated a desire to be in the classrooms more and be able to coach and mentor teaching staff. Mr. Crush asked Superintendent Forsten if, given the District's mission statement, the Assistant Principal positions are a want or a need. Superintendent Forsten stated that this is a need, in looking both at the District mission and vision and observing actual situations within the schools. She commented that the elementary schools have many students with substantial development and behavioral issues who need additional support, and that additional leadership alongside the building Principals will provide substantial support to students and staff. Ms. Wicks noted that more support in the elementary years will help students be better prepared at middle and high school levels. Mr. Crush asked for a cost breakdown of all proposed new positions.

Mr. Croteau suggested that the meeting move along and that Board members take some time over the next few days to develop more ideas about these positions. Ms. Patterson remarked that the information presented had been excellent, and that she was interested in hearing public comments next week. She added that public comment will be helpful in adding nuance to the conversation about these positions, rather than just the administration's proposal.

Superintendent Forsten reviewed the roles and responsibilities of the proposed Director of Communications position. She explained that the first major tasks of the role would be development of a strategic communications plan, completing the District brochure, generating positive news and developing and implementing social media strategies. She provided the job description. The Director of Communications will:

- Manage day-to-day activities related to community relations in direct support of developing the administration's work in the areas of media relations and public relations
- Coordinate and support school leadership teams, monitoring and guiding print, broadcast and emerging media
- Work to strengthen internal and external communications and stakeholder engagement for the District with a focus on developing and recommending communication strategies, to develop targeted communication plans
• Craft messages to support and communicate key initiatives, programs, decisions, and/or events in the District

• Maintain and enhance the public’s understanding of the District’s work and accomplishments

• Assist with communication in the event of emergencies at schools, in the community or in other situations requiring immediate response with media, families and the community

• Develop and implement effective communication and marketing strategies to promote programs, initiatives, operations, decisions and accomplishments, tailoring strategies to the subject matter and targeted audiences, including families as well as business, civic, government and community organizations

• Lead efforts to generate media coverage and implement standards for reviewing and responding to media requests for information, ensuring coordination within offices and schools as needed

• Provide consultation, advice and assistance to administrators as needed to help formulate school and department communications

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

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

Lisa Poinier remarked that, speaking from a communications background, this is an important component of any organization. She noted that the District currently has 1,200 employees, 4,500 students, and not one person as the District’s liaison to the community. She also stressed the importance of internal communications within the District, and that this role could also perform student/family/staff surveys that would help the administration better know about activities in the schools. Ms. Wicks asked if Board members could see a list of districts in the state that have a Communications Director, similar to previous information showing districts with elementary Assistant Principals.

Mr. Crush asked why this position is being proposed now – what has changed in the environment to create this need. Business Administrator Jack Dunn explained that the District is always reacting to events rather than being proactive, and that several major items on the horizon within the next few years will require strategic communications to keep both internal staff and the public informed, including the new or renovated Rundlett Middle School building and the upcoming required Charter commission. Ms. Patterson added that this need has seemed apparent over time, and that discussions come up yearly at the annual Board retreat about how the District can better communicate with the community. She suggested that whether or not this is the best year to create this position, the need does exist. Ms. Kane wondered how to establish any metric of success with this
position. She added that it is important to articulate to the community the value of staying in the District past the elementary level and to communicate the value the District has to offer all children and families.

Mr. Croteau asked when the Board might have the opportunity to consider cutting or paring down items within the budget in order to bring down the total. Mr. Dunn briefly explained the budget development process, noting that it begins in October when individual schools begin providing their requests. He explained that some costs are out of the District’s control, such as snow removal. He mentioned several areas he was able to recalculate and save approximately $300-400,000, including some Bill White Associates-contracted services and the Superintendent’s contingency fund. He added that he regularly monitors the budget to look for potential areas of savings. Mr. Croteau clarified that while he may want to see the Assistant Principal positions added, he wants to make sure the budget is as efficient as possible.

Mr. Richards expressed concerns about the Director of Communications role, wondering if the District could reasonably expect that position to increase student enrollment or bring in substantial donations. He added that this would not be a one-year role, so the $107,000 budgeted would be an annual, recurring expense. He noted that this year is unusual in that no computer or large technology purchases are required, which is typically a large expense and would leave even less wiggle room for other items. He expressed uncertainty about the District being designated as “needy” by the state in order to receive building aid toward the new/renovated middle school, and cautioned against relying on presumed receipt of these funds. He noted that $500,000 means a property tax increase and should be closely considered. Ms. Patterson asked if there are other funding options available, noting that one way to offset budget costs is to contribute to the tax base. She wondered if there are additional responsibilities that could be rolled into the Communications Director role, perhaps adding a strategy focus, which would enable the role to contribute more broadly and meaningfully to the community. Mr. Dunn cited a Forbes article listing “the top five things people look for when buying a home,” and that the fourth item is the schools. He added that the District does not currently have any informational brochure or materials that could be provided to local realtors to inform potential homebuyers about the District.

Mr. Crush asked what less-costly alternatives to the Assistant Principal roles have been pursued, such as additional coordinators or guidance counselors. He wondered the same thing about the Communications Director role, wondering if contracted services are an option. Superintendent Forsten addressed the Assistant Principals proposal, explaining that she has had many discussions with Bill White, who expressed the importance of a district developing its own processes and strategies for supervision and coaching with in-house administrators. Ms. Wicks noted that, with the expiration of the SAMHSA grant, the District lost Stacey Lazzar, who had focused on community engagement, and that school employees have expressed that this was a significant loss for them. She expressed hesitation in employing grant-funded employee roles unless the District was willing and able to fund staffing from the budget when grants ends. She emphasized her support for finding grants as means of funding, but that those funds should not be used for staffing as
those roles and their contributions to the schools would be in jeopardy when the grant ended. Mr. Richards stated that he would be more comfortable with the Director of Communications role as a part-time position and potentially becoming a full-time position in the future after a proven ability to bring revenue into the District. He added that using the approximately $100,000 allotted to this role would take that amount from an area of greater need and would also create a tax impact. Superintendent Forsten noted that there are alternative options for this role, including a part-time position or using a contracted service. She added that other districts use contracted services, which may be fairly inexpensive but provide limited services. Mr. Dunn explained that a contracted service may have the benefit of experience with strategy but would be limited in its understanding of District culture. Ms. Wicks and Mr. Dunn used the example of using outside companies for school busing and noted that while there may be savings up front, it is ultimately more economical to keep busing in-house.

Mr. Dunn provided information on the debt service prior to 2020, requested at a previous meeting by Mr. Richards. He explained that because of this differential, the elementary school construction project several years ago did not affect the tax rate.

Superintendent Forsten briefly reviewed several additional topics. Ms. Palley responded to a Board member question regarding the cost and lifespan of literacy materials, explaining that these materials cost $80,000-$100,000 and have a lifespan of 10 to 12 years or longer.

Mr. Dunn responded to an earlier question from Mr. Croteau regarding junior varsity ice hockey. He explained that the 16 students enrolled raised a total of $6,160, and that booster clubs paid $3,500 toward transportation and coach stipend costs.
Superintendent Forsten noted that she has become aware of changes to projected special education costs and that she will provide updates to the Board at the March 25 meeting.

Ms. Patterson opened the meeting for public comment.

Concord resident Carl Sargent expressed concerns about building costs during the elementary school project several years ago and feels money could have been cut and used toward enrichment programs or given back to taxpayers. He suggested that the elementary Assistant Principal positions be half-time teacher, half-time administrator positions. He suggested horticulture and birdwatching as examples of student enrichment activities.

Mr. Dunn reminded the public about the upcoming public hearings, a budget work session and then the vote on the budget on March 27. A full list of meeting dates, materials and contact information is available on the District website, sau8.org.

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

The meeting adjourned at 7:36 p.m.

Respectfully submitted,

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

Administration: Superintendent Terri Forsten, Assistant Superintendent Donna Palley, Business Administrator Jack Dunn, Director of Human Resources Larry Prince

Board President Jennifer Patterson called the meeting to order at 7:00 p.m., noting that the Public Hearing was for the purpose of presenting the 2019-2020 budget as currently posted and providing an opportunity for members of the public to comment.

Superintendent Terri Forsten reviewed the agenda.

- Budget 2019–2020 goals
- Expenditures
- Revenues
- Budget summary
- Upcoming work sessions
- Questions and public comment

Superintendent Forsten reviewed the 2019-2020 budget goals.

- Regular education
  - Class sizes within policy guidelines
  - Extended Learning Opportunities (ELOs)
- Curriculum, instruction and assessment
  - New materials for reading instruction
  - Competency grading and reporting
- Student Services
  - Elementary Assistant Principal positions
  - Program development for 3R elementary
- Technology
  - One-to-one devices for all students
  - Telephone replacement
- Capital purchases and debt service
  - 5% operating budget for debt service, including new proposed debt for roof replacements
- Community relations
  - Success stories in Concord public schools
  - Middle school facility plan

Superintendent Forsten reviewed Policy #641 Class Size Guidelines. 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. At the secondary level, administrators will consider 30 students as a maximum class size and 15 as a minimum class size. Classes with student enrollment of fewer than 15 must have approval of the administration.

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Superintendent Forsten reviewed highlights of the demographic report produced by Davis Demographic.

- Overall, the student population for Concord School District is expected to decrease in enrollment over the next 10 years.
- Currently there are no proposed or active residential developments in the city that would add significantly to existing enrollment.
- Concord introduced all-day kindergarten this year, creating an enrollment increase in one zone, and created the largest comparison in Concord students to Concord births.
- The District's high school population may continue to experience loss in enrollment through SY2027 with an enrollment nearing 1,350 students.
- The District's middle school population (grades 6-8) is projected to decline annually starting SY2020 with an annual loss of 14-49 students per year.
- The elementary school population (PK-5) is projected to be stable compared to the middle and high school grades after experiencing declines the last four years.

Superintendent Forsten reviewed enrollment and class sizes at each school for the 2018-2019 and 2019-2020 school years.
### Abbot-Downing School Enrollment

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**RUNDLETT MIDDLE SCHOOL**

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**CONCORD HIGH SCHOOL**

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<tr>
<td>World Language</td>
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Assistant Superintendent Palley reviewed the Extended Learning Opportunities (ELO) Coordinator role.
• Oversee development, coordination, assessment of all ELOs.
• Provide multiple ways for students to learn outside of the classroom and achieve credit.
• Support for self-directed, ambitious learners to further their education.
• Work-based learning may be connected to a course or independent of any of our courses.
• Personalized learning opportunities founded on interest and need and include rigorous content.
• Authentic opportunities for students to collaborate and to demonstrate mastery of course competencies outside of a traditional classroom.
• Budget: $103,707

Ms. Palley reviewed the proposed purchase of comprehensive literacy instructional resources. *Fountas & Pinnell Classroom Resources* include:

• 20,000 high-quality children's books, from the earliest to most advanced levels
• Books represent diverse experiences/cultures that mirror Concord's student body, through characters, stories and informational text
• Teacher materials (lessons, assessments) for systematic, coherent instructional progression from grade to grade
• Online resources, including video library for professional learning, and systems to support data collection
• Title II grant funds used to support professional development from the publisher
• $100,000 from the Instructional Trust (*current balance: $144,294*)

She described the need for student competency recording, tracking and reporting software and explained that a research group consisting of teachers, administrators, and specialists has put together a list of required criteria for such a program.

• Built-in approach/algorithms aligned with competency-based education
• Ability to follow student progress within and across grade levels
• Comprehensive information-sharing with parents
• Web-based
• Synchronized with PowerSchool and Google Classroom
• Consistent across the levels, K-12
• Intuitive and easy to navigate
• Customizable report card generation
• Budget: $45,000 (annually)

Superintendent Forsten the Multi-Tiered Systems of Support (MTSS) and its role within the District.

• Provides educational equity for all students
• Includes high quality instruction and assessment
• Focus on fidelity to instruction and support
• Driven by assessment data
• MTSS in Concord Schools:
- Universal Screening
- Data-Based Decision Making, Problem Solving
- Continuous Progress Monitoring
- Continuum of Evidence-Based Practices:
  - Core curriculum is provided for all students
  - Modification of the core for students who need targeted instruction
  - Specialized and intensive curriculum for students who need intensive support

She discussed the primary goals of the proposed elementary Assistant Principals.

- Lead, support, evaluate, supervise
- Title I reading and mathematics
- English Language Learners
- Accommodations under Section 504
- Special Education programs and services
- Programs for homeless students
- Budget: net increase of $441,112
  - New positions total cost: $778,412; eliminates Special Education Coordinator positions: ($337,300)

Superintendent Forsten explained the current administrator-to-staff and administrator-to-student ratios at each school and how the addition of an Assistant Principal would cut these ratios in half.

### CURRENT AND PROPOSED ADMINISTRATOR TO STAFF RATIO

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<td>61</td>
<td>68</td>
<td>63</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>CURRENT RATIO</td>
<td>1:29</td>
<td>1:32</td>
<td>1:53</td>
<td>1:61</td>
<td>1:68</td>
<td>1:63</td>
<td>1:74</td>
<td></td>
</tr>
<tr>
<td>PROPOSED RATIO</td>
<td>1:29</td>
<td>1:32</td>
<td>1:27</td>
<td>1:31</td>
<td>1:34</td>
<td>1:32</td>
<td>1:37</td>
<td></td>
</tr>
</tbody>
</table>
She described the proposed 3R Program Special Education teacher role, explaining that the 3R program provides options for the District’s students with serious social, emotional and behavioral disabilities, and that work is focused on supporting these students’ return to the regular classroom.

- This program is designed to meet the needs of students who have serious social, emotional and behavioral disabilities
- Self-contained special education class
- The number of students in a self-contained classroom cannot exceed 12
- A minimum teacher-student ratio of 1:8 or 2:12 shall be provided unless the severity of disabilities warrants the assignment of additional staff
- Budget: $92,353

Business Administrator Jack Dunn provided an overview of the technology budget.

Highlights
- Fully 1-to-1, grades 1-12
  - Grades K - 2 | iPads
  - Grades 3 - 12 | Chromebooks
- All teachers received new laptops in past 3 years.
- FY20 goals
- Telephone systems replacement
- Data privacy and security focus per RSA 189:66, V ("HB1612")
- Establish Technology Trust Fund
- BUDGET
  - $350,000 – Phone system replacement
Mr. Dunn reviewed debt service, explaining that the District retains 5% of its operating budget annually to pay down its debt. The differential between the amount of money represented by that 5% and the amount of actual debt goes into a trust fund that helps pay for future capital projects, such as the elementary school rebuild done in 2012. He explained that because of the trust fund, that project was completed with no additional tax impact. Mr. Dunn explained the roof replacements needed at BGS and CHS, noting that the projects will be paid over a period of 10 years.

Mr. Dunn reviewed the proposed Director of Communications role, noting the upcoming middle school building project and required Charter Commission, both of which will have significant public impact. He emphasized that this role would help manage the public conversation and perception of these projects and their impact on the District and the community. He explained that the goal of District communications would be to keep the community well-informed about school issues, programs and activities, gather feedback and connect with community stakeholders on important issues, and share and celebrate the District’s successes. He noted an additional goal of retaining students and increasing enrollment across the District, and explained that there is a variety of ways parents, families and community members can connect with the schools, including attending regular school events following the District’s social media accounts.

