1. CALL TO ORDER

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

3. APPROVAL OF BOARD MINUTES
   a. Regular monthly meeting (March 2) ......................................................... pp. 3-11
   b. Budget Work Session (March 2) .............................................................. pp. 12-21
   c. Budget Work Session (March 5) .............................................................. pp. 22-30
   d. Budget Work Session (March 9) .............................................................. pp. 31-39
   e. Budget Work Session (March 12) ............................................................ pp. 40-46
   f. Emergency Board meeting (March 15) ...................................................... pp. 47-52
   g. Special Board meeting for Scheduling (March 30) ................................. pp. 53-56
   h. Public Hearing (April 2) ........................................................................... p. 57
   i. Public Hearing (April 6) ........................................................................... p. 58

4. RECOGNITIONS / REPORTS
   a. Board student representatives
   b. Superintendent’s report – entitlement grants assurances

5. PUBLIC COMMENT – agenda items only

6. PERSONNEL
   a. Professional leave of absence
   b. Administrator nominations ...................................................................... pp. 57-58
   c. Veterans’ Salary Scale ............................................................................. p. 59
   d. Coach nominations .................................................................................. pp. 60-62

7. UPDATE ON SUPERINTENDENT SEARCH
   a. Screening Committee meeting (March 4) ................................................. p. 63
   b. Screening Committee (March 10) ............................................................. pp. 64
   c. Screening Committee meeting and interviews (March 19)

8. PROPOSED CALENDARS OF MEETINGS .................................................. pp. 67-68

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

10. ADJOURNMENT
Board members: Jennifer Patterson, President; Gina Cannon, Tom Croteau, Barb Higgins, David Parker, Liza Poinier, Jim Richards, Danielle Smith; student representatives Gaven Brown and Alice Richards

Board member absent: Chuck Crush

Administrators: Superintendent Frank Bass, Assistant Superintendent Donna Palley, Business Administrator Jack Dunn, Director of Facilities Matt Cashman

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

Agenda Item 2. Approval of Agenda
Jim Richards made a motion to amend the agenda to include a brief non-public session after Item 12.

The Board voted 8-0 to approve the amended agenda as stated (motioned by Mr. Richards, seconded by Tom Croteau).

Agenda Item 3. Special Recognition of Savannah Shannon
Dr. Bass introduced CHS sophomore Savannah Shannon, a member of the CHS ski team, who was recently recognized as the current NH champion in giant slalom, who will now represent CHS in the “Easterns.” She was congratulated by Board members.

Agenda Item 4. Safety, security and well-being update
DHHS Director of Communications Jake Leon and Lindsay Pierce, Chief of the Infectious Disease Prevention, Investigation and Care Services Section, discussed the status of the novel coronavirus (COVID-19). Dr. Bass noted that there was now one confirmed case of COVID-19 in New Hampshire. Mr. Leon stated that this particular coronavirus was first discovered about two months ago in China. Up to now, concerns were related to people who had traveled from China, but as the virus became more widespread, travel from more countries would present greater concerns. He said that the test of the subject
mentioned above was the first that had been conducted in New Hampshire (previous tests took five days), but that the sample would still be sent to the CDC to confirm.

Ms. Pierce discussed the origin of this particular virus in Wuhan, China, stating that there were over 89,000 confirmed cases in more than 50 countries as of today's date. There were 48 non-patriated individuals in the U.S. currently. She encouraged people to continue to check the DHHS and CDC websites and to be diligent about hygiene. Dr. Bass noted that he had sent a note to District parents and staff about COVID-19 that afternoon. He said the District was in contact with partner agencies about contagious disease protocols.

Director of Facilities Matt Cashman explained the District's proactive efforts in cleaning, including an electrostatic cleaning machine and the use of wipes for faucets, door handles, desks and other surfaces. Mr. Croteau asked if every classroom had hand sanitizer and suggested obtaining a sufficient supply. Ms. Pierce suggested the use of wipes for items like keyboards. In response to a question about how the District was communicating protocols to students, Dr. Bass said he was speaking building Principals about how they were going to do this.

Dr. Bass reported on mental health awareness efforts in the District. He introduced BMS teacher Barbara O'Brien, whose sabbatical was being considered in the budget. She discussed ACES (adverse childhood experiences), noting that 20% of CSD students had experienced two or more of these, and over 50% had experienced one ACE. She said there was a need to build classroom structure and find ways to help young children now, as older students statistically die due to suicide, bullying and other social difficulties. The statistic is that 15% of students have a diagnosable mental illness by the time they are 18. She described her sabbatical work on behalf of both students and teachers. Several Board members commented on the sabbatical and thanked her for her efforts.