Highlights:
- Develop strategic communications plan
- Complete District brochure
- Generate positive news
- Highlight the breadth of District programs
- Institute a variety of social media strategies
- Budget: $106,529

The Communications Director would manage:
- Marketing campaigns and activities
- Media inquiries
- Emergency communications
- Communication planning
- Websites and social media
- District events
- Publications and promotional materials

Mr. Dunn provided a broad overview of the budget, explaining that expenditures consist of salaries and benefits; contracted services, furniture and supplies; debt service; and contingency dues, fees and transfers. He reviewed New Hampshire Retirement System costs, noting that the District has no control over these rates, and that this is the third-largest expenditure item in the budget after salaries and health care.
Employer rates:

Non-teacher rate: 11.17%
- Decrease of .21% from 11.38% to 11.17% in FY20
- Increased from 11.08% to 11.38% in FY18

Teacher rate: 17.80%
- Increase of .44% from 17.36% to 17.80% in FY20
- Increased from 15.67% to 17.36% in FY18

Budget impact:

Non-teacher
- $869,127, increase of $987 I Rate decrease: ($17,239)

Teacher
- $5,674,311, increase of $353,229 I Rate increase: ~$143,806

Employee rates: increased from 5% to 7% in 2012

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 FY22 budget.

Mr. Dunn provided summaries of the budget by function and by object.
## SUMMARY OF EXPENDITURES BY FUNCTION GROUP

<table>
<thead>
<tr>
<th>EXPENDITURE FUNCTION</th>
<th>FY19 - BUDGET 10/29/18</th>
<th>FY20 - PROPOSED BUDGET</th>
<th>CHANGE ($)</th>
<th>CHANGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[1100] - Regular Education</td>
<td>29,608,781.45</td>
<td>30,038,567.12</td>
<td>431,785.67</td>
<td>1.46</td>
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<tr>
<td>[1200</td>
<td>2100] - Special Ed and Pupil Services</td>
<td>20,649,045.33</td>
<td>21,540,643.55</td>
<td>891,598.22</td>
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<tr>
<td>[1300] - Vocational Education</td>
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<td>1,609,562.00</td>
<td>124,504.00</td>
<td>8.38</td>
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<tr>
<td>[1400] - Co-Curricular Activities</td>
<td>1,127,160.00</td>
<td>1,138,823.00</td>
<td>11,663.00</td>
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<tr>
<td>[1600] - Adult Education/Community Ed</td>
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<td>1,447,600.00</td>
<td>179,840.00</td>
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<td>[2200] - Support Services</td>
<td>3,827,806.43</td>
<td>3,560,630.20</td>
<td>(267,176.23)</td>
<td>(9.35)</td>
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<tr>
<td>[2300] - 2400</td>
<td>2600</td>
<td>2800] - Administration</td>
<td>6,911,144.70</td>
<td>8,022,752.35</td>
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<tr>
<td>[2600] - 4600</td>
<td>5100] - Building, Grounds, Construction, Principal &amp; Interest</td>
<td>11,977,647.00</td>
<td>12,566,118.70</td>
<td>588,471.70</td>
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<tr>
<td>[2700] - Transportation</td>
<td>3,375,533.00</td>
<td>3,464,948.00</td>
<td>89,415.00</td>
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<tr>
<td>[2800] - Benefits</td>
<td>1,875,050.00</td>
<td>1,577,590.00</td>
<td>(297,460.00)</td>
<td>(15.88)</td>
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<tr>
<td>[5200] - Transfers</td>
<td>2,373,823.00</td>
<td>1,634,775.00</td>
<td>(739,048.00)</td>
<td>(31.13)</td>
</tr>
<tr>
<td>TOTAL GENERAL FUND EXPENDITURES</td>
<td>83,435,683.00</td>
<td>85,306,147.00</td>
<td>1,870,464.00</td>
<td>2.24</td>
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## SUMMARY BY EXPENDITURES BY OBJECT

<table>
<thead>
<tr>
<th>EXPENDITURE OBJECT</th>
<th>FY19 - BUDGET 10/29/18</th>
<th>FY20 - PROPOSED BUDGET</th>
<th>CHANGE ($)</th>
<th>CHANGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[830000] - SALARIES</td>
<td>43,433,831.00</td>
<td>44,000,543.00</td>
<td>1,566,712.00</td>
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<tr>
<td>[820000] - BENEFITS</td>
<td>20,666,767.00</td>
<td>20,674,441.00</td>
<td>6,674.00</td>
<td>0.03</td>
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<tr>
<td>[830000] - PROFESSIONAL SERVICES</td>
<td>2,583,182.00</td>
<td>2,542,580.70</td>
<td>(40,601.30)</td>
<td>(1.58)</td>
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<td>[840000] - PURCHASED PROPERTY</td>
<td>2,096,558.00</td>
<td>1,713,767.40</td>
<td>(382,790.60)</td>
<td>(17.87)</td>
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<tr>
<td>[860000] - SUPPLIES, BOOKS AND UTILITIES</td>
<td>3,293,909.90</td>
<td>3,531,102.51</td>
<td>237,292.61</td>
<td>7.20</td>
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<tr>
<td>[870000] - EQUIPMENT</td>
<td>423,395.47</td>
<td>481,194.15</td>
<td>57,808.68</td>
<td>13.65</td>
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<tr>
<td>[880000] - DUES, FEES &amp; INTEREST</td>
<td>3,399,487.97</td>
<td>3,422,487.00</td>
<td>22,999.03</td>
<td>0.68</td>
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<tr>
<td>[890000] - PRINCIPAL AND TRANSFERS</td>
<td>5,338,623.00</td>
<td>5,194,775.00</td>
<td>(143,848.00)</td>
<td>(2.68)</td>
</tr>
<tr>
<td>TOTAL GENERAL FUND EXPENDITURES</td>
<td>83,435,683.00</td>
<td>85,306,147.00</td>
<td>1,870,464.00</td>
<td>2.24</td>
</tr>
</tbody>
</table>
Mr. Dunn reviewed revenues, delineating them by local, state, federal, transfers and unreserved fund balance. He noted an overall net increase of $90,845, or .37% over last year.

### REVENUE

#### SOURCES OF REVENUE BEFORE TAXES

<table>
<thead>
<tr>
<th>Source</th>
<th>FY19</th>
<th>FY20</th>
<th>Change($)</th>
<th>Change(%)</th>
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<tr>
<td>Local</td>
<td>24,780,295</td>
<td>24,871,100</td>
<td>90,845</td>
<td>.37</td>
</tr>
<tr>
<td>State</td>
<td></td>
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</tr>
<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers/Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund Balance</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Mr. Dunn provided a summary of the estimated tax impact of this budget.

### TAXES

**LOCAL**

<table>
<thead>
<tr>
<th></th>
<th>FY19</th>
<th>FY20</th>
<th>CHANGE ($)</th>
<th>CHANGE (%)</th>
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<tbody>
<tr>
<td>Local Tax ($)</td>
<td>50,889,061</td>
<td>52,704,513</td>
<td>1,815,452</td>
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<tr>
<td>Local Rate</td>
<td>13.40</td>
<td>13.79</td>
<td>.39</td>
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**STATE**

<table>
<thead>
<tr>
<th></th>
<th>FY19</th>
<th>FY20</th>
<th>CHANGE ($)</th>
<th>CHANGE (%)</th>
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</thead>
<tbody>
<tr>
<td>State Tax ($)</td>
<td>7,786,367</td>
<td>7,730,534</td>
<td>(55,833)</td>
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<tr>
<td>Local Rate</td>
<td>2.14</td>
<td>2.13</td>
<td>-0.01</td>
<td>-0.47</td>
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**LOCAL & STATE**

<table>
<thead>
<tr>
<th></th>
<th>FY19</th>
<th>FY20</th>
<th>CHANGE ($)</th>
<th>CHANGE (%)</th>
</tr>
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<tbody>
<tr>
<td>Local &amp; State Tax ($)</td>
<td>58,655,428</td>
<td>60,435,047</td>
<td>1,779,621</td>
<td>3.03</td>
</tr>
<tr>
<td>Local &amp; State Rate</td>
<td>15.54</td>
<td>15.92</td>
<td>0.38</td>
<td>2.45</td>
</tr>
</tbody>
</table>

Estimated Tax Impact:

- $250,000 = $97.50 (local) and -$2.50 (state) = $95

* For a home assessed at $250,000 for the 2019 Property Tax Year (April 1, 2018
March 31, 2019) and assuming the same house doesn’t have any increases in assessed value, the homeowner would pay $2.46% more than the current year in local and state education property taxes. THIS DOES NOT INCLUDE CITY OR COUNTY TAXES.

Mr. Dunn reminded the public that the next meetings related to the budget will be held on March 25 and March 27. A full list of meeting dates, materials and contact information, as well as a full copy of the posted budget, is available on the District website, sau8.org.

Ms. Patterson opened the floor for public comment. She reminded attendees that they should sign in if they wished to speak, and that there is a five-minute time limit. She
added that if anyone has additional or more lengthy comments, they are welcome to email them to Board members.

Broken Ground students Clementine Mayala, Pradip Rijal, Hawa Karimu, Pascale Nsabiyi, Hekima Mashoshere, Kaneza Clemence, Biswas Darjee, Pacifique Byiza participate in the English Academy afterschool program. They each spoke about their concern about the use of single use plastic utensils, straws, and bowls in the school’s breakfast, lunch and snack program. They reported that the dishwasher at Broken Ground is broken, and they advocated for its repair and for the use of washable utensils and bowls in a plastic-free lunchroom. They advocated against the use of straws and for the use of cereal dispensers. They argued that plastic can end up in the ocean, where it can kill animal life. One student noted that ‘People use plastic because it’s easy, but easy is not always right and right is not always easy.’

Concord resident Jonathan Sadowski has four children in the District, including a daughter with an IEP. He cautioned the Board against combining special education roles with administrative roles as he has witnessed similar staff in other schools who are overwhelmed by the workload of both roles. He cautioned the Board not to have these administrators become focused on discipline. Mr. Sadowski provided an additional comment at the end of the meeting, asking how thorough the Medicaid billing process is. He noted that in the district where he is a special education teacher, they have been provided with significant training on this topic in the last few years. He asked whether there is a way to increase efficiencies in this area to help increase the amount of aid.

Concord resident Dee Dustin has a son in the MBS Developmental Preschool and expressed a concern about the positions changing from Special Education Coordinator to Assistant Principal. She shared a story about a very positive experience for her son at a moment when he was anxious about a change related to his transportation to school. The school’s Special Education Coordinator went out of her way to ease his nervousness—she presented him with a super hero cape, and it was “smooth sailing ever since.” She noted that she was worried that her son would not get that kind of attention and care with the coordinator roles eliminated. She asked the Board to consider several questions: what are the education qualifications and requirements for the Assistant Principals, as the stakes for those roles are very high? What kind of special training, and courses will the person have experienced so they know the law as well as the Coordinators? She asked what percentage of work the assistant principals would perform in special education compared to their administrative roles. How will any cuts be spread across the various school budget categories? Will the addition of these new positions balloon the special education budget and hurt in later years? What percentage of this budgeted item is coming from special education? She also wondered how these staff members would identify themselves, particularly when working with children.

Concord resident Sarah Sadowski has four children at MBS and BGS. She thanked the Board for a thoughtful budget. She came to talk about the increase in special education services, but mostly wanted to say how happy she is with the quality of their children’s education and their student’s teams, where it particularly involves the Special Education
Coordinator. She indicated that what makes this work is the Special Education Coordinator. She asked how the Board can ensure that the people filling these new roles are as good and talented as the people who are Coordinators. She asked if the new assistant Principals would be working directly with children. She asked if the administration had considered piloting this position at the neediest school and rolling it out to other schools down the road if it is successful. She would like the Board to keep the student-teacher ratios as low as possible. She was concerned about the reduction of a kindergarten teacher position, leaving MBS with the highest student-teacher ratio. She said teachers and assistants are the key to quality education.

Concord resident Carl Sargent noted that he attended Concord schools. He spoke about his positive experience with several Concord teachers, including in elementary and high school. He spoke about the state of the Parker School when he attended it. He noted that he had spoken against the costs of the new elementary schools when they were originally discussed. He indicated that at that time, several teachers were calling him at night with concerns about the new schools. The complaints then stopped, and he believes that they may have been suppressed by the former administration. He wants someone to investigate this. He noted specific concerns with the design of the elementary schools. He believes that teachers and enrichment programs, not school buildings, make a difference in student outcomes. He agrees that more administrators are needed but suggested that these could be part-time administrators and part-time teachers. Mr. Sargent asked that he be given additional time to continue to speak, as he had an additional eight pages of information to share. Ms. Patterson took a few moments to review the Board’s Policy regarding public participation at Board meetings and noted that speakers are allotted five minutes per person. She encouraged Mr. Sargent to consider submitting his comments in writing. Mr. Sargent noted that he had 10 issues to discuss on the budget alone and wanted to give the Board time to ask him questions. He asked Ms. Patterson to have the Board vote to change the policy. Ms. Patterson responded that the process for revising policies is a lengthy one. Ms. Patterson offered to speak with Mr. Sargent after the meeting to hear his concerns, and he agreed to this.

Concord resident Debbie Carley noted that she is a college professor. She spoke against hiring additional school administrators and a Communications Director. She believes that the best way to improve outcomes is with teachers in the classroom. She indicated that there is no "golden number" to measure administrative load or "magic ratio" of students to administrators. She believes that enlarging administration is an ongoing challenge for school districts across the country. She is not persuaded that a Communications Director position is needed; instead, quality teachers are needed in the classrooms. She said that position was not needed, as education is not an industry with heavy competition.

Concord resident Debbie Brenner noted that she has worked in the area of abuse and neglect of children and has worked with at-risk teens in Concord. She indicated that, when it comes to children who have been abused or neglected and have been removed from the home, transportation to/from school can be an issue. The District must provide transportation to students placed outside the District; she wondered if this is happening...
and whether eliminating the Special Education Coordinator position would impact this. If students are not homeless, they are not eligible for McKinney-Vento Act benefits, but where they have been removed from the home but not deemed homeless, who coordinates their transportation? She asked how the Assistant Principals would evaluate students within 30 days under special education law. She also asked whether competency grading is now utilized at the elementary level, and who will train the special education teachers on this topic for students who have IEPs.

Concord resident and BGS teacher Mike Macri spoke to the Assistant Principal proposal, which he sees as a repackaging of the Special Education Coordinator positions. He noted that the CEA has been on record against this since May 2017, when it agreed to allow the Special Education Coordinator position at the high school become an administrator. He indicated that the CEA would file a grievance or Labor Board action against this and indicated that he did not receive a letter from the Superintendent about the proposal. He noted that teachers are swamped and need more help, but not more administrators.

Concord resident Jessica Thompson is the parent of two students at RMS. Her oldest was diagnosed with autism and is headed to CHS next year. She has worked with two Special Education Coordinators—one at the elementary and one at the middle school level. She noted that Concord schools have been good for her children, but feels that removing the Special Education Coordinators would be a devastating loss to students and worried that children would “get lost in the shuffle” without the personalized attention the Coordinators provide, and in competition with other students’ needs such as ELL or homeless students. She believes that qualified people who are not stretched thin are needed for this job.

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

The meeting adjourned at 8:07 p.m.

Respectfully submitted,

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

Board members absent: Jennifer Patterson

Administration: Superintendent Terri Forsten, Assistant Superintendent Donna Palley, Business Administrator Jack Dunn, Director of Human Resources Larry Prince

Board Vice President Tom Croteau called the hearing to order at 5:34 p.m., noting that the Public Hearing agenda was to present the 2019-2020 budget as currently posted and provide an opportunity for members of the public to comment. Superintendent Forsten reviewed the agenda.

- Budget 2019–2020 goals
- Expenditures
- Revenues
- Budget summary
- Upcoming work sessions
- Questions and public comment

Superintendent Forsten reviewed the 2019-2020 budget goals.

- Regular education
  - Class sizes within policy guidelines
  - Extended Learning Opportunities (ELOs)
- Curriculum, instruction and assessment
  - New materials for reading instruction
  - Competency grading and reporting
- Student Services
  - Elementary Assistant Principal positions
  - Program development for 3R elementary students
- Technology
  - One-to-one devices for all students
  - Telephone replacement
- Capital purchases and debt service
  - 5% operating budget for debt service, including new proposed debt for roof replacements
- Community relations
  - Success stories in Concord public schools
  - Middle school facility plan
Superintendent Forsten reviewed Policy #641 Class Size Guidelines. 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. At the secondary level, administrators will consider 30 students as a maximum class size and 15 as a minimum class size. Classes with student enrollment of fewer than 15 must have approval of the administration.

<table>
<thead>
<tr>
<th>GRADES</th>
<th>TARGET CLASS SIZE</th>
<th>CLASS SIZE RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>17</td>
<td>14 - 20</td>
</tr>
<tr>
<td>1 - 3</td>
<td>21</td>
<td>18 - 24</td>
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<td>4 - 6</td>
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<td>22 - 28</td>
</tr>
<tr>
<td>7 - 12</td>
<td></td>
<td>15 - 30</td>
</tr>
</tbody>
</table>

Superintendent Forsten reviewed highlights of the demographic report produced by Davis Demographics:

- The student population in the District is expected to decrease in enrollment over the next 10 years
- Currently there are no proposed or active residential developments in the city that would add significantly to existing enrollment
- Concord introduced all-day kindergarten this year, creating an enrollment increase in one zone, and created the largest comparison of Concord students to Concord births
- The District's high school population may continue to experience loss in enrollment through SY2027 with an enrollment nearing 1,350 students
- The District’s middle school population (grades 6-8) is projected to decline annually starting SY2020 with an annual loss of 14-49 students per year
- The elementary school population (PK-5) is projected to be stable compared to the middle and high school grades after experiencing declines the last four years

Superintendent Forsten reviewed enrollment and class sizes at each school for the 2018-2019 and 2019-2020 school years.
# ABOTT-DOWNING SCHOOL ENROLLMENT

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<thead>
<tr>
<th></th>
<th>2018-2019</th>
<th></th>
<th></th>
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<th>TOTAL</th>
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<tbody>
<tr>
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<td>63</td>
<td>60</td>
<td>70</td>
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<td>79</td>
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<tr>
<td># TEACHERS</td>
<td>3</td>
<td>3</td>
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<td>4</td>
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<td>3</td>
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<tr>
<td>AVERAGE CLASS SIZE</td>
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<td>21.0</td>
<td>20.0</td>
<td>17.5</td>
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<table>
<thead>
<tr>
<th></th>
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<tr>
<td># TEACHERS</td>
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<tr>
<td>AVERAGE CLASS SIZE</td>
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# BEAVER MEADOW SCHOOL ENROLLMENT

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<td># TEACHERS</td>
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<tr>
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<table>
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<th>TOTAL</th>
</tr>
</thead>
<tbody>
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<td># STUDENTS</td>
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<td>51</td>
<td>68</td>
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<td>45</td>
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<tr>
<td># TEACHERS</td>
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<tr>
<td>AVERAGE CLASS SIZE</td>
<td>17.0</td>
<td>16.3</td>
<td>17.0</td>
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<td>23.5</td>
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### Mill Brook/Broken Ground School Enrollment

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<th></th>
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<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td># Students</td>
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<td>115</td>
<td>109</td>
<td>125</td>
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<tr>
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<td>19.2</td>
<td>21.8</td>
<td>20.8</td>
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<table>
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<td>34</td>
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<tr>
<td>Average Class Size</td>
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<td>18.8</td>
<td>22.8</td>
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### Christina McAuliffe School Enrollment

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<th></th>
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<th></th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td># Students</td>
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<td>61</td>
<td>72</td>
<td>63</td>
<td>72</td>
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<td>20</td>
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<tr>
<td>Average Class Size</td>
<td>17.3</td>
<td>20.3</td>
<td>18.0</td>
<td>21.0</td>
<td>24.0</td>
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<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td># Students</td>
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<td>70</td>
<td>62</td>
<td>71</td>
<td>65</td>
<td>72</td>
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</tr>
<tr>
<td># Teachers</td>
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<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>17.0</td>
<td>17.5</td>
<td>20.7</td>
<td>17.8</td>
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<td>24.0</td>
<td>19.4</td>
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### Rundlett Middle School

<table>
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<tbody>
<tr>
<td># Students</td>
<td>327</td>
<td>323</td>
<td>297</td>
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<table>
<thead>
<tr>
<th>Subject</th>
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<th>Class Size Range</th>
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<tbody>
<tr>
<td>Language Arts</td>
<td>16</td>
<td>19 - 28</td>
</tr>
<tr>
<td>Mathematics</td>
<td>16</td>
<td>10 - 27</td>
</tr>
<tr>
<td>Social Studies</td>
<td>14</td>
<td>20 - 29</td>
</tr>
<tr>
<td>Science</td>
<td>13</td>
<td>20 - 32</td>
</tr>
<tr>
<td>World Language</td>
<td>4</td>
<td>17 - 22</td>
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</table>

### Concord High School

<table>
<thead>
<tr>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td># Students</td>
<td>414</td>
<td>402</td>
<td>355</td>
<td>410</td>
<td>1581</td>
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<table>
<thead>
<tr>
<th>Subject</th>
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<th>Class Size Range</th>
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<td>Language Arts</td>
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<td>19 - 28</td>
</tr>
<tr>
<td>Mathematics</td>
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<td>Social Studies</td>
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<td>25</td>
<td>17 - 30</td>
</tr>
<tr>
<td>Science</td>
<td>67</td>
<td>22</td>
<td>17 - 30</td>
</tr>
<tr>
<td>World Language</td>
<td>40</td>
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<td>8 - 29</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td># Students</td>
<td>386</td>
<td>404</td>
<td>389</td>
<td>375</td>
<td>1554</td>
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</table>
Assistant Superintendent Palley reviewed the proposed Extended Learning Opportunities (ELO) Coordinator role.

- Oversee development, coordination, assessment of all ELOs
- Provide multiple ways for students to learn outside the classroom and achieve credit
- Support for self-directed, ambitious learners to further their education
- Work-based learning may be connected to a course, or independent of CHS courses
- Personalized learning opportunities would be founded on interest and need and include rigorous content
- Authentic opportunities would be provided for students to collaborate and demonstrate mastery of course competencies outside of a traditional classroom

**Budget:** $103,707

Ms. Palley reviewed the proposed purchase of comprehensive literacy instructional resources. *Fountas & Pinnell Classroom Resources* include:

- 20,000 high-quality children’s books, from the earliest to most advanced levels
- Books represent diverse experiences/cultures that reflect Concord’s student body, through characters, stories and informational text
- Teacher materials (lessons, assessments) for systematic, coherent instructional progression from grade to grade
- Online resources, including video library for professional learning, and systems to support data collection
- Title II grant funds used to support professional development from the publisher
- $100,000 from the Instructional Trust (*current balance: $144,294*)

She described the need for student competency recording, tracking and reporting software and explained that a research group consisting of teachers, administrators and specialists has developed required criteria for such a program.

- Built-in approach/algorithms aligned with competency-based education
- Ability to follow student progress within and across grade levels
- Comprehensive information-sharing with parents
- Web-based
- Synchronized with PowerSchool and Google Classroom
- Consistent across K-12 grade levels
- Intuitive and easy to navigate
- Customizable report card generation

**Budget:** $45,000 (annually)

Superintendent Forsten described the Multi-Tiered Systems of Support (MTSS) and its role within the District.

- Provides educational equity for all students
- Includes high-quality instruction and assessment
- Focuses on fidelity to instruction and support
- Driven by assessment data
- MTSS in Concord Schools:
o Universal screening
o Data-based decision-making, problem-solving
o Continuous progress monitoring
o Continuum of evidence-based practices:
  ■ Core curriculum is provided for all students
  ■ Modification of core curriculum for students who need targeted instruction
  ■ Specialized and intensive curriculum for students who need intensive support

She discussed the primary goals of the proposed elementary Assistant Principals.

- Lead, support, evaluate, supervise
- Title I Reading and Mathematics
- English Language Learners
- Accommodations under Section 504
- Special education programs and services
- Programs for homeless students
- Budget: net increase of $441,112
  - New positions' total cost: $778,412; eliminates Special Education Coordinator positions: ($337,300)

She emphasized that the Assistant Principals would be full-time, year-round employees. The current Special Education Coordinators are half-time roles, working the school year plus 15 days during the summer. She added that the Assistant Principals would not be responsible for discipline – those tasks would remain with the Principals.

Superintendent Forsten explained the current administrator-to-staff and administrator-to-student ratios at each school and how the addition of an Assistant Principal would cut these ratios in half.

### CURRENT AND PROPOSED ADMINISTRATOR TO STAFF RATIO

<table>
<thead>
<tr>
<th>TITLE</th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ADS</th>
<th>BGS</th>
<th>EMS</th>
<th>CMS</th>
<th>MBS</th>
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<tbody>
<tr>
<td>Principal</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
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<td>2</td>
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<td></td>
<td></td>
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<tr>
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<tr>
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<td>1</td>
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<table>
<thead>
<tr>
<th>TITLE</th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ADS</th>
<th>BGS</th>
<th>EMS</th>
<th>CMS</th>
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<td>25</td>
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<td>5</td>
<td>4</td>
<td>4</td>
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<tr>
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<td>61</td>
<td>68</td>
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<tbody>
<tr>
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<td>1:32</td>
<td>1:53</td>
<td>1:61</td>
<td>1:68</td>
<td>1:63</td>
<td>1:74</td>
</tr>
<tr>
<td>PROPOSED</td>
<td>1:28</td>
<td>1:32</td>
<td>1:27</td>
<td>1:31</td>
<td>1:34</td>
<td>1:32</td>
<td>1:37</td>
</tr>
</tbody>
</table>

page 7 of 15
She explained the current special education administrator-to-special education student ratios at the elementary schools, explaining that the Assistant Principals would provide a substantial increase in availability at their schools. She said a major benefit would be their ability to support special education teachers and support staff so they could be more effective in their positions.

She described the proposed 3R program special education teacher role, explaining that the 3R program provides options for the District’s students with serious social, emotional and behavioral disabilities. That work is focused on supporting these students’ return to the regular classroom.

- Designed to meet the needs of students with serious social, emotional and behavioral disabilities
- Self-contained special education class
- The number of students in a self-contained classroom cannot exceed 12
- A minimum teacher-student ratio of 1:8 or 2:12 shall be provided unless the severity of disabilities warrants the assignment of additional staff
- **Budget:** $92,353

Business Administrator Jack Dunn provided an overview of the technology budget.

**Highlights**
- Fully 1-to-1, grades 1-12
  - Grades K - 2 | iPads
  - Grades 3 - 12 | Chromebooks
- All teachers received new laptops in past 3 years
- FY20 goals
- Telephone systems replacement

---

**CURRENT AND PROPOSED ADMINISTRATOR TO STUDENT RATIOS**

<table>
<thead>
<tr>
<th>Title</th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ADS</th>
<th>BGS</th>
<th>EMS</th>
<th>CMS</th>
<th>MSS</th>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Special Ed Director</td>
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<td></td>
</tr>
<tr>
<td>Athletic Director</td>
<td>7</td>
<td>4</td>
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</tbody>
</table>

| Pre-K (District)**            |             |               |     |     |     |     |     |
| K to 5                        |             |               |     |     |     |     |     |
| 6 to 8                        |             |               | 371 | 352 | 311 | 408 | 348 |
| 9 to 12                       | 1554        | 967           |     |     |     |     |     |
| TOTAL                         | 1554        | 967           | 371 | 352 | 354 | 408 | 407 |

| RATIO                         |             |               |     |     |     |     |     |
| PROPOSED                      | 1:222       | 1:242         | 1:186| 1:176| 1:177| 1:204| 1:204|

---
• Data privacy and security focus per RSA 189:66, V (“HB1612”)
• Establish Technology Trust Fund
• Budget
• $350,000 – Phone system replacement

Mr. Dunn reviewed debt service, explaining that the District retains 5% of its operating budget annually to pay down its debt. The differential between the amount of money represented by that 5% and the amount of actual debt goes into a trust fund to pay for future capital projects, such as the elementary school rebuild done in 2012. He noted that because of the trust fund, that project was completed with no additional tax impact. Mr. Dunn explained the roof replacements needed at BGS and CHS, noting that the projects will be paid over a period of 10 years.

Mr. Dunn reviewed the proposed Director of Communications role, noting the upcoming middle school building project and required Charter Commission, both of which will have significant public impact. He emphasized that this role would help manage the public conversation and perception of these projects and their impact on the District and the community. He explained that the goal of District communications would be to keep the community well-informed about school issues, programs and activities, gather feedback and connect with community stakeholders on important issues, and share and celebrate the District’s successes. He noted an additional goal of retaining students and increasing enrollment across the District, and explained the variety of ways parents, families and community members can connect with the schools, including attending regular school events, by following the District’s social media accounts.

Highlights:
• Develop strategic communications plan
• Complete District brochure
• Generate positive news
• Highlight the breadth of District programs
• Institute a variety of social media strategies
• Budget: $106,529

The Communications Director would manage:
• Marketing campaigns and activities
• Media inquiries
• Emergency communications
• Communication planning
• Websites and social media
• District events
• Publications and promotional materials

Mr. Dunn provided a broad overview of the budget, explaining that expenditures consist of salaries and benefits; contracted services, furniture and supplies; debt service; and contingency dues, fees and transfers. He reviewed New Hampshire Retirement System
costs, noting that the District has no control over these rates, and that this is the third-largest expenditure item in the budget after salaries and health care.

**Expenditures - New Hampshire Retirement**

Rates Since 1971*

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

Budget impact:
- Non-teacher
  - $869,127, increase of $987 | Rate decrease: ($17,239)
- Teacher
  - $5,674,311, increase of $353,229 | Rate increase: ~$143,806

Employee rates: increased from 5% to 7% in 2012

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 FY22 budget.
Mr. Dunn provided summaries of the budget by function and by object.