CHS guidance counselor and Social Worker Jocelyn Jerry-Wolcott spoke about the increasing number of social workers in school districts throughout the state. She said that RTI – a tiered system that supports the emotional and behavioral needs of students - was the way children were assessed in Concord, and that many teachers attend her strands on PD days. Between 5% and 10% of students need more support. Tier 3 students are those who have been coded with an emotional handicap (severely emotionally disturbed). She said parents must also be fully involved in this process; that all parties must look at a child in the system in which they live. She said that social work used a systems approach, and social workers were liaison among student, school, family, and the community. She suggested that support at the elementary level would allow students to gain the skills they need to be successful at the elementary, middle and high school level. Ms. Patterson asked how this related to activity in CSD schools; Ms. Jerry-Wolcott remarked that the District needed to do more at the elementary level for Tiers 2 and 3, and needed more family involvement.

Assistant Superintendent Donna Palley introduced Elaine Demello, Director of Suicide Prevention services at NAMI, who described the organization's programs including support groups, classes and one-on-one services. NAMI recognizes that suicide prevention is an important element of its work; the Connect Suicide Prevention Program
has operated for 20 years in NH. She remarked that NAMI had worked closely with CSD in both prevention and “post-vention,” after a suicide. She said her organization provided guidance to schools and communities and had also trained trainers in the District; some of those staff members responded to Second Start recently. She said that RSA 193-J required suicide prevention plans and two-hour training for youth and all school personnel. She said the state recently was awarded a five-year grant for suicide prevention for youth up to age 24; Concord was a main recipient. She suggested that suicide prevention and mental health were issues of the greater community, not just in discrete families or in the schools. Ms. Palley noted how many agencies mobilized in a matter of minutes to the tragic suicide at Second Start a few weeks ago. She said virtually all Concord High School staff had been trained in suicide prevention, and about 20 student leaders have also been trained. She commented that a pilot project with 9th grade teams was starting in the spring. Many students who are trained through the Connect program have started the “Connect Club” that provides a safe place for stigma-free discussion.

Ms. Palley also reported on several groups that are meeting regularly to address issues of student safety and social/emotional teaching and learning with a trauma lens.

The Strategic Task Force arose from a request from the Board to develop a strategic plan to address student safety. This group of 25 individuals includes parents, students, staff and community partners and is led by an outside facilitator, Gerri King, who is leading the process to develop a strategic plan. Two to three additional meetings are needed to complete the draft plan, which will then be shared with the broader community for input before being finalized and coming to the Board. It is expected that the plan will guide work in the area of student safety for the next several years.

A social-emotional learning task force, which had been in development for several years, began meeting last fall. The group is mapping the District’s multi-tiered supports and resources, identifying gaps and needs, and establishing social-emotional competencies to serve as a foundation for future work.

The District’s GROW team is in its third year of work, focused on ongoing professional learning for staff in the area of trauma-responsive practices. The group organized a conference in January for approximately 400 certified staff; CSD staff and community partners presented over 40 workshop topics. The response was very positive.

Dr. Bass noted that consultant Michael Worsley might conduct diversity training in the District. Mr. Worsley, who was present, spoke about particular trauma for children of color. He has lived in Manchester since 1985, and said that living in a predominantly white culture as a person of color had made him aware that neither diversity training nor diversity awareness was needed as much as “diversity acknowledgement.” He said that included developing awareness of biases; “what we don’t know has determined how we have interacted with one another.” He said, for example, that he would have appreciated, as a child of color, to have known about black inventors or other black scientists. Mr. Worsley said his work was not just about children, and that there are many biases and stereotypes that aren’t discussed that represent obstacles in relationships.
Agenda Item 5. Public Comment—agenda items only. Ms. Patterson reviewed the relevant policy and gave guidance about input. Beth Richards interrupted and said she felt some students present should have an opportunity to speak on a topic that pertained to the CHS Principal search. Ms. Patterson continued to describe the topics that might be open to public comment at that point.

Concord resident and 58-year taxpayer Elizabeth Hoadley commented about the February 13 Board Work Session and her astonishment at the significant number of proposed new positions. She suggested that the Board consider moving Recognitions from no. 6 to no. 7 on the agenda. She addressed Dr. Bass, commenting that there were from 21 to 31 new positions in the proposed budget. She said that, while the budget was still under development, she hoped the Board would consider Needs, Wants, and Wishes and categorize expenditures accordingly. She said the Board had a twofold job; whether the District was run as it should be and an equal responsibility to Concord taxpayers. She said that Concord was not an affluent city. She thanked the Rollins family for their father’s beneficiary scholarship gift to the District.

CHS junior Niyanta Nepal commented on what she stated was a topic regarding the future of the CHS community. She said she was aware that a new grading system was being put in place, although it was not in the student handbook and had not been approved by the Board. She said that competency grading had been implemented inconsistently and that she could not use this system to monitor her own progress. She said she wanted to go back to the old system.