**SUMMARY OF EXPENDITURES BY FUNCTION GROUP**

<table>
<thead>
<tr>
<th>EXPENDITURE FUNCTION</th>
<th>FY19 - BUDGET</th>
<th>FY20 - PROPOSED BUDGET</th>
<th>CHANGE ($)</th>
<th>CHANGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[1100]- Regular Education</td>
<td>29,606,781.45</td>
<td>30,038,567.12</td>
<td>431,785.67</td>
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<tr>
<td>[1200]</td>
<td>2100]- Special Ed and Pupil Services</td>
<td>30,849,065.33</td>
<td>21,548,043.55</td>
<td>899,521.78</td>
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<tr>
<td>[1300]- Vocational Education</td>
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<td>1,909,590.00</td>
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<tr>
<td>[1400]- Co-Curricular Activities</td>
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<td>1,663.00</td>
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<tr>
<td>[1600]- Adult Education/Community Ed</td>
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<td>144,700.00</td>
<td>17,920.00</td>
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<tr>
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<td>3,560,630.28</td>
<td>(367,276.15)</td>
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<td>[2300]</td>
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<td>2500]</td>
<td>2800]- Administration</td>
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<tr>
<td>[2600]- 4600]</td>
<td>6100]- Building, Grounds, Construction, Principal &amp; Interest</td>
<td>11,977,647.00</td>
<td>12,565,118.70</td>
<td>587,471.70</td>
</tr>
<tr>
<td>[2700]- Transportation</td>
<td>3,375,533.00</td>
<td>3,464,948.00</td>
<td>89,415.00</td>
<td>2.65</td>
</tr>
<tr>
<td>[2900]- Benefits</td>
<td>1,087,050.00</td>
<td>1,577,590.00</td>
<td>(490,540.00)</td>
<td>(15.66)</td>
</tr>
<tr>
<td>[5200]- Transfers</td>
<td>2,373,823.00</td>
<td>1,634,775.00</td>
<td>(739,048.00)</td>
<td>(31.13)</td>
</tr>
<tr>
<td>TOTAL GENERAL FUND EXPENDITURES</td>
<td>83,435,683.00</td>
<td>85,306,147.00</td>
<td>1,870,464.00</td>
<td>2.24</td>
</tr>
</tbody>
</table>

**SUMMARY OF EXPENDITURES BY OBJECT**

<table>
<thead>
<tr>
<th>EXPENDITURE OBJECT</th>
<th>FY19 - BUDGET</th>
<th>FY20 - PROPOSED BUDGET</th>
<th>CHANGE ($)</th>
<th>CHANGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>81000001 - SALARIES</td>
<td>43,433,831.00</td>
<td>44,600,543.00</td>
<td>1,166,712.00</td>
<td>2.69</td>
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<tr>
<td>82000002 - BENEFITS</td>
<td>20,066,782.00</td>
<td>20,674,441.00</td>
<td>607,659.00</td>
<td>3.03</td>
</tr>
<tr>
<td>83000003 - PROFESSIONAL SERVICES</td>
<td>2,583,182.00</td>
<td>2,542,560.70</td>
<td>(40,621.30)</td>
<td>(1.60)</td>
</tr>
<tr>
<td>84000004 - PURCHASED PROPERTY</td>
<td>2,688,556.00</td>
<td>1,713,767.40</td>
<td>(974,788.60)</td>
<td>(36.17)</td>
</tr>
<tr>
<td>85000005 - PURCHASED SERVICES</td>
<td>2,828,910.68</td>
<td>3,145,252.24</td>
<td>316,341.56</td>
<td>11.44</td>
</tr>
<tr>
<td>86000006 - SUPPLIES, BOOKS AND UTILITIES</td>
<td>3,293,309.90</td>
<td>3,531,102.51</td>
<td>237,892.61</td>
<td>7.20</td>
</tr>
<tr>
<td>87000007 - EQUIPMENT</td>
<td>423,395.47</td>
<td>481,138.15</td>
<td>57,742.68</td>
<td>13.65</td>
</tr>
<tr>
<td>88000008 - DUES, FEES &amp; INTEREST</td>
<td>3,399,467.97</td>
<td>3,422,487.00</td>
<td>22,999.03</td>
<td>0.68</td>
</tr>
<tr>
<td>89000009 - PRINCIPAL AND TRANSFERS</td>
<td>5,388,623.00</td>
<td>5,184,775.00</td>
<td>(143,848.00)</td>
<td>(2.68)</td>
</tr>
<tr>
<td>TOTAL GENERAL FUND EXPENDITURES</td>
<td>83,435,683.00</td>
<td>85,306,147.00</td>
<td>1,870,464.00</td>
<td>2.24</td>
</tr>
</tbody>
</table>
Mr. Dunn reviewed revenues, delineating them by local, state, federal, transfers and unreserved fund balance. He noted an overall net increase of $90,845, or .37% over last year.

**REVENUE**

### SOURCES OF REVENUE BEFORE TAXES

<table>
<thead>
<tr>
<th></th>
<th>FY19</th>
<th>FY20</th>
<th>CHANGE($)</th>
<th>CHANGE(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOCAL</td>
<td>4,168,279</td>
<td>4,756,722</td>
<td>588,443</td>
<td>14.57</td>
</tr>
<tr>
<td>• Includes: Tuition, Transportation, Building Rental, Athletics, PILOT, Investments, Income*1, Deerfield Tuition (Special Ed)*2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STATE</td>
<td>18,365,816</td>
<td>16,921,243</td>
<td>(344,573)</td>
<td>-2.11</td>
</tr>
<tr>
<td>• Catastrophic Aid, Adequacy, Building Aid (grandfathered), Vocational Aid, Full Day Kindergartners Aid - $221,000 (projected)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEDERAL</td>
<td>1,907,306</td>
<td>1,943,347</td>
<td>36,041</td>
<td>0.23</td>
</tr>
<tr>
<td>• Medicaid, E-Rate, Bond Interest Rebates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRANSFERS</td>
<td>185,300</td>
<td>550,786</td>
<td>365,486</td>
<td>191.11</td>
</tr>
<tr>
<td>• From Grants (bullying) and Expendable Trust Funds, Benefits Risk Management Reserve, and Instructional Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNRESERVED FUND BALANCE</td>
<td>2,121,834</td>
<td>1,800,000</td>
<td>(321,834)</td>
<td>-24.99</td>
</tr>
<tr>
<td>• Savings from Prior Year Budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mr. Dunn provided a summary of the estimated tax impact of this budget.

### TAXES

<table>
<thead>
<tr>
<th></th>
<th>FY19</th>
<th>FY20</th>
<th>CHANGE ($)</th>
<th>CHANGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOCAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Tax ($)</td>
<td>50,880,061</td>
<td>52,704,513</td>
<td>1,824,452</td>
<td>3.61</td>
</tr>
<tr>
<td>Local Rate</td>
<td>13.40</td>
<td>13.79</td>
<td>0.39</td>
<td>2.91</td>
</tr>
<tr>
<td><strong>STATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Tax ($)</td>
<td>7,786,367</td>
<td>7,730,534</td>
<td>(55,833)</td>
<td>-0.71</td>
</tr>
<tr>
<td>Local Rate</td>
<td>2.14</td>
<td>2.13</td>
<td>-0.01</td>
<td>-0.47</td>
</tr>
<tr>
<td><strong>LOCAL &amp; STATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local &amp; State Tax</td>
<td>58,666,428</td>
<td>60,435,047</td>
<td>1,768,629</td>
<td>3.03</td>
</tr>
<tr>
<td>Local &amp; State Rate</td>
<td>15.54</td>
<td>15.92</td>
<td>0.38</td>
<td>2.45</td>
</tr>
</tbody>
</table>

Estimated Tax Impact:
- $250,000 - $97.50 (local) and - $2.50 (state) = $95.

* For a home assessed at $250,000 for the 2019 Property Tax Year (April 1, 2018 - March 31, 2019) and assuming the same house doesn’t have any increase in assessed value, the homeowner would pay 2.46% more than the current year in local and state education property taxes. THIS DOES NOT INCLUDE CITY OR COUNTY TAXES.

Mr. Dunn noted that the next budget meetings will be held on March 25 and March 27. A full list of meeting dates, materials and contact information, as well as a full copy of the posted budget, is available on the District website, sau8.org.

Mr. Croteau opened the floor for public comment. He reminded attendees that they should sign in if they wished to speak, and that there was a five-minute time limit. He added that if anyone had additional or more lengthy comments, they were welcome to email them to Board members.

Concord resident Jessica Thompson, parent of two children at RMS, stated that she felt the proposed Communications Director position was unnecessary. She said students would be better off with additional behavior specialists or social workers, and that it is difficult for teachers when so many students need specialized attention. She said the current Special Education Coordinators are already inundated with work and that too great a burden is put on parents to ensure students’ IEPs are being followed.

Recently retired Concord kindergarten teacher Margaret Barry noted that she was also concerned about the proposed Communications Director role. She said that more classroom aides should be added to ease teacher load. She noted that students today require more assistance and that teachers would appreciate extra support, especially with the needs represented by special education, ELL, and homeless students. She said that requiring Assistant Principals to be conversant in the needs of all these populations is a lot to ask of one person.
Concord resident Sheila Zakre said she had three children go through the District, including one in special education. She is a lawyer who has represented many families in special education matters across the state. She said she has never heard comments from any parent about the need for more administrators, and that the success of an education program is based on teachers and in-class staff who work with students on a daily basis. She stated a strong opposition to the new proposed positions, and that the Board should be putting money toward classroom staff, not administrators. She stated that classroom staff should be prioritized more highly than administrative positions, which will not provide as much value to students. She did not believe the ratio data is convincing.

Concord resident Carl Sargent noted that he attended Concord schools as a child. He echoed previous speakers’ comments regarding the proposed additional positions. He said he believes the school buildings have nothing to do with education – teachers and programs do. He said that if a building is safe and functional, it should suffice as an educational setting. He suggested shutting down the HVAC systems when schools are not in session as a way to create savings.

Concord resident David Parker is a graduate of Concord schools. He said he is concerned about Concord’s changing demographics and strongly believes a declining population should lead to smaller budgets. He stated that the emphasis should be on hiring teachers and support staff. He remarked that he has mixed feelings about the proposed Assistant Principal positions, noting that he understands the need for both administrators and teachers: students need personal relationships with staff and need to be able to access support staff, but staff also need support and training. He stated that any extra money should be put toward training and support of teachers. He emphasized that students, particularly from needy populations, need more hands-on support.

Concord resident Bridget Anderson is the parent of a student in an out-of-district placement. She expressed concern that special education services may deteriorate with additional administrative positions. She shared her son’s story and explained that she was concerned about his diagnosis and why it was not made earlier. She said that the District needs to be a stronger advocate for at-risk students, and wondered how an Assistant Principal would assist in cases like her son’s. She stated that she was worried that the addition of administrators reflects a loss of focus on special education.

Concord resident Miriam Lebby, a recently-retired Occupational Therapist, worked in the District for over 20 years. She said that she opposed the proposed Communications Director position. She said that additional teaching staff should be added instead. She stated that the schools’ mission is to deliver quality education.

Concord resident Bruce Currie noted that he worked in the District for 27 years and recently retired. He said the chain of command was important, especially in a large school, that it was critical to have backup and assistance for the building Principals, and that he felt positively about adding five full-time positions while losing 2.5 positions.
Concord resident and current Principal of Abbot-Downing school Anthony Blinn is also the parent of three children in District schools. He said he has worked in education for 22 years, 17 of those in special education, and has worked as both a teacher and a Special Education Director. He has discussed the proposed Assistant Principal positions with colleagues and has heard concerns expressed from the perspectives of a parent, teacher and administrator. He noted that his colleagues feel stretched for time and that Assistant Principals would be able to provide additional support to both families and staff.

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

The meeting adjourned at 6:34 p.m.

Respectfully submitted,

Jim Richards, Secretary
Lauren Hynds, Recorder
Board President Jennifer Patterson called the meeting to order at 5:46 p.m., noting that the purpose of the meeting was to review feedback from the two public hearings and as a question-and-answer session for Board members. Ms. Patterson noted that she and other Board members had received a great deal of feedback from the public. Superintendent Terri Forsten reviewed the agenda:

- Budget goals
- Review of proposed positions
- Recommendations for reductions and adjustments to proposed budget
- Plastic ware, etc. – Food Service
- Board member comments, questions, proposals
- Public comment
- Public information
- Future meetings

Superintendent Forsten briefly reviewed the 2019-2020 budget goals:

- Regular education
  - Class sizes within policy guidelines
  - Extended Learning Opportunities (ELOs)
- Curriculum, instruction and assessment
  - New materials for reading instruction
  - Competency grading and reporting
- Student Services
  - Elementary Assistant Principal positions
  - Program development for 3R elementary
- Technology
  - One-to-one devices for all students
  - Telephone replacement
- Capital purchases and debt service
  - 5% operating budget for debt service, including new proposed debt for roof replacements
- Community relations
  - Success stories in Concord public schools
  - Middle school facility plan

Superintendent Forsten provided an overview of proposed positions and staff changes within the District overall and at the high school.

**OVERVIEW - STAFF CHANGES**

<table>
<thead>
<tr>
<th>LINE</th>
<th>FTE</th>
<th>DESCRIPTION</th>
<th>IMPACT ON CLASS SIZE OR PROGRAMS</th>
<th>SUPERINTENDENT'S BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.0</td>
<td>Central Office SPED Admin Assistant</td>
<td>Assist Increasing Medicaid Revenue</td>
<td>$64,618</td>
</tr>
<tr>
<td>2</td>
<td>1.0</td>
<td>CHS Extended Learning Opportunities (ELD) Coordinator</td>
<td>New Position - 6/hr/day</td>
<td>$103,707</td>
</tr>
<tr>
<td>3</td>
<td>1.0</td>
<td>CHS Program Assistant Online Instruction</td>
<td>New Position</td>
<td>$29,204</td>
</tr>
<tr>
<td>4</td>
<td>0.09</td>
<td>Drop Out Prevention (DIP) Coordinator</td>
<td>Moved Balance of Position to General Fund</td>
<td>$10,982</td>
</tr>
<tr>
<td>5</td>
<td>5.0</td>
<td>Assistant Principals of Student Services</td>
<td>New Positions - Elementary Level, replacing SPED Coordinators</td>
<td>$778,412</td>
</tr>
<tr>
<td>6</td>
<td>2.5</td>
<td>Special Education Coordinators</td>
<td>Elimination of Special Ed Coordinators</td>
<td>$(337,300)</td>
</tr>
<tr>
<td>7</td>
<td>1.0</td>
<td>Elementary Special Education Teacher</td>
<td>New Position - Elementary Level, 3R Program at ESS</td>
<td>$92,363</td>
</tr>
<tr>
<td>8</td>
<td>0.47</td>
<td>Pre-School</td>
<td>New Position - Beaver Meadow School</td>
<td>$40,631</td>
</tr>
<tr>
<td>9</td>
<td>0.30</td>
<td>Pre-School Special Education</td>
<td>New Position - Beaver Meadow School (added in FY19)</td>
<td>$17,683</td>
</tr>
<tr>
<td>10</td>
<td>1.0</td>
<td>Director of Communications</td>
<td>New Position - Central Office</td>
<td>$106,529</td>
</tr>
<tr>
<td>11</td>
<td>0.08</td>
<td>Elementary Family Literacy</td>
<td>Loss of one-time funding - Elementary Level</td>
<td>$6,440</td>
</tr>
<tr>
<td>12</td>
<td>0.18</td>
<td>MBS Family Literacy</td>
<td>Loss of one-time funding - MBS</td>
<td>$9,366</td>
</tr>
<tr>
<td>13</td>
<td>0.28</td>
<td>Pre-School Instructional Assistant</td>
<td>Increase FTE at Beaver Meadow School</td>
<td>$6,185</td>
</tr>
<tr>
<td>14</td>
<td>3.95</td>
<td>Instructional Assistants</td>
<td>New Positions - Christa McAuliffe (added in FY19 using reduction in contracted services)</td>
<td>$83,044</td>
</tr>
<tr>
<td>15</td>
<td>-0.10</td>
<td>Drop Out Prevention Coordinator</td>
<td>Reduction in number of Days from 215 to 185</td>
<td>$(15,568)</td>
</tr>
<tr>
<td>16</td>
<td>-0.10</td>
<td>Drop Out Prevention Asst. Coordinator</td>
<td>Reduction of Assistant Coordinator Position</td>
<td>$(44,860)</td>
</tr>
<tr>
<td>17</td>
<td>1.0</td>
<td>CHS Vacancy</td>
<td>Vacancy</td>
<td>$947,056</td>
</tr>
</tbody>
</table>

She noted that the CHS vacancy represents the budget difference between a retiree and a new position.