CHS junior Nick Richards spoke about new grading system, saying he had challenged himself with advanced and AP level classes, but that his AP class had been negatively affected by the new system. He said students would receive either a 100 or a 92 and nothing in between. He stated that one mistake would be recorded with a difference of 12 points. He said the implementation of the new grading system was sloppy and disorganized and that he had serious concerns presenting his transcript in an extremely competitive college application process. He recommended that the Board either explicitly approve or disapprove of the system, or revert to the old system.

CHS junior Neil Shea commented that teachers had started talking about 1-4 competency-based grading, eliminating the numbered system, but that this, apparently, did not get rid of the percent system. He said the new scale did not have an explanation and was “all or nothing.” He said he appreciated the effort invested in a new system, but said that half of his high school career was based on one system and half on the other and expressed concern that his transcript would look uneven to colleges.

Ms. Cannon asked if the students could understand, from the competency-based grading, mistakes they may have made and how they made them.

CHS junior Evan Marcus responded that, with the influx of rubrics which were made to be overarching, often what the teachers were looking for was vaguer. He said he felt that mistakes weren’t evenly “punished” and expectations were unclear. He stated that the new system was inconsistent to the point that his parents offered to send him to another
school this year. He said he disliked feeling that his future and transcript were constantly in flux. He said he would support “taking back” his grades and supported a strong student voice on the grading system.

Gaven suggested that teachers’ approach to the competency system differ; it is not the grading system itself. One teacher’s “4” was another teacher’s “3.” He said the new system does “jump around;” for example, some teachers have created four or five sections for each assignment.

Alice suggested there was a need to improve implementation of the competency grading system, as it was inconsistent for students, and possibly also for teachers.

Concord resident and parent Beth Richards expressed disapproval of the new CHS grading system, noting that it was her understanding that both the Board and administration had expressed the importance of community involvement in the grading system change. She said the transition had been inconsistent, and the Board had expressly asked administration not to implement it. Ms. Patterson responded, saying the Board would consider her comments.

Agenda Item 6. Approval of Board Minutes
Ms. Patterson noted the minutes of the Board meeting on February 3, 2020, the work session on the budget on February 10, 13 and 17, and the Special Board meeting on the Superintendent search on February 20.

The Board voted 8-0 to approve the minutes of the Board meeting on February 3, the work sessions on the budget on February 10, 13 and 17, and the Special Board meeting on the Superintendent search on February 20 (moved by Ms. Higgins, seconded by Mr. Parker).

Agenda Item 7. Recognitions/Reports
Jack Dunn summarized a gift made to the District from the estate of George “Red” Rollins, noting that acceptance required a vote of the full Board per Policy #214. Mr. Dunn introduced George and Madeline Rollins’ daughter Pat Vaillancourt and son Scott Rollins, with his wife Marie. Mr. Rollins spoke about his father. Ms. Vaillancourt noted how hard a worker her father had been, a “damn Yankee,” and how happy she and her brother were to have found out about his bequest. Board members thanked Mr. Rollins’ children on behalf of their father.

The Board voted 8-0 to accept the gift from the estate of George Rollins of over $19,000, with deep thanks (motioned by Ms. Cannon, seconded by Ms. Higgins).

Student Board representatives Gaven Brown and Alice Richards noted that they have begun work on Policy #414 Sexual Harassment, which will include the formation of focus groups with a range of students to examine the policy in sections. CHS recently took part
in the annual “Respect Week” through the New Hampshire Coalition Against Domestic and Sexual Violence (NHCADSV). The theme was “It’s time to talk about sexual assault” and its goals were raising awareness about teen dating violence, providing teens, schools and communities with the tools to address, respond to and prevent harassment, abuse and violence as well as promoting healthy relationships, fostering a respectful environment in schools, and connecting teens to support services in their community. Each day, a different club covered a different topic which this year were recognizing sexual assault; interrupt and speak out; know your Title IX; be respectful; and stay strong. On February 18, a letter from the Board was sent to staff and students thanking them for feedback on the draft Employee-Student Relations policy. A few days later, a complementary video aired on CHS Live, in which they and Ms. Patterson discussed similar concepts. These two formats were effective ways to reach staff and students. Since these releases, students and staff have talked about the policy around school, thanked them and encouraged continuing the policy work. On the Friday before winter break, CHS students celebrated with games, activities, food and the annual Winter Carnival. Each grade spent time at the Carnival socializing and having fun before break. Each school club promoted their activities at booths, selling goods and organizing games.

Superintendent Bass presented an update on the permanent CHS Principal search process, noting the committee had met earlier that day for interviews of two candidates, and would interview two more next week. A full schedule of candidate visits would take place the week after. The Superintendent would make a recommendation to the Board of a final CHS Principal candidate, which the Board would vote on.

Superintendent Bass spoke about the School Safety Compliance Officer position. Two interesting candidates are attorneys with significant experience. Dr. Bass, Ms. Cannon, Ms. Patterson, Mr. Reardon, Paulette Fitzgerald and Ms. Palley will interview the first candidate this week, and the second candidate next week.

Agenda Item 8. Superintendent search update

Mr. Croteau provided an update on the Superintendent search process, noting that the Superintendent profile had been developed by the Board using community input. The screening committee would meet on March 4 with NESDEC staff to create interview questions based on this profile. The 14-member screening committee will interview prospective candidates and recommend two or three qualified candidates to the full Board for a final selection. Mr. Croteau noted that NESDEC had created a one-page summary of what the new Superintendent would need to accomplish in the first year. Ms. Patterson invited community members to review the online recording of the February 20 meeting.
Agenda Item 9. Amicus brief on school funding suit

Ms. Patterson introduced Attorneys John Tobin and Natalie Laflamme, to discuss the amicus brief in the ongoing school funding lawsuit ("ConVal case") that was currently on appeal before the New Hampshire Supreme Court. Amicus briefs are filings by non-parties to a case which have an interest in the matter, which support one side or the other, and which provide the court with more information or raise additional arguments for the court to consider. This brief would be prepared without any cost to the District, and would not commit the District to any ongoing role in the ConVal case. Attorney Tobin described how ConVal School District had challenged portions of the current funding formula. The court decided that the current funding formula was unconstitutional; the state has since appealed and the case was before the State Supreme Court. Attorney Laflamme noted that the District would not receive money awarded as a direct result of any judgment. Attorney Tobin said the purpose of the amicus brief was to send several messages to the court; he suggested there was a good chance the court would send the case back down, and there would then be a trial. They want to make the court aware of the urgency of the case, how little money districts get from the state, how the rates are disparate from one town to another, and to send a message to the Governor and Legislature that this was urgent and needed to be addressed.

Mr. Croteau expressed concern whether signing on would put the District in difficulty down the road. Attorney Tobin said the issue of school funding had been litigated for years by many communities. The school funding formula is not rational and no one can defend it. He suggested it would be significant that the school district in the state capital took a stance on the issue, and spoke up for the taxpayers in Concord that the current funding formula was unfair. As an example, he noted that Berlin has 80% or more of its land in state or national land. This property is taken off the tax rolls but no extra money is ever "put back in the pot."

In response to a question from Ms. Cannon about how the way the Concord Board is formed and the way the state has land in Concord that is off the tax rolls figures in to this case, Attorney Tobin indicated it did not matter whether the Board was chartered, and reiterated that the Board possesses no other way to raise funds than directly taxing residents for the education it provides students.

Mr. Croteau made a motion to adopt the following resolution, and he later amended to read:

Resolved, that the Board of the Concord School District preliminarily agrees to be a signatory to the amicus brief to be filed in the NH Supreme Court in the ConVal school funding case on behalf of a number of school districts across the state. The Board understands that this brief is being prepared without any cost to the District, that the filing of this brief does not commit the District to any ongoing role in the ConVal case, and that a draft of the brief will be provided to the District several weeks before the filing date. Final approval shall be contingent upon review of the draft brief.
Ms. Cannon said she would like to review the brief before agreeing to it. Attorney Tobin said a very quick turnaround (a week) response time was required. Attorney Laflamme asked if there were specific concerns; there were not. Mr. Croteau suggested running the amicus brief by the District attorney. Liza Poinier thanked the attorneys for their important work, and stated that it was important for Concord to be a leader in this arena.

The Board voted 7-1 (Jim Richards abstained) to adopt the resolution as presented (motioned by Mr. Croteau, seconded by Ms. Higgins).

Agenda Item 10. Communications and Policy Committee
Ms. Patterson noted that the Committee had not met in February, but that proposed policy #437 Employee-Student Relations was before the Board for a second reading and vote. She described again the extensive process, which included students and staff, that was used to develop this policy. She reiterated that the policy could be modified in the future if needed. Mr. Parker expressed concerns about item 11, that seemed to bar employees from counseling students about topics including mental or physical health or family relationships. Ms. Patterson, Mr. Brown and Ms. Richards clarified the discussion and care that had been taken in the crafting of that particular sentence.

The Board voted 8-0 to adopt proposed policy #437 Employee-Student Relations as presented (motioned by Ms. Patterson, seconded by Mr. Croteau).

Agenda Item 11. Proposed calendars of meetings
Superintendent Bass discussed the proposed Board calendars for March and April, highlighting the remaining budget Work Sessions and the simultaneous Superintendent search process. The final budget vote was planned for March 26, with three to five Superintendent finalists to be announced on the same day.