**REVIEW OF PROPOSED POSITIONS AT CONCORD HIGH SCHOOL**

<table>
<thead>
<tr>
<th>LINE</th>
<th>FTE</th>
<th>DESCRIPTION</th>
<th>IMPACT ON CLASS SIZE OR PROGRAMS</th>
<th>SUPERINTENDENT'S BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1.0</td>
<td>CHS Extended Learning Opportunities (ELD) Coordinator</td>
<td>New Position - 6/hr/day</td>
<td>$103,707</td>
</tr>
<tr>
<td>3</td>
<td>1.0</td>
<td>CHS Program Assistant Online Instruction</td>
<td>New Position</td>
<td>$29,204</td>
</tr>
<tr>
<td>4</td>
<td>0.09</td>
<td>Drop Out Prevention (DIP) Coordinator</td>
<td>Moved Balance of Position to General Fund</td>
<td>$10,982</td>
</tr>
<tr>
<td>15</td>
<td>-0.10</td>
<td>Drop Out Prevention Coordinator</td>
<td>Reduction in number of Days from 215 to 185</td>
<td>$(15,568)</td>
</tr>
<tr>
<td>16</td>
<td>-0.10</td>
<td>Drop Out Prevention Asst. Coordinator</td>
<td>Reduction of Assistant Coordinator Position</td>
<td>$(44,860)</td>
</tr>
<tr>
<td>17</td>
<td>1.0</td>
<td>Drop Out Prevention Student Services Coor.</td>
<td>Projected Loss of Great Funds</td>
<td>$51,033</td>
</tr>
<tr>
<td>19</td>
<td>1.0</td>
<td>CHS Vacancy</td>
<td>Vacancy</td>
<td>$(6,423)</td>
</tr>
<tr>
<td>3.09</td>
<td></td>
<td></td>
<td></td>
<td>$127,975</td>
</tr>
</tbody>
</table>

Superintendent Forsten reminded Board members that the budget number put forward for a new position reflects the combined total of the position's salary and benefits, not the position's take-home pay. She reviewed proposed staffing changes at the elementary schools, explaining the need for additional preschool staff and highlighting the proposed Assistant Principal for Student Services positions. She recommended that the Board add the full-time Assistant Principal roles and remove the half-time Special Education Coordinator roles. She also explained that the proposed 3R Teacher position was initially proposed as a social worker, but it was decided that a teacher position was the greater
need. She made note of a teacher retiring from Abbot-Downing School and noted that that position would not be replaced, as a response to decreased enrollment.

Superintendent Forsten reviewed questions, concerns and issues raised during the two public hearings held last week, focusing on the conversation about the Assistant Principal for Student Services positions. She emphasized that although assistant principals are often thought of as being discipline-focused, that is not the goal of these positions, and that they would generally only address disciplinary matters in the absence of the building Principal. She noted that the hiring committee would consist of teachers, building Principal and at least one parent, and would not be an isolated process. Tom Croteau noted that there is an ever-increasing number of students who do not qualify for special education services but who are needy in terms of trauma or social-emotional development, and that these students would likely benefit from this additional support.

Jim Richards arrived at 5:57 p.m.

Assistant Superintendent Donna Palley addressed the need for an administrator versus a coordinator. She explained that while the number one source of educational success is classroom teachers, the second most important thing is effective building administration. The distribution of resources, organization, support, feedback and evaluation are all critical school functions that administrators provide. She explained that while parents’ experiences remain primarily with classroom teachers, administration is a critical piece in supporting and developing effective classroom teaching staff. She posed and answered a series of questions:

1. Will this be an administrator for student discipline?
   
   No, the Principal would remain the primary administrator for student discipline.

2. Will my child with special education needs lose the personal connection with a lead person for special education?
   
   No – in fact, he/she would likely gain a greater personal connection. The Assistant Principal would be a full-time position with a primary focus on supporting students with special education needs.

3. What will be the qualifications of the person hired in the Assistant Principal position?
   
   Candidates must have an administrator’s credential – Associate Principal or Special Education Administrator, to qualify for the position. Candidates would be expected to gain a Special Education Administrator’s credential if they do not currently have it.

4. Why would the District increase the number of administrators in the elementary schools?
   
   There is an increased challenge of supporting children with educational disabilities who have experienced trauma, who have not attended preschool or who are struggling at the elementary level. We need to add a layer of educational leadership to improve support in the elementary school programs.

5. What is the positive evidence for increasing the special education administration?
As the positions at the middle and high school have transitioned to Special Education Directors, there has been a positive impact on the costs associated with special education, as there are fewer students placed out of the district, and decreased need for contracted behavior specialist services. The research shows that strong leadership is a critical element of student success.

Superintendent Forsten reviewed proposed Central Office positions, which include a Special Education Administrative Assistant and Director of Communications position. She again noted that the budget numbers reflect the combined total of the positions' salaries and benefits. She noted that the net change in Central Office staff has decreased by eight since 2009.

### REVIEW OF PROPOSED POSITIONS FOR CENTRAL OFFICE

<table>
<thead>
<tr>
<th>LINE</th>
<th>FTE</th>
<th>DESCRIPTION</th>
<th>IMPACT ON CLASS SIZE OR PROGRAMS</th>
<th>SUPERINTENDENT'S BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.0</td>
<td>Central Office SpecEd Admin Assistant</td>
<td>Assist increasing Medicaid Revenue (projected $76,000 in revenue)</td>
<td>64,916.00</td>
</tr>
<tr>
<td>10</td>
<td>1.0</td>
<td>Director of Communications</td>
<td>New Position - Central Office</td>
<td>106,629.00</td>
</tr>
<tr>
<td>2.0</td>
<td></td>
<td>Special Education Admin Assistant</td>
<td>36,843.00</td>
<td></td>
</tr>
</tbody>
</table>

**Director of Communications**

- Salary: 70,000
- FICA: 5,355
- NHRS: 7,819
- Health: 21,690
- Dental: 1,665

**Special Education Admin Assistant**

- Salary: 36,843
- FICA: 2,850
- NHRS: 3,870
- Health: 21,690
- Dental: 1,665

### HISTORY

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>2009</th>
<th>2019</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Office Positions</td>
<td>47</td>
<td>39</td>
<td>-8</td>
</tr>
</tbody>
</table>

*Note: Since 2009, 2 positions have been added, and 10 have been eliminated*

Superintendent Forsten reviewed several recommendations for reductions to the proposed budget, including reductions of the Superintendent's contingency fund and Bill White Associates contracted services, a total proposed reduction of $197,874.

### RECOMMENDATIONS FOR REDUCTIONS TO PROPOSED BUDGET

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>SUPERINTENDENT'S BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent's Contingency</td>
<td>13,929.00</td>
</tr>
<tr>
<td>Bill White Contracted Services</td>
<td>150,000.00</td>
</tr>
<tr>
<td>CRTIC - Extra PayScreen Error, salary &amp; FICA</td>
<td>22,945.00</td>
</tr>
<tr>
<td>Transmitter - Transportation</td>
<td>8,500.00</td>
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**TOTAL** | **$ 197,874.00**

**Superintendent's Contingency**

- This fund is made up of the following positions:

<table>
<thead>
<tr>
<th>FTE</th>
<th>POSITION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher's</td>
<td>96,591</td>
</tr>
<tr>
<td>1</td>
<td>Teacher's</td>
<td>96,591</td>
</tr>
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<td>5</td>
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<td>306,071</td>
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</tbody>
</table>

**Bill White Contracted Services**

- Through the work of the high school Special Education Director, we are able to move from contracting for three behavior specialists from BW to employing three of our staff who have gained expertise to support students.
Business Administrator Jack Dunn addressed feedback given by several Broken Ground School students at the public hearing on March 18 regarding the use of plastic serving ware in Food Service.

Budget:
- **Straws:** plastic .002 cents ($40) vs. paper .02 cents ($400)
- **Utensils:** forks, knives, spoons - $425 per elementary school
- **Utensil rack** $200-$300
- **3-hour position** $8,221 per elementary school (dishwashing, other?)

Note: Still need to estimate Water/Sewer/Electric/Repairs/Maintenance. Also need to calculate savings from plastic reduction – .008 cents per utensil, for example, forks used with every lunch as of today @ BGS - $210.59.

Cereal dispensers vs. bowl pack cereal
- Increased cost of compostable bowls, or increase in labor cost if using washable bowls
- Increased custodial labor due to spillage from dispenser
- Space for dispensers
- Decrease in cereal assortment offered
- Slowing down the breakfast line flow, thus allowing students less time to eat
- The FDA Food Code Regulation states in 3-301.11 Section B the following:
  "Except when washing fruits and vegetables as specified under 3-302.15 or as specified in paragraphs D and E of this section, food employees may not contact exposed, ready-to-eat food with their bare hands and shall use suitable utensils such as deli tissue, spatulas, tongs, single-use gloves or dispensing equipment."

  - DIRECTOR: The City Health Inspector requires that the District use one of the options above in order to avoid bare hand contact with ready-to-eat foods, such as vegetables and fruits. He has further stated that if ready-to-eat foods are available to students in a self-serve setting, they must be wrapped or in a container. Another option would be to provide students with the appropriate utensil to take the vegetable or fruit.
  - Food Service has experimented with these options and found using a container is the most efficient way to serve the ready-to-eat items.

Dishwasher @ BGS
- Dishwasher does work
- Dishwasher is 40 years old – (est. $50,000 - $60,000)
- Grease trap drain is original to the building – summer replacement, cost $4-$6K
- Implemented biodegradable trays this year (more expensive than styrofoam)
  - Styrofoam .04 cents each
  - Biodegradable .09 cents each
- Plastic (washable) trays used at ADS, BMS, CMS
- Combination: MBS (full-day kindergarten – 6 lunches)
- Biodegradable: BGS (dishwasher drain)
Mr. Dunn explained that a grease trap replacement would be completed in this year’s summer projects and that this will greatly improve the efficiency of the BGS dishwasher. He noted that the dishwasher is primarily used during meal preparation. Ms. Patterson asked if there are ways in which students could contribute in their schools toward these changes. Mr. Dunn explained that the District could look into a reduction in straw usage or disposable utensils and that this would involve discussions with the schools’ Food Service cooks and staff about feasibility. Pam Wicks asked if the District currently participates in a recycling program and, if not, if this could be implemented. Mr. Richards asked for an analysis of what the District currently spends on waste disposal as a means of comparison to potential savings from any waste-reduction efforts. Danielle Smith explained that she found a great case study online from a Minnesota school district that switched from plastic to more environmentally-friendly options and created a savings of about $23,000 over three years. She said she would forward the article to Board members. Ms. Wicks expressed appreciation for the discussion and emphasized that Board members do hear and discuss public and student feedback. She asked if the Food Service slide could be sent to teachers so they could show students that their voices are heard.

Ms. Patterson opened the meeting for Board member questions and comments and suggested a conversational approach to discuss public input and other thoughts and ideas. She added that she had heard, via the public hearings and email, concerns about seeing a budget increase as enrollment decreases, and that she understood these discussions and decisions lie with the Board. She explained that she viewed the proposal for the Assistant Principals positions as responsive to questions and concerns raised during the budget process last year. She explained that her main consideration has been whether the District should instead have a full-time Special Education Coordinator at each elementary school, and thinking about what the District gains specifically from adding an administrator. She explained that the conversations have helped her understand why the positions should be administrators, noting some compelling evidence from CHS when a Special Education Coordinator role was converted to an Assistant Principal several years ago and ended up in cost savings. She stated that she saw the role as primarily being about special education and Student Services and felt that this focus had not been made as clearly as it should have been. She explained that the titles may be off-putting to students and that perhaps should be changed to Special Education Assistant Principal, as special education is the core focus of the role. Regarding the Communications Director position, she explained that she felt this role reflected a need, but that the Board had choices to make about how best to address that need. She explained that this could mean rolling those services out incrementally, and possibly coordinating with the City for general outreach and communications about the District’s accomplishments and activities.

Chuck Crush asked for specifics about why the special education budget was increasing from last year and what areas were creating the increase. Mr. Dunn explained that high school out-of-district placement costs were around $300,000, noting that there were 11 students placed out-of-district by court mandate. He added that the Bill White Associates service reduction mentioned earlier in the meeting would result in substantial savings.
Ms. Palley clarified that employee salaries and benefits, including New Hampshire Retirement, were also part of this portion of the budget. Mr. Crush asked if any thought has been given to piloting an Assistant Principal of Student Services at one school for one year and observing those outcomes. Superintendent Forsten explained that this was considered but that the needs were urgent and extensive at each school, and it would be both difficult and unfair to choose one school over the others to receive this support. Mr. Crush asked for clarification about how the Assistant Principals would interact with needy students, and why there was a need for administrators versus trauma specialists, social workers or similar roles. Superintendent Forsten explained that she believed the schools currently have those excellent teachers, classroom and support staff in place and now the need is for leadership to help assess and support those staff members and programs that support needy student populations. Ms. Palley noted that adding staff is wonderful but that there must also be structure in place to support and develop them. She added that current Principals are active and directly involved with students.

Nancy Kane expressed concerns about the Assistant Principals potentially coming into the District without special education administration certification, and wondered if that should be prioritized over general administrator certification. Superintendent Forsten explained while she understood and valued those certifications, she did not want to narrow the scope so much that it might disqualify strong candidates who might not have those credentials right away.

Ms. Smith asked about the timeframe the District might expect those individuals to complete their certifications if they do not already have them. Superintendent Forsten explained that they would be expected to start work on those certifications right away, and that a great deal of training and support would be available as this is a critical shortage statewide. A specific timeframe would depend on the individual’s background.

Liza Poinier asked for a snapshot of how current staff feel about the proposed Assistant Principal positions. Superintendent Forsten stated that she felt Principal Blinn represented his peers very well at the public hearing and that the other principals would be thrilled to have the additional support so they could focus on curriculum development, observation, assessment, and programming. She emphasized that special education student needs were the priority of these positions.

Mr. Croteau stated that he was in support of the Assistant Principal positions as they would both fulfill a special education need and allow the Principals to address additional needs, and that these positions would fulfill everything currently being done by the Special Education Coordinators. He emphasized the value of having a full-time position at each school rather than a half-time position.

Ms. Wicks echoed Mr. Croteau’s comments in support of the Assistant Principal positions and added that she had discussed the issue with her children’s Principal and Special Education Coordinator. She explained that the Coordinator looked forward to seeing how programming could grow with the additional support. Ms. Wicks stated that adding more people would not solve a problem without an adequate leadership system in place and
that there was a huge value in someone being onsite full time rather than splitting time between schools as the Coordinators currently do.