Agenda Item 12. Public comment
Concord resident and parent Kate Frey said that Policy #437 was a good document. She reiterated that DOE training on its code of ethics had been offered and had been rejected. Dr. Bass responded to Ms. Frey’s comment, that in fact he had discussed the issue with DOE Attorney Diana Fenton.

Concord resident and parent Beth Richards suggested that Dr. Bass’ earlier comment, that “only the Board can fire and hire in the District” was incorrect. He clarified that this was only for professional educators.

Ms. Patterson made a motion to move into non-public session at 9:50 p.m. under RSA 91-A:3 II (b) “The hiring of any person as a public employee.”
The Board by roll call voted 8-0 to move into non-public session at 9:50 p.m. under RSA 91-A:3 II (b) (motioned by Ms. Patterson, seconded by Mr. Richards) to discuss "the hiring of any person as a public employee."

Ms. Higgins moved to come out of non-public session.

The Board came out of non-public session at 9:59 p.m. (motioned by Ms. Higgins, seconded by Ms. Patterson).

The Board recessed the non-public session at 9:59 p.m.

The Board by roll call voted 8-0 to seal the minutes under RSA 91-A:3 II (b) "the hiring of any person as a public employee" (motioned by Ms. Patterson, seconded by Mr. Richards).

Agenda Item 13. Adjournment

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

The Board adjourned at 10:00 p.m.

Respectfully submitted,

Barb Higgins, Secretary
Linden Jackett, Recorder
Board members present: Jennifer Patterson, Gina Cannon, Tom Croteau, Barb Higgins (arrived at 5:46 p.m.), Jim Richards, Danielle Smith, David Parker, Liza Poinier

Board members absent: Chuck Crush

Administration: Dr. Frank Bass, Superintendent; Donna Palley, Assistant Superintendent; Jack Dunn, Business Administrator; Matt Cashman, Director of Facilities; Pam McLeod, Director of Information Technology

Board President Jennifer Patterson called the meeting to order at 5:30 p.m., noting that Board Work Session #4 was a discussion of curriculum and technology. Business Administrator Jack Dunn presented the agenda: technology, a budget update, curriculum, public information, and public comment.

Director of Information Technology Pam McLeod reviewed technology expenditures, noting that the turnover of both the systems and network managers last summer caused a delay in some projects, but that projects are mostly caught up.

Staffing

- (1) Director of Technology
- (1) Network Administrator
- (1) System Administrator
- (2) Desktop Technicians
- (1) Database Analyst

Positions turned over summer 2019

Device statistics (prefer to use 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 (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 (old phone system)
• (312) Wall-ceiling-mounted projectors
• Security and access control

Ms. McLeod noted that the District would be piloting 20 Winbooks as a possible replacement for Chromebooks, which have a more limited functionality and accessibility. She explained that CHS staff were using 4- and 5-year old laptops and that those would be replaced this year, along with a new Districtwide phone system. Central Office would convert this spring and the rest of the District over the summer.

Highlights

• Technology Stabilization Fund
  • No deposit into the Stabilization Fund
  • In FY20 (current year)
    • $350,000 – new phone system
    • $250,000 – deposit into Technology Trust Fund
• Fund repairs and maintenance
  • Based on $3.25 per student for repairs and maintenance, and $4.00 per student for general supplies
  • Level-fund dues, fees and contingency, supplies, etc.
  • Level-fund software. Some systems are retired (DreamBox); some are new (SNAP)

Ms. McLeod described additional technology projects, including staff ID badges, bus cameras, and infrastructure improvements. She described the implementation of a new unified voice communications system, which will allow for web conferencing and more robust mobile functionality in addition to traditional phone services.

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).
• FY21: Concord High School refresh – testing Winbooks
• Continued focus on Google Classroom / “Drive”
• Competency-based reporting (continued)
• Take-home Chromebooks grades 8-12 (continued), expanded to grades 6 and 7 this year
• Data privacy – major focus this year

Staff focus

• Teachers: replacing 4- and 5-year old laptops for Concord High School, nurses, administrators. K-8 teachers received new laptops in past 3 years.
• Telephone replacement summer 2020 (Central Office in spring)
• New Nursing / EHR software (April 2020 implementation)
• Policy / compliance management system

Security focus

• Completion of integration of security cameras, intrusion, and access control at CHS / elementary schools
• Data privacy and security per RSA 189:66, V (HB 1612)
• Bus cameras – beginning selection now (transportation budget)

Infrastructure focus
• Secondary internet/fiber at MBS for physical redundancy
• Added additional server nodes last summer (grant funds)
• New unified communications (voice) system:
  • Old telephone system was several years past “end of life”
  • Side-by-side upgrade with old and new system in place simultaneously
  • Server side complete
  • 9 test users at Central Office, will migrate Central Office by April
  • Web conferencing and IM and mobile and traditional phone

Ms. McLeod reviewed software expenditures, highlighting both District operational and student learning programs.

Operational examples:
• PowerSchool – student management software | 26,500
• 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, PaperCut, ManageEngine, and PTC Wizard
• (NEW) CatchOn | $9,450
• (NEW) SNAP health | $7,500

Student learning examples:
• (NEW) Zearn (Math) | 12,500 – replaces DreamBox
• Lexia Core 5 (Reading) | 54,835
• Mystery Science | 5,000 – fully funded by GF in FY20
• BrainPop | 1,900
• RazKids | 1,600
• Apps | 7,500
• Newsela | 1,500
• Destiny Software – Library | 6,500
• Typing Club | 2,100

Mr. Dunn described the technology budget overall, noting an increase of $508,354, due mostly to new equipment purchase needs. Ms. McLeod described a change in technology from a ramping-up stage to a maintenance state.
Ms. McLeod reviewed future infrastructure needs, including classroom projector upgrades, elementary gymnasium/café projector upgrades, WiFi and security camera upgrades. She noted that a city fiber upgrade in FY25-27 could involve some cost, but there was no way of knowing this yet. The District planned to be involved in capital planning meetings with the city.

**Infrastructure needs/highlights**

- Elementary classroom projector upgrades: $430,500 (ASAP)
- New elementary projectors: $40,500 (ASAP)
- Elementary gymnasium/café projector upgrades: $60,000 (ASAP)
- RMS/CHS classroom projector upgrades: $450,000 (FY22-25)
- WiFi replacement: $400,000 (up to 60% e-rate) (FY22)
- Security camera upgrade: $500,000 (FY24)
- City fiber: unknown (FY25-27) – capital planning with city

Ms. Patterson clarified that students were assigned one device, for use from grade to grade.

Barb Higgins arrived at 5:46 p.m.

Ms. McLeod highlighted a WiFi replacement in FY22, noting that up to 60% of that cost should be reimbursable via e-Rate. Jim Richards asked if it was typical for security cameras to have only a 4- to 5-year lifespan and if they would in fact need to be replaced after that short a period of time. Ms. McLeod noted that 5 years was fairly conservative for technology replacement, and that cameras would likely continue to improve and evolve in that timespan. David Parker asked whether both external as well as internal cameras would be installed on District school buses, and for clarification on the intent of the cameras. Ms. McLeod noted that the process of installing cameras on buses was at an early stage and that the intent for external cameras was to mitigate student safety-related issues, such as vehicles illegally passing bus stop signs. Ms. Patterson referenced Policy 758 Video/Audio Surveillance and Recordings, suggesting that it might be a good idea to revisit that policy for possible revisions. In response to a question whether the $500,000 projected for security camera upgrades in FY24 included software and associated fees or costs, Ms. McLeod noted that it would. In response to a question whether
contracted external student transportation vehicles would carry cameras, Ms. McLeod made a note to explore this issue and address it at a future meeting.

Ms. McLeod reviewed average annual projections for current systems maintenance. In response to a question about how many classroom projectors were nonfunctional, Ms. McLeod explained that they were functional but older, “glitchy,” and in need of replacement in order to be useful for staff and students.

**Average Annual Projections for Maintenance† of Current Systems**

<table>
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<tr>
<th>Category</th>
<th>Cost per year</th>
<th>Cycle years</th>
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<tbody>
<tr>
<td>Laptops/Desktops</td>
<td>$183,000</td>
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<tr>
<td>Student 1:1, K, PK</td>
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<tr>
<td>Networking/Servers</td>
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<td>varies</td>
</tr>
<tr>
<td>Projectors</td>
<td>$200,000 **</td>
<td>5-8</td>
</tr>
</tbody>
</table>

† After refresh of current equipment

* WiFi / Networking upgrades up to 60% E-Rate reimbursable

** Recommend budgeting this factor to cover projector/ board replacements and upgrades over next 5 years. $531K needed now to update elementary schools; about the same will be needed in 3-5 years to update RMS/CHS. Long term replacement cost $67K/year for an 8-year life.