Mr. Crush noted that the parents and teachers he had spoken with were opposed to the Assistant Principal positions. He explained that he felt it was a Herculean task to be in charge of special education and other needy populations as well as administrator duties. He asked that, if the budget passes as is and the Assistant Principals were added, what would be the metrics by which success would be measured for both special education and general education outcomes. Superintendent Forsten reminded Board members that the District was light on administrators compared to other school districts and that accountability, distribution and management of resources are administrator responsibilities. She referred to information from an earlier meeting that listed school districts across the state which employ Assistant Principals, and noted that most districts now have these positions. She added that these are challenging positions and that principals are often overwhelmed as the sole administrators in their schools.

Ms. Kane asked for clarification on the scope of work and breakdown of responsibilities for these positions, and wondered if the work was too much for one person. Superintendent Forsten referred to several slides shown during work session #3 which showed a breakdown of the Student Services populations in each school, including section 504, homeless, and ELL students. She emphasized that each school would retain its homeless liaison and ELL teachers and that those staff would not be changing. The Assistant Principals would provide support for those staff members, which would allow them to better service students.

Mr. Richards remarked that he had received a great deal of feedback over the last few weeks and was concerned about the cost of adding the proposed positions as it relates to the upcoming cost of the new middle school building and increasing the tax rate. He reflected on discussions around full-day kindergarten in years past and noted that the process of implementing that took several years. He added that delaying this year and rolling the positions out over a few years would be wise. He noted that in FY17, $28 million was spent on general education, and this year was budgeted at $30 million. Comparatively, the special education numbers increased by 50% in the same three-year span. He agreed that more information was needed.

Ms. Patterson explained that questions about measuring success are important, as well as how the additional support of Assistant Principals would increase the quality of educational experience for all students and not just special education students. She added that freeing up principals’ time would be directly beneficial to regular education students. She agreed that it would be helpful to discuss additional ways to bring down costs and that perhaps other proposed positions could be implemented incrementally, but that the additional of Assistant Principals would benefit all students.

Mr. Crush explained that he had spoken with many parents of special education students and that none had expressed support for the Assistant Principal positions. He asked that the administration provide an explanation for these parents how the Assistant Principals would positively impact their own children’s educational experience.
Mr. Richards explained that while he would prefer to not divide special education and regular education students, he understood it was necessary when developing the budget. He pointed out that the District has a limited amount of money to be distributed in the best way possible, and that the budget request for the new positions might delay the middle school project. He added that parents are an important part of the special education program and that their voices should be heard and taken into consideration.

Mr. Croteau echoed Mr. Richards’ comment about the importance of parent opinion and clarified that he believed most of their concerns were based on a fear that special education students could lose some support. He explained that he did not feel this would happen as the Assistant Principals would actually be adding much-needed support to their schools. He said perception of these roles might have started badly, possibly due to the job titles, and understood why parents might feel concerned about a perceived loss of in-class staff while adding administrators. He added that it would be important to look at the special education budget’s increase of 50% over the last three years to see how this came to be and where the money is allocated. He also echoed comments from Mr. Richards and Mr. Crush about determining outcome benchmarks for the success of the Assistant Principal positions.

Ms. Wicks referred to an earlier comment about the roles of the Assistant Principals as a “Herculean task” and pointed out that these tasks were currently being performed solely by the Principals. She noted that it would make sense for them to have the additional support. She echoed Ms. Patterson’s earlier comments about the job titles perhaps being off-putting and not adequately emphasizing the value of a full-time person at each school dedicated to Student Services.

Mr. Crush clarified that the concern he has heard from parents was more about spending money on in-class paraprofessional staff (aides) rather than administrative positions.

Mr. Croteau asked that Mr. Dunn provide clarification on budget reductions that would offset the cost of the additional positions. Mr. Dunn referred to the reductions discussed earlier, noting that that list reflects the large items, and that there were additional, smaller items. He noted that the Medicaid position would be offset by revenue, so cutting that would result in “a wash.” He explained that there had been a dedicated Medicaid billing person in 2009, but that this task had been transferred to the Student Services Administrative Assistant, who currently also handles Catastrophic Aid and preschool billing. He added that there is $100,000 in revenue from the unassigned fund balance and that Payment In Lieu of Taxes revenue will increase by $30,000, which will bring the total recommended reduction amount to just over $300,000.

Ms. Patterson explained that she believed the Communications Director and ELO Coordinator roles could be rolled out incrementally and that this could provide additional budget savings.

Superintendent Forsten noted that she would review the evening’s input and be ready for further discussion on March 27. Ms. Patterson thanked Board members for their thoughtful and civil input and opened the meeting for public comment.
Concord resident and parent Sarah Sadowski, who spoke at the March 18 public hearing about how she wanted to keep kindergarten ratios stay as low as possible, wanted to add that recent legislation has changed, mandating play-based instruction in kindergarten and that she wanted to be sure the administration took that information into account when determining class ratios.

Concord resident Carl Sargent said he believes the Assistant Principals should serve half-time as teachers and half-time as administrators. He suggested adding half-time special education staff. He said he believed CHS and BGS roofs should have lasted longer than 30 years and that perhaps compensation could be sought from the builders or architects. He suggested turning the HVAC systems off on weekends, holidays and by zone to save money on heating and cooling. He stated that one-third of Concord’s population is tax-exempt and that the impact on the remainder of the property taxpayers should be taken into consideration when building District budgets. He said he felt that the architecture firm that built the elementary schools should be fired, and that the District could save $20-$30 million by using a different firm for the middle school project. Ms. Patterson clarified that an architecture firm had not yet been selected for the middle school project and that it would be put out to bid when the time comes.

Concord resident Betty Hoadley noted that she has been a Concord taxpayer for 58 years. She has provided Board members with data on tax-exempt properties, median household income, and comparisons of municipal and School District tax increases. She encouraged Board members to focus on ways to reduce the budget.

Concord resident Clint Cogswell said he has received community feedback, particularly regarding the Assistant Principal positions. He said he feels they would be a tremendous asset to schools, but understands concerns about adding positions in the face of decreasing enrollment. He suggested looking at a job description for the Communications Director position, and reviewing tasks that could be performed by a contracted service as a way to save money on that position.

Mr. Dunn reminded the public that the final budget meeting was scheduled for March 27. Mr. Croteau reminded Board members that their vote would be very important and that members should make every effort to attend. Mr. Dunn noted that meeting dates, materials and contact information is available on the District website, sau8.org.

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

The meeting adjourned at 7:35 p.m.

Respectfully submitted,

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

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

Board President Jennifer Patterson called the meeting to order at 5:36 p.m., noting that the special Board meeting was for final Board member discussion and to vote on the proposed budget. Superintendent Forsten reviewed the agenda:

- Budget 2019 – 2020 goals
- Budget summary
- Expenditures
- Revenues
- Tax impact
- Other considerations – unknowns
- Public comment
- Vote on FY20 budget
- Vote on introduction of first reading – bond for CHS and BGS roofs ($5 million)
- Public information
- Public comment

Superintendent Forsten briefly reviewed the 2019-2020 budget goals:

- Regular education
  - Class sizes within policy guidelines
  - Extended Learning Opportunities (ELOs)
- Curriculum, instruction, and assessment
  - New materials for reading instruction
  - Competency grading and reporting
- Student Services
  - Elementary Assistant Principal positions
  - Program development for 3R elementary
- Technology
  - One-to-one devices for all students
  - Telephone replacement
- Capital purchases and debt service
  - 5% operating budget for debt service, including new proposed debt for roof replacements
- Community relations
Superintendent Forsten discussed the increasing special education budget. Business Administrator Jack Dunn presented the adjusted special education budget, which factored in the Bill White Associates contracted service reductions. He noted a percentage change of 3.63%, a decrease from the originally-proposed increase of 4.36%.

Mr. Dunn delineated the difference between special education and pupil services from an accounting perspective, explaining that the increase from FY16 to FY20 was just over $3 million, not the $7 million mentioned in a previous Board meeting.

Mr. Dunn provided a detailed breakdown of the special education and pupil services line items and changes.

[610000] - Salaries
- 1200 - Special education
  - (0.28) PreSchool Instructional Assistant – BMS
  - (0.47) PreSchool Special Education Teacher – BMS
 Chuck Crush asked if the District had any say in court-mandated out-of-district placements. Assistant Superintendent Donna Palley explained that while the District generally has a representative present at these hearings, this is ultimately the court’s decision.
Superintendent Forsten explained the expectations for Assistant Principal candidates' certifications. She expects that candidates would attain special education administration certification within one year if they do not already have it. Ms. Palley added that the emphasis would be on special education experience and, ideally, special education administration certification.

- Expectation that candidates are certified in special education administration
  - Critical shortage in special education administration
  - Second option would be someone with Associate Principal certification
  - Absolute expectation that candidates seek special education administration certification as soon as possible

- How would the success of these positions be measured?
  - Improved student skill development and performance in all subgroups
- These positions would provide leadership for early intervention
- Principals reported hearing positive support for these positions from staff
- Parents had been supportive after hearing additional information that the positions would be focused on special education, be year-round, and be full-time in each school
- Demographic report indicated that elementary enrollments will be stable (not declining) over the next ten years

Superintendent Forsten reviewed the proposed Director of Communications role and provided alternative options, including a reduced salary and several contracted service models. She reminded Board members that the role would provide an opportunity for increased revenue in the form of state adequacy corresponding with increasing enrollment.

- Options to consider
  - Reduce the salary to $50,000; total cost with all benefits: $82,765
  - Reduce the request to $50,000; contracted services
  - Reduce the request to $25,000; contracted services

- Related revenue
  - Impact on enrollment would impact revenue – state adequacy
  - Grant writing – information gathering

- Building revenue

- Would support every school
  - Communications within schools
  - Communications with the Concord Monitor, WMURTV, radio

Mr. Dunn reviewed recommended reductions to the proposed budget, adding several additional items to the previously-presented list, bringing the total reduction to $251,673. He reminded Board members of the PILOT and unreserved fund balance of $130,000.
Mr. Dunn summarized expenditures by group and by object, including the proposed reductions.

### SUMMARY OF EXPENDITURES BY FUNCTION GROUP

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<tr>
<th>EXPENDITURE FUNCTION</th>
<th>FY19 - BUDGET 10/29/19</th>
<th>FY20 - PROPOSED BUDGET</th>
<th>CHANGE ($)</th>
<th>CHANGE (%)</th>
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**Bill White Contracted Services**

- Through the work of the high school Special Education Director, we are able to move from contracting for three behavior specialists from BW to employing three of our staff who have gained expertise to support students.
Mr. Dunn provided a General Fund budget summary and reviewed the overall tax impact, noting a change from $.39 to $.29 with the proposed reductions.

Mr. Dunn reviewed other considerations and unknowns.

Board
- Negotiations 2019-2020: one collective bargaining group (CEAA), and unaffiliated
- Special education aid (formerly known as catastrophic aid)
- Adequacy - current year: $3,636.08 for full-time students, and $2,918.04 full-day kindergarteners
- Capital improvements (CHS and BGS roofing projects, Rundlett Middle School, other facility improvements)
• Declining enrollment (predicted to be 1% annually) – impact on revenue ($3,636 per student as of current year)

City
• Budget
• Commercial and residential real growth

Current status of state legislation
• HB 357, relative to the public-school infrastructure fund
  • The school district infrastructure fund is an allotment of state money that has supported school districts in the last year by funding security and safety upgrades. This bill modifies the fund by making all moneys non-lapsing. A motion was made, ought to pass and carried unanimously.

• HB 175, relative to the requirements for school building aid grants
  • An amendment to the original bill was offered providing a clearer pathway for the submission of requests for school building aid as well as a requirement of guidelines to be received by the requesting district. A motion was made, ought to pass on the amendment, the amendment passed unanimously. A motion was made ought to pass as amended, the motion carried unanimously.

• HB 176-FN-A, relative to grants for school building aid and making an appropriation therefor
  • Would require the state to fully fund school building aid at no less than 50 million dollars. HB 176 would offer relief to many districts in addressing old and outdated school infrastructure. A motion was made, ought to pass. The motion carried unanimously.

• State adequacy funding – four bills
  • HB 678-FN, relative to state funding of the cost of an opportunity for an adequate education for all New Hampshire students.
  • HB 709-FN-A-LOCAL, relative to the funding formula for determining funding for an adequate education.
  • HB 711-FN-Local, relative to funding an adequate education.
  • HB 713-FN-Local, relative to education funding

• SB 303-FN, relative to state aid to school districts
  • Addresses state aid relating to special education funding. It takes three actions. One, the bill deletes the requirement that state aid for special education be prorated if the amount appropriated is insufficient. Two, it requires the NHDOE to distribute one hundred percent of a district’s entitlement for special education aid beginning in 2021. Last, it clarifies reimbursement procedures for school districts or SAUs enrolled as Medicaid providers.

• HB184 – relative to funding full-day kindergarten
  • Moving full-day kindergarten to equal status with all other students in ADM count and removing Keno as sole funding source
Federal
• Medicaid funding ($1,000,000+)
• Grant funding – Title I, Title IIA, Title III, Title IVA
• After school program funding
• Infrastructure funding

Ms. Patterson opened the meeting for public comment.

Concord resident Carl Sargent emphasized that staff and programs were most important to education, not buildings. He stated that Concord is an economically poor city and that spending on buildings was an unnecessary expense. He suggested that the elementary Assistant Principals be half-time teachers and half-time administrators. He said that roofs should last at least 50 years and that the District should use a less expensive architecture firm that could save $20-$30 million. He was concerned about assessed property values and tax rates.

Concord resident and special education Teacher Mike Macri stated that he emailed a letter to Board members expressing opposition to the Assistant Principal positions as the plan was expensive and would not affect day-to-day student service and experience. He stated that special education is not staffed adequately. He implored Board members to listen to classroom teachers and staff rather than school administration.

Concord resident David Parker expressed concerns about several staff members. He strongly stated that speakers should not be held to a time limit. He strongly opposed the Assistant Principal positions and believed students will be negatively impacted.

Ms. Patterson suggested that Board members discuss specific budget items. She expressed appreciation for the additional options to decrease the budget and wondered if there were opportunities to further trim it. She asked for additional discussion about the ELO Coordinator position and what the tax impact would be if the Director of Communications position was eliminated completely. Mr. Dunn explained that, if the position was eliminated, the tax rate would decrease from 2.11% to 2.01%.

Mr. Crush asked if job descriptions were prepared for all proposed positions. Superintendent Forsten responded that drafts of job descriptions existed and that elements of these have appeared in presentations at previous Board meetings. Mr. Crush asked for clarification regarding the Superintendent’s reference to speaking with small groups of parents. Superintendent Forsten explained that she had informally spoken with people while in the schools and with Public Hearing attendees after the sessions. She clarified that these were not formal, scheduled meetings. Mr. Crush asked about HB 1499, related to establishing play-based kindergartens, mentioned by a parent speaker at a previous Board meeting. He wondered whether it might impact staffing levels. Ms. Palley noted that Concord’s kindergartens were established as play-based, and she did not anticipate any staffing changes related to the legislation.

Tom Croteau noted that there have been many discussions about how to benchmark success for the Assistant Principal positions and that it was very important to provide these answers to parents. He explained that there would be an expectation to demonstrate
that this had been money well-spent and that there would need to be benchmarks along the way to monitor progress. Superintendent Forsten noted that she and Ms. Palley met with the elementary school Principals earlier in the week to obtain feedback about the Assistant Principal positions and their thoughts about ways to measure success. Ms. Palley explained that they would look at specific student outcomes, specifically with assessment results for regular education, special education and other student subgroups. She explained that benchmarks for IEP compliance were currently done in the schools. She noted that systems would need to be put in place to monitor other outcomes such as “school climate” and “feelings about student experience and support,” and that it would be possible to create feedback systems for parents and staff. Mr. Croteau noted that there would also need to be benchmarks related to staff outcomes, as supervision is part of the job description. Ms. Patterson suggested that the Assistant Principals would not have to be permanent positions if success measures were not met, and asked for a reasonable timeframe to determine their success. Ms. Palley noted that some success timeframes would be shorter, such as compliance deadlines that are currently measured and reported. She added that parent input was an ongoing feedback system and that student outcomes would vary throughout the year. She explained that two to three years might be a more useful metric than a single year, as the position would start in September along with the students.

Barb Higgins expressed dismay about the emphasis on easing Principals’ workload versus directly impacting students. She was concerned about converting Coordinator positions to Assistant Principal positions and believed this would constitute a grievable offense based on terms in the teachers’ contract. She emphasized her support of additional support positions but that the job of the Board was to ensure administration does their jobs properly. She suggested adding full-time Special Education Coordinators to each school rather than Assistant Principals.

Mr. Crush asked how success outcomes could be measured for 3R and similar programs and what those outcomes might be. He asked how the Assistant Principals would impact students affected by social-behavioral issues, trauma or the opioid crisis. Ms. Palley noted that this role was not meant to be a universal fix for all issues and that the District’s emphasis on trauma-sensitive schools would continue. She referred to the Multi-Tiered Systems of Support model (MTSS), noted that these roles would be working at Tier 3 and that all staff were regularly working hard at Tiers 1 and 2. She added that the 3R program required significant management and support and that that was difficult with only part-time Coordinators. She emphasized that full-time, year-round staff would have a significant impact on those programs, other staff and students. She added that RMS and CHS have 3R and similar programs as well as the added benefit of additional administrative support.

Jim Richards noted a line in the special education budget labeled as “not applicable” in the amount of $104,000 and asked for clarification. Mr. Dunn explained that this was likely a missing title in the spreadsheet and that he would update and fix it.

The conversation turned to a discussion of the proposed Director of Communications position. Liza Poinier noted that she was in favor of a full-time Director of
Communications position and was opposed to contracted services. She asked if a part-time option has been considered for the position. Mr. Dunn agreed that a part-time employee without benefits could be an option.

Ms. Higgins asked if the District would be willing to consider creating a class at CHS or adding District communications-related responsibilities into the current Media Literacy class. She suggested building on the current social media work being done by members of the technology department as a way to promote the District. Ms. Patterson explained that she liked the idea of a Director of Communications and saw need for these services but did not feel this was the right year for it. She explained that she had seen an increase in social media activity and community engagement in her years on the Board. She suggested that perhaps the District could coordinate with the City of Concord and their marketing and communications efforts, as the District is an important part of the community. Ms. Higgins suggested that perhaps a part-time teacher could perform some of these tasks. Pam Wicks echoed Ms. Patterson’s sentiments and stated that she felt this position could be piloted either part-time or as a college internship. She said that contracted services were not ideal as they would not have the understanding and buy-in of an internal employee. She agreed that the District should coordinate with the City, but not necessarily rely on it. Mr. Croteau noted that he was unclear on the exact nature and scope of this role and its expectations. He said more time would be needed to develop goals and outcomes for the role, including long-term benefits.

Mr. Richards explained that he believed the Director of Communications position had some value but that he would want to know what business, partnerships and funds it would bring in to determine return on investment. He noted that what the Board prioritizes sends an important message to the community about the District’s priorities and that he would rather put more money toward the upcoming middle school project.

Mr. Crush echoed previous sentiments and stated that he felt this was not the right year for a Director of Communications position as a clear directive and objectives were absent. He noted that several alternatives aside from a full-time employee would be worth exploring.

Ms. Wicks explained that a Communications professional could help craft the District’s messaging when discussing adequacy funding formula issues with the state and that a non-professional person might not have the capacity for this.

Danielle Smith echoed previous comments about it not being the right time for a full-time Director of Communications and added that she liked the idea of having a part-time teacher perform some of these tasks.

Nancy Kane stated that she felt this was a professional position, and that while the opportunity for students or interns was great, this should be a smaller piece of the role. She explained that if this position was to have a tangible measurable impact, it should be done by an experienced professional, not a student or teachers.

Ms. Poinier and Ms. Wicks echoed Ms. Kane’s comments about the professional nature of the job. Ms. Wicks suggested that student work on this could be a pilot program to
demonstrate the value of a full-time position, and that ultimately a leader would be needed for this role. She suggested setting aside funds for contracted services as a way to complete some of the position’s tasks, such as completing the District brochure and producing other informational materials.

Ms. Higgins recommended that the Board table the Director of Communications position to allow for more research into how to best fund the position and define it more clearly. Mr. Richards echoed Ms. Higgins’ sentiment and recommend removing the position from the budget, explaining that the Board would vote on an updated version of the budget with the position omitted. Board members agreed to not hold a vote on the position as the consensus was in favor of removing it.

Ms. Patterson introduced discussion of the proposed ELO Coordinator position. Mr. Dunn explained that the ELO Coordinator would be a full-year position with a salary of $70,000, roughly equaling pay step 8 for a teacher. Director of Human Resources Larry Prince explained that it would take a teacher approximately eight years to get to this pay step. Mr. Richards expressed that he was unclear on the exact tasks of this position and the scale of student impact, and that he was concerned about decreasing vocational revenue. He recommended removing the position from this budget and obtaining more information for next year.

Mr. Croteau agreed with previous comments about not funding the ELO Coordinator position this year. He said these roles are already being fulfilled, in part, by teaching staff, and did not feel students would be shortchanged by not having it this year.

Ms. Wicks disagreed with Mr. Richards’ and Mr. Croteau’s sentiments and stated that she believed the position would be valuable and allow more students to have access to alternative learning opportunities.

Ms. Higgins shared that her daughter had two excellent ELO experiences at CHS. She suggested talking with teachers who currently perform these roles to best inform a possible position in the future.

Ms. Kane noted that the compressed budget process has not allowed enough time to build detailed descriptions and visions for the proposed new positions.

Ms. Patterson expressed ambivalence about this role. She felt it was important to support more students and enable them to have access to ELO opportunities. She said she was impressed with the variety of student clubs and organizations at CHS and wanted to ensure there were comparable learning opportunities available to students of all backgrounds and needs. She explained that she felt an ELO Coordinator could be a step in the right direction to meet this need and that she would like to explore a part-time or incremental option as a way to test the benefit of having a dedicated position.

Mr. Crush echoed Ms. Patterson’s uncertainty and added that while he thought there likely was a benefit to students, the specifics of those benefits were unclear. He said an incremental approach was best and could perhaps lead to a future full-time position.

Superintendent Forsten explained that a .6 vacancy at CHS would likely become available in April and asked if the Board might consider using that vacancy as funding for a .6 ELO
Coordinator. She added that the intent was for the position to be unaffiliated and that it would be budget-neutral, as the .6 position was already factored into the budget. She encouraged Board members to review the job description from the February 20 work session and reminded them that Concord was one of few districts in the state without a dedicated ELO Coordinator in place.

Ms. Patterson moved to create a part-time ELO Coordinator to replace the .6 vacancy at CHS. The motion was seconded by Ms. Higgins.

Ms. Wicks stated that she felt this was a step in the right direction and that students would see an immediate benefit. She noted that the Instructional Committee has an upcoming discussion about the growing trend of ELOs and their benefit to students. She encouraged other Board members to attend this meeting to learn more about the position. Mr. Croteau echoed Ms. Wicks' comments and emphasized the need to ensure that extended learning activities are both meaningful and relevant.

The Board voted 8-1 (nay – Mr. Richards) to create a part-time ELO Coordinator position to replace the .6 vacancy at CHS (moved by Ms. Patterson, seconded by Ms. Higgins).

Mr. Richards stated that he was in favor of roof replacements at CHS and BGS, upgrading the District phone system and purchasing new grading software. He clarified that he would like to see separate systems for grading elementary versus high school students as these were very different student populations.

Ms. Patterson asked for the tax rate with both the Director of Communications and ELO Coordinator positions eliminated. Mr. Dunn noted that this would result in a 1.79% or $58 increase on the local rate, with a combined rate of 1.48%.

Mr. Richards noted that he was in support of the Technology Trust Fund and appreciated features that would increase teacher and staff productivity.

Ms. Poinier pointed out that the roof replacement project was very expensive and that Director of Facilities Matt Cashman had previously expressed optimism that actual costs would come in lower than estimated. She suggested that, if the costs did come in lower, the extra amount could be added into the Facilities Trust Fund. Mr. Dunn explained that this would not be possible as those funds are bonded. Ms. Poinier reminded Board and community members that, if the state was shouldering any of its responsibility for the New Hampshire Retirement System liability, the District could have funded all the proposed positions and moved more quickly on the middle school and other large facilities projects. She encouraged everyone to contact their legislators to encourage them to provide these funds, because as the state budget is cut, more costs are put on the District and consequently on local taxpayers.

Mr. Croteau encouraged Mr. Cashman to pursue the longest warranty possible on the new roofs. Mr. Cashman explained that he has done research into the best options and that the warranty was 40 years, with an option at the 40-year mark to add a polymer to address wear and tear.
Ms. Patterson suggested discussion about the proposed Assistant Principal for Student Services positions. She noted that the vote would be by roll call. She made a motion to retain the five Assistant Principal for Student Services positions in the budget as proposed. The motion was seconded by Ms. Wicks.

Ms. Patterson reflected on intense discussions about class size brought up during last year's budget process and how challenging larger sizes were for teachers, students and administration, especially when factoring in new challenges brought into classrooms year after year. She explained that she saw this proposal as evolving from those discussions and that it was important to have the ability to deliver services most effectively and make the most of the District's resources. She explained that two elements were critically important - having a full-time person in every school, and that this person be an administrator. She noted that while it was important to be cautious and mindful of the role and ensure sufficient benchmarks are in place, that did not mean holding off on these critically-important positions.

Ms. Higgins emphasized that these positions would need to be instituted correctly. She expressed concerned about conflicts in the teachers' collective bargaining agreement and felt more steps were required before the positions could be approved. She suggested instead making the current part-time Special Education Coordinators into full-time roles, as those positions were parallel to teachers and would result in more direct student impact. She suggested an alternative option of hiring 25 new aides or paraprofessionals with the money suggested for the Assistant Principals.

Mr. Crush explained that, as an administrator himself, he took these roles very seriously. He received significant feedback opposed to these positions for various reasons and was concerned about their tax impact, particularly for people on fixed incomes. He felt the positions were not the right thing to do at this time and that the Board should take a step back this year. He noted he would be voting against the motion.

Ms. Wicks explained that she had actively volunteered in the elementary schools for years and that good leaders bring value to school climate. She added that she served on the hiring committee for the Special Education Director at CHS, and heard positive feedback from staff wanting that leadership role. She added that Coordinators would not be year-round and would not be able to offer leadership or help develop programming and best practices.

Mr. Croteau explained that it was never the intention of the Board or the administration to force families involved with special education to choose one thing over another. He said he felt this would be a continuation of special education service while adding more leadership and guidance. He emphasized that these would be tough jobs and that removing the part-time Coordinator positions would not detract from students' experience, and their benefits outweighed the financial cost, and that the current proposed cuts were responsible to taxpayers while still providing needed services and support in the schools. He asked the Board to hold the Superintendent and Assistant Superintendent accountable for benchmarks of success.
Ms. Smith explained that while she sees value in these positions, she was concerned about the scope of the positions. She noted that their focus would be on the highest-need student populations, those who need more intervention and support than average. She added that, as a classroom teacher, she frequently relied on the assistance and support of aides and paraprofessionals rather than administration. She said more classroom staff is needed rather than administration.

Mr. Richards explained that he did significant research when reviewing the budget and felt Board members need to be thoughtful and considerate on this issue. He noted that his constituents expressed concern about the cost, and worried about losing student services. He explained that, irrespective of these positions, the District would spend almost $900,000 on special education services in the coming year and that there was increased spending for all needy subgroups. He noted that student services funding is increasing at a rate double that proposed for the Assistant Principal positions. He said he was worried about finding five excellent candidates for these positions and advised the administration not to compromise standards for the sake of filling the positions. He explained that the position was not a 100% special education position, and that the percentage was likely closer to 60% as the rest of the role would be dedicated to other student services and to regular education, as well as teacher support and development. He noted that his previous concerns about the cost of these positions was somewhat offset after reviewing the amount being put into student services.

Ms. Poinier thanked the principals in attendance for the thoughtful letter they submitted to Board members. She added that she spoke with a special education staff member this week who expressed excitement about the possibility of Assistant Principals as this would allow staff to be more streamlined and improve student outcomes and communication with families. She explained that she felt this was a priority and not a new idea, as it has been quietly under discussion for years. She added that the proposal was thoughtfully put together and that she would vote yes.

Ms. Kane explained that it would be beneficial to have more in-class hands-on support, but in talking with special education staff at CHS, one thing this role would bring is the invaluable cohesiveness of services. The role would have a larger view of all programs, with a focus on special education. She felt strongly that people hired should have not just special education certification, but special education experience. She felt strongly that the role could not be learned on the job and had potential for great positive impact, but only if candidates possess both knowledge and firsthand experience managing special populations. She noted that she would vote yes on the proposal.

Ms. Higgins reminded Board members that they were not spending their own money and that the majority of public response has not been in favor of these positions. She advised Board members to take this into consideration.

Ms. Wicks clarified that while some emails might reflect opposition to the roles, the people she had spoken to in person had been in favor. She noted that, once people understand the position is both full-time and year-round, they started to understand and were more in favor of it. She added that she received a letter from both a retired and a
current Occupational Therapist within the District, both of whom felt this was a good move in the right direction.

Mr. Croteau expressed that he was proud of the work of the Board in discussing and talking through difficult issues respectfully and productively. Ms. Patterson restated the language of her previously-made motion. The motion was seconded by Ms. Wicks.

Ms. Wicks reminded Board members that Board members are typically involved with search and hiring committees for administrative positions.

The Board voted 6-3 by roll call (yea: Nancy Kane, Liza Poinier, Pam Wicks, Tom Croteau, Jennifer Patterson, Jim Richards. Nay: Barb Higgins, Chuck Crush, Danielle Smith) to move forward with the five elementary Assistant Principals for Student Services and that, having determined that it is necessary for the effective operation of the District, the District modify its organizational structure to eliminate the positions of Special Education Coordinator in the elementary schools and add the positions of elementary Assistant Principals for Student Services at each of the five elementary schools (motioned by Ms. Patterson, seconded by Ms. Wicks).

Mr. Richards asked Mr. Dunn for a summary of financial implications before voting on the full budget. Mr. Dunn explained that the local rate would be $13.64, or a $.24 increase, 1.79% on the local tax rate. Including state rate, the total would be $15.77, or 1.48% increase, making a total increase of $.22.

Ms. Patterson opened the meeting for public comment.

Concord taxpayer and 58-year-resident Betty Hoadley expressed opposition to the hiring of five Assistant Principals. She said she felt this would kill teacher morale and that in-class support to help reduce interruptions and distractions was the best way to support and improve education quality. She said she did not understand how this program would enable peaceful classrooms. She said the way to make a difference in teaching and learning in a classroom was to provide an atmosphere in which it could be fostered.