Mr. Dunn reviewed technology revenues, explaining that the FCC’s e-rate program had made 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 noted that funding for cell, landlines and PRIs were no longer eligible for a federal reimbursement. Funding declined 20% per year starting in FY16; only Internet connections are currently eligible. Mr. Richards noted that school cameras for RMS were missing from the budget. Ms. McLeod noted that the District might be eligible for less state building aid with additions like this. Ms. Patterson added that the District might be stuck paying for this even after the new middle school building comes online, as this was projected within the next 5 years. Liza Poinier suggested that a best-case scenario was that a new middle school would open in 5 years and that, since this was a typical camera lifespan, it might make sense to discuss something in the meantime until there was a new RMS building. Ms. Higgins expressed concerns about student safety by holding off on RMS cameras until there was a new building.
In response to a request for the history of technology expenditures, Mr. Dunn explained that this tended to hover around $1.5 million, due to the necessary replacement of hardware every few years, annual software licenses and subscription fees. Tom Croteau emphasized the importance of the Technology Trust Fund to mitigate these costs. Ms. McLeod emphasized the ever-growing importance of data safety and privacy; that these services were critical and necessary expenses to protect student and District data. Mr. Richards noted that data breaches were a huge potential cost risk and asked whether staff were provided with annual training on data privacy and safety. Ms. McLeod explained that there was no formal training program, but that there was ongoing "phish testing" for users as well as training and information when new employees were hired. She emphasized the "tech-savvy" culture of the District. Ms. Patterson described the training modules provided to state staff, noting the importance of being prepared for cyberattacks. Mr. Parker asked whether there had been an assessment of technology usage to determine whether items like projectors were being used. He suggested rethinking distribution as a way to save money. Ms. McLeod explained that the older model was to share equipment and move it between classrooms, and that as classrooms move away from hard textbooks, technology such as projectors have become more critical for daily classroom activity. Gina Cannon asked what happened with old technology when it was replaced and whether these items were donated or sold. Ms. McLeod noted that she looks for resale value to recoup some money to the District, or has these items refurbished and resold to places like churches or low-income families.

Mr. Dunn provided a budget update, with a comparison of the version presented on February 10 and the current version. He noted reductions including unemployment insurance, transportation equipment purchases, copy paper at CHS due to the copy center, Medicaid MSB expenses and school postage, with a reduction of approximately $215,000.

**BUDGET UPDATE - SUMMARY BY EXPENDITURES BY OBJECT – PRESENTED ON FEB 10TH**

| EXPENDITURE OBJECT | FY20 - BUDGET 10/20/19 | FY21 - PROPOSED BUDGET | CHANGE ($) | CHANGE (%)
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(610000) - SALARIES</td>
<td>44,503,905.00</td>
<td>45,988,588.43</td>
<td>1,484,683.43</td>
<td>3.44</td>
</tr>
<tr>
<td>(620000) - BENEFITS</td>
<td>20,082,053.00</td>
<td>22,357,996.57</td>
<td>2,275,943.57</td>
<td>11.33</td>
</tr>
<tr>
<td>(630000) - PROFESSIONAL SERVICES</td>
<td>2,392,580.70</td>
<td>2,580,956.05</td>
<td>188,375.35</td>
<td>7.87</td>
</tr>
<tr>
<td>(640000) - PURCHASED PROPERTY</td>
<td>1,713,767.40</td>
<td>1,370,660.82</td>
<td>(343,116.58)</td>
<td>(20.02)</td>
</tr>
<tr>
<td>(650000) - PURCHASED SERVICES</td>
<td>3,145,252.24</td>
<td>3,501,761.78</td>
<td>356,509.54</td>
<td>11.33</td>
</tr>
<tr>
<td>(660000) - SUPPLIES, BOOKS AND UTILITIES</td>
<td>3,523,067.51</td>
<td>3,440,361.99</td>
<td>(82,705.52)</td>
<td>(2.35)</td>
</tr>
<tr>
<td>(670000) - EQUIPMENT</td>
<td>448,198.15</td>
<td>1,066,877.56</td>
<td>618,679.41</td>
<td>142.50</td>
</tr>
<tr>
<td>(680000) - DUES, FEES &amp; INTEREST</td>
<td>3,660,923.00</td>
<td>3,340,174.00</td>
<td>(320,749.00)</td>
<td>(8.76)</td>
</tr>
<tr>
<td>(690000) - PRINCIPAL AND TRANSFERS</td>
<td>6,665,620.00</td>
<td>5,148,607.00</td>
<td>(1,517,013.00)</td>
<td>(22.76)</td>
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<td>TOTAL GENERAL FUND EXPENDITURES</td>
<td>86,135,367.00</td>
<td>88,815,974.00</td>
<td>2,680,607.00</td>
<td>3.11</td>
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### BUDGET UPDATE - SUMMARY BY EXPENDITURES BY OBJECT - MARCH 2\textsuperscript{ND}