Mr. Croteau made a motion to adopt the budget for fiscal year 2019-2020. Ms. Wicks seconded the motion.

Mr. Richards expressed concern that only $729,000 was going into the Facilities and Renovation Trust Fund. He said it was prudent to save for the RMS building, and that while the administration had done an excellent job trimming the budget, he would recommend increasing that $729,000 to a slightly higher amount with the goal of not raising taxes higher than the increase of cost of living, which is around 2.4%. Ms. Wicks expressed support for the idea, but noted that it would be better done in October when valuations are available. Mr. Richards asked for the tax impact if the amount into the Trust Fund was increased to $850,000. Mr. Dunn explained that he might request in June that the Board put money away before the end of the year if the unreserved fund balance was better. He added that bonding and discussion of what bond funds can be used for would be discussed at the Capital Facilities meeting on April 8. Mr. Richards said that he is amenable to that, and that his goal was to be as prudent as possible with savings to
mitigate the tax increase when a middle school plan is in place. Mr. Dunn explained that, relative to Mr. Richards’ question about the tax impact of increasing the Facilities and Renovation Trust Fund, the local rate would go from 1.79% to 2.09%. Mr. Richards stated that he was willing to wait until June or October. Mr. Richards and Ms. Patterson noted that they were pleased with the tax rate coming in under 2%. Ms. Wicks encouraged the public to ask their state representatives to support the reinstatement of Building Aid.

The Board voted 7-2 by roll call (Yea: Danielle Smith, Jim Richards, Jennifer Patterson, Tom Croteau, Pam Wicks, Nancy Kane, Liza Poinier. Nay: Chuck Crush, Barb Higgins) adopt a budget for fiscal year 2019-2020 in the amount of $87,218,775, with a general fund budget of $81,791,950 appropriating $50,131,828 in local taxes and $7,786,367 in state taxes inclusive of the following, deposits, and withdrawals to existing funds or expendable trust funds:

DEPOSITS
- Vocational Capital Reserve fund for an amount up to $157,804
- Facilities and Renovation Trust Fund for an amount up to $729,170
- Food Service Fund for an amount up to $50,000
- Renovation and Maintenance Trust Fund for an amount up to $85,000
- Technology Innovation Expendable Trust Fund for an amount up to $250,000
- Special Education Expendable Trust Fund for an amount up to $362,801;
  and also inclusive of the following

WITHDRAWALS from expendable trust funds to fund appropriations:
- Special Education Expendable Trust Fund for an amount up to $383,065;
- Vocational Capital Reserve for an amount up to $110,000;
- Instructional Trust for an amount up to $100,000 (motioned by Mr. Croteau, seconded by Ms. Wicks).

Ms. Higgins left the meeting.

Mr. Dunn noted that he had reviewed the draft document from bond counsel and asked that the Board have a first reading to begin the bonding process.

Mr. Richards made a motion to introduce the loan resolution for a first reading. Mr. Croteau seconded the motion.

The Board voted 8-0 by roll call (Yea: Jennifer Patterson, Tom Croteau, Chuck Crush, Jim Richards, Pam Wicks, Danielle Smith, Liza Poinier, Nancy Kane) to introduce the loan resolution for a first reading.

Ms. Patterson read the draft text.

Voted: (1) That under and pursuant to the Municipal Finance Act, Chapter 33, N.H.R.S.A., as amended, and any other enabling authority, there be and hereby is appropriated the sum of $5,000,000 in order to finance the costs of repairing and replacing the roofs at the District’s High School and Broken Ground School buildings, including the payment of costs incidental or related thereto (collectively, the “Projects”).

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(2) To meet this appropriation, the District Treasurer, with the approval of the Board of Education, is authorized to borrow $5,000,000 under the Municipal Finance Act, as amended, and any other enabling authority and issue Bonds of the District (and notes in anticipation thereof) (the "Bond") in the principal amount of $5,000,000, and notes in anticipation thereof.

(3) That the Clerk of the School Board and the signers of the Bond are each hereby authorized to take any and all actions necessary or convenient to carry out the provisions of this vote, including delivering the Bond against payment therefor.

(4) That all things heretofore done and all action heretofore taken by the School Board and its officers and agents in its authorization of the Projects and their financing are hereby ratified, approved and confirmed.

(5) That the expected useful life of the Projects being financed by the Bond is hereby determined to be as follows:

- High school roof repair and replacement – useful life 40 years
- Broken Ground School roof repair and replacement – useful life 40 years

(6) This vote shall take effect upon its passage.

Set date: Public Hearing – no earlier than 15 days from posting and no later than 60 days from this vote.

Mr. Dunn suggested Wednesday, April 17 for a public hearing. Mr. Richards made a motion to set the date, time and place for the public hearing on the loan resolution. Ms. Poinier seconded the motion.

The Board voted 8-0 to schedule a public hearing on the bond language above for Wednesday, April 17, 2019 at 38 Liberty Street, Concord NH (Central Office) (motioned by Mr. Richards, seconded by Ms. Poinier).

Ms. Wicks made a motion to adjourn.

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

The meeting adjourned at 8:24 p.m.

Respectfully submitted,

Jim Richards, Secretary
Lauren Hynds, Recorder
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: April 1, 2019
REFERENCE: Administrator Nomination 2019-2020 School Year

Chrigus Boezeman
Concord, NH
Education: Rundlett Middle School
Assistant Principal
Southern New Hampshire University, Manchester, NH, M.Ed./15
Southern New Hampshire University, Manchester, NH, BS/08
Experience: Rundlett Middle School
Assistant Principal, 18-19
Concord High School
Social Studies Teacher, 08-18
Chrigus held this position one-year-only for the 2018-2019 school year.
Budgeted at $107,291

$107,291
Step II
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: April 1, 2019
REFERENCE: Teacher Nominations 2019-2020 School Year

Victoria Hopkins
Concord, NH
Education:
New York University, New York, NY, MA/06
University of New England, Biddeford, ME, BS/99
Experience:
Rundlett Middle School
  Occupational Therapist, 40%, 09-19
Variety Child Learning Center, Syosset, NY
  Occupational Therapist, 9/03-6/09
Elwyn, Inc., Philadelphia, PA
  Occupational Therapist, Early Intervention Team Evaluator, 1/02-7/03
Elkins Park Hospital, Elkins Park, PA
  Occupational Therapist, 12/00-1/02
American Health Rehabilitation Co., Haverhill, MA
  Occupational Therapist, 6/00-11/00
Class, Inc., Lawrence, MA
  Community Habilitative Specialist, 3/00-10/00
Victoria replaces Fiona Quirk (M-13 = $80,574) – transfer to 80%
  District Occupational Therapist position.
Budgeted at $80,574
Fiona Quirk  
Concord, NH  
Education:  
Concord School District  
Occupational Therapist, full-time 18-19, part-time 06-18  
Community Bridges, Concord, NH  
Occupational Therapist, part-time 00-03  
Newmarket Public School, Newmarket, NH  
Occupational Therapist, 97-99  
Nashua Public School, Nashua, NH  
Occupational Therapist, 96-97  
The Hug Center of New England, Waltham, MA  
Occupational Therapist, 95-96  
Franciscan Children’s Hospital and Kennedy Day School, Boston, MA  
Occupational Therapist 95-96  
Spaulding Rehabilitation Hospital, Boston, MA  
Occupational Therapist, 92-94  
Fiona replaces Norma Robinson (80% of B-13 = $60,931) – retirement  
Budgeted at $46,890

Gabriel Cohen  
Epsom, NH  
Education:  
Concord High School  
Performing Arts Coordinator  
University of New Hampshire, Durham, NH, MA/06  
University of South Carolina, Columbia, SC, BM/99  
Concord High School  
Music Teacher/Performing Arts Coordinator, one-year-only, 17-19  
Music Teacher, 13-17  
Rundlett Middle School  
Music/Technology Education Teacher, 11-13  
Music/Integrated Language Arts/Technology Teacher, 09-11  
Bow High School, Bow, NH  
Music Teacher, 07-09  
North Middlesex Regional High School, Townsend, MA  
Music Teacher, 06-07  
Mountain View Middle School, Goffstown, NH  
Band Director, 00-04  
Gabe is requesting a 20% leave of absence from his full-time music teacher position to continue in this assignment.  
Budgeted at $11,722
Frank Harrison, Jr.  Concord High School  $16,785  20% at M-14  one year only
Chichester, NH  ROPE Teacher
Education:
Lehigh University, Bethlehem, PA, MS/11
Gordon College, Wenham, MA, BS/92
Experience:
Concord High School
Science Teacher/ROPE Teacher, one-year-only, 13-19
Science Teacher, 05-13
American Embassy School, New Delhi, India
Science Teacher, 02-05
Yanbu International, Saudi Arabia
Science Teacher, 97-02
Frank is requesting a 20% leave of absence from his full-time science teacher position to continue in this assignment.
Budgeted at $11,722

Melissa Lagasse  Beaver Meadow School  $59,273  B-7
Epsom, NH  Art Teacher
Education:
New Hampshire Institute of Art, Manchester, NH, BA/11
Experience:
Northwood School
Art Teacher, 16-19
Penacook & Boscawen Elementary School, Boscawen, NH
Art Teacher, 14-16
Milton Elementary School, Manchester, NH
Art Teacher, 13-14
Mill Falls Montessori Charter School, Manchester, NH
Art Teacher, 13-14
Melissa replaces John Hatab (M-14 = $83,926) – retirement
Budgeted at $58,612

Debra Caldwell  Christa McAuliffe School  $53,540  M-3
Epsom, NH  Classroom Teacher
Education:
Southern NH University, Manchester, NH, M.Ed./12
Southern NH University, Manchester, NH, BS/97
Experience:
Mill Brook School
Classroom Teacher, 18-19
Pembroke Hill School, Pembroke, NH
Classroom Teacher, 15-16
Debra replaces Paul Bourassa (M-14 = $83,926) – retirement
Budgeted at $58,612
Abby St. Pierre  
Manchester, NH  
Education:  
Plymouth State University, Plymouth, NH, M.Ed./14  
Plymouth State University, Plymouth, NH, BS/00  
Experience:  
Amherst Street Elementary School, Nashua, NH  
Assistant Principal/District ELA Curriculum Specialist, 15-19  
Beech Street School, Manchester, NH  
Literacy Coach, 09-15  
Wilson and Beech Street School, Manchester, NH  
Classroom Teacher, 06-09, 00-03  
Broward County School District, Fort Lauderdale, FL  
Teacher Mentor, 03-06  
Abby replaces Nancy Siff (M-14 = $83,926) – retirement  
Budgeted at $58,612

$83,926
TO: Members, Concord School Board  
FROM: Larry Prince, Director of Human Resources  
DATE: April 1, 2019  
REFERENCE: Central Office Administrator Nominations for 2019-2020

Terri Forsten    Superintendent  
Donna Palley    Assistant Superintendent  
Robert Belmont    Director of Student Services  
T. Matthew Cashman    Director of Facilities and Planning  
John Dunn    Business Administrator  
Larry Prince    Director of Human Resources  
Pamela McLeod    Director of Technology  
Terence Crotty    Director of Transportation  
Donna Reynolds    Food Service Director
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: April 1, 2019
REFERENCE: Concord Administrators Association Nominations for 2019-2020

Thomas Sica Concord High School Principal
James Corkum Concord High School Assistant Principal
Thomas Crumrine Concord High School Assistant Principal
Chali Davis Concord High School Assistant Principal
Steven Rothenberg Concord High School Assistant Principal
Michele Speckman Concord High School Director of Special Education
Steven Mello Director of Physical Education and Sport
Paulette Fitzgerald Rundlett Middle School Principal
Heather Barker Rundlett Middle School Assistant Principal
* Chrigus Boezeman Rundlett Middle School Assistant Principal
Cynthia Courounis Rundlett Middle School Director of Special Education
Anthony Blinn Abbot-Downing School Principal
Michele Vance Beaver Meadow School Principal
Susan Lauze Broken Ground School Principal
Kristen Gallo Christa McAuliffe School Principal
Kathleen Scarpati Mill Brook School Principal

*new nomination
TO: Members, Concord School Board  
FROM: Larry Prince, Director of Human Resources  
DATE: April 1, 2019  
REFERENCE: Spring Coach Nominations

Andrew Baldwin  
Penacook, NH  
Education: University of Puget Sound, Tacoma, WA, BA/96  
Profession: Concord High School  
Experience: Boys JV Soccer Coach, 2014-2018  
Bishop Brady High School, Concord, NH  
Boys Head JV Soccer Coach, 2012  
Merrimack Valley Youth Soccer League, Boscawen, NH  
Volunteer Coach  
Andrew replaces Jaqueline Deans  
Cost: $1,266  
Step 3, Group 14  
3.0%

Logan Lamoureux  
Concord, NH  
Education: Bridgewater State University, Bridgewater, MA, BS/18  
Profession: Concord High School  
Experience: Volunteer, Varsity Linebacker/Running Back Coach, 2018  
Stonehill College, North Easton, MA  
Strength Coach Intern, 1/2018-5/2018  
Logan replaces Colin Brown  
Cost: $1,688  
Step 3, Group 13  
4.0%
Joseph Susi
Concord, NH
Education: Concord High School
Profession: Freshman Softball Coach
Experience: NH Coach Smart Level 1 Certification, Spring 2014
          My Homes Helper, Alexandria, NH
          Owner/Carpenter, 2002-present
          Newfound Memorial Middle School, Bristol, NH
          Head Softball Coach, 2017
          Tapply Thompson Community Center, Bristol, NH
          Volunteer Softball Coach, 2014-2015
          Volunteer Assistant Soccer Coach, 2012-2014
          Volunteer Assistant Basketball Coach, 2012-2014

Michele Bartlett
Loudon, NH
Education: Rundlett Middle School
Profession: Assistant Track Coach
Experience: University of Vermont, Burlington, VT, M.Ed/90
            University of Vermont, Burlington, VT, BA/84
            Rundlett Middle School
            Science and Math Teacher, 1991-present
            Rundlett Middle School
            Volunteer Track Coach, 2018
            Bishop Brady High School, Concord, NH
            Indoor Track and Field Coach, 2011-2015
            Shaker Road School, Concord, NH
            Volunteer Track Coach, 2007-2011

Sean Smalley
Concord, NH
Education: Rundlett Middle School
Profession: Spring Track Assistant Coach
Experience: St. Mary’s University, Halifax, Nova Scotia, BA/95
            Flatiron Financial Group, Manchester, NH
            Financial Advisor, 2014-present
            Concord Boys and Girls Club, Concord, NH
            Travel Basketball Coach, 2014-present
            Concord Parks and Recreation, Concord, NH
            Basketball Coach, 2011-2013
            St. Mary’s University, Halifax, Nova Scotia
            Track and Field Athlete, 1990-1991

Coach Nominations
April 1, 2019
# Enrollment Report April 2019

### Elementary

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### Middle

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### Preschool

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### District Total

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District Total
### Monthly Enrollment Report Summary
#### 2018-2019 School Year

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## April 2019 Board Meetings

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## May 2019 Board Meetings

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- **May 5**: 5:30 p.m. Negotiations
- **May 6**: 7:00 p.m. Board meeting
- **May 19**: 5:00 p.m. Executive Committee
- **May 20**: 5:45 p.m. Instructional
- **May 26**: Memorial Day
  - NO SCHOOL

**Note:** Memorial Day is a holiday, and NO SCHOOL is noted for the date.