<table>
<thead>
<tr>
<th>EXPENDITURE OBJECT</th>
<th>FY20 - BUDGET 3/29/19</th>
<th>FY21 - PROPOSED BUDGET</th>
<th>CHANGE ($)</th>
<th>CHANGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[610000] - SALARIES</td>
<td>44,503,905.00</td>
<td>46,116,136.44</td>
<td>1,612,231.44</td>
<td>3.62</td>
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<tr>
<td>[620000] - BENEFITS</td>
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<td>22,207,898.56</td>
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<td>2,392,580.70</td>
<td>2,540,206.05</td>
<td>147,625.35</td>
<td>6.17</td>
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<td>[640000] - PURCHASED PROPERTY</td>
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<td>[650000] - PURCHASED SERVICES</td>
<td>3,145,252.24</td>
<td>3,490,661.78</td>
<td>345,409.54</td>
<td>10.98</td>
</tr>
<tr>
<td>[660000] - SUPPLIES, BOOKS AND UTILITIES</td>
<td>3,523,067.51</td>
<td>3,432,361.99</td>
<td>(90,705.52)</td>
<td>(2.57)</td>
</tr>
<tr>
<td>[670000] - EQUIPMENT</td>
<td>448,198.15</td>
<td>1,051,477.56</td>
<td>603,279.41</td>
<td>134.60</td>
</tr>
<tr>
<td>[680000] - DUES, FEES &amp; INTEREST</td>
<td>3,660,923.00</td>
<td>3,340,174.00</td>
<td>(320,749.00)</td>
<td>(8.76)</td>
</tr>
<tr>
<td>[690000] - PRINCIPAL AND TRANSFERS</td>
<td>6,665,820.00</td>
<td>5,110,329.00</td>
<td>(1,555,491.00)</td>
<td>(23.33)</td>
</tr>
<tr>
<td>TOTAL GENERAL FUND EXPENDITURES</td>
<td>88,135,367.00</td>
<td>88,587,746.00</td>
<td>2,452,379.00</td>
<td>2.85</td>
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### BUDGET UPDATE

#### EXPENDITURES

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>BUDGET 2/10</th>
<th>BUDGET 3/2</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployment Insurance</td>
<td>36,000.00</td>
<td>25,000.00</td>
<td>(10,000.00)</td>
</tr>
<tr>
<td>Transportation - Repeater</td>
<td>8,500.00</td>
<td>0.00</td>
<td>(8,500.00)</td>
</tr>
<tr>
<td>Copy Paper</td>
<td>25,000.00</td>
<td>15,000.00</td>
<td>(10,000.00)</td>
</tr>
<tr>
<td>Mercedes - Final Payment</td>
<td>72,150.00</td>
<td>0.00</td>
<td>(72,150.00)</td>
</tr>
<tr>
<td>John Deere x734 Tractor (replacement)</td>
<td>24,000.00</td>
<td>0.00</td>
<td>(24,000.00)</td>
</tr>
<tr>
<td>Medicaid MSB Expense</td>
<td>85,750.00</td>
<td>45,000.00</td>
<td>(40,750.00)</td>
</tr>
<tr>
<td>Reduce Transfer to Facilities Trust</td>
<td>1,456,024.00</td>
<td>1,417,746.00</td>
<td>(38,278.00)</td>
</tr>
<tr>
<td>Postage - Superintendent</td>
<td>12,000.00</td>
<td>7,000.00</td>
<td>(5,000.00)</td>
</tr>
<tr>
<td>Postage - RMS</td>
<td>8,600.00</td>
<td>5,100.00</td>
<td>(3,500.00)</td>
</tr>
<tr>
<td>Postage - CHS</td>
<td>8,000.00</td>
<td>4,500.00</td>
<td>(3,500.00)</td>
</tr>
<tr>
<td>TOTAL EXPENDITURES</td>
<td>1,750,024.00</td>
<td>1,519,346.00</td>
<td>(215,678)</td>
</tr>
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</table>

#### REVENUE

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>BUDGET 2/10</th>
<th>BUDGET 3/2</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>UR Balance</td>
<td>1,900,000</td>
<td>2,100,000</td>
<td>200,000</td>
</tr>
<tr>
<td>CRTC Pre-School</td>
<td>60,550</td>
<td>48,000</td>
<td>(12,550)</td>
</tr>
<tr>
<td>Transfer from SPED Trust</td>
<td>0</td>
<td>100,000</td>
<td>100,000</td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>1,960,550</td>
<td>2,248,000</td>
<td>287,450</td>
</tr>
</tbody>
</table>

---

*page 7 of 10*
BUDGET UPDATE – TAX IMPACT

<table>
<thead>
<tr>
<th></th>
<th>FY20 – FINAL RATE</th>
<th>FY21 – PROPOSED FEB 19TH</th>
<th>FY21 – REVISED PROPOSAL MAR 2ND</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>($)</td>
<td>(%)</td>
<td>($)</td>
</tr>
<tr>
<td>Local Tax Rate</td>
<td>13.26</td>
<td>13.74</td>
<td>13.61</td>
</tr>
<tr>
<td>State Tax Rate*</td>
<td>2.05</td>
<td>1.99</td>
<td>1.99</td>
</tr>
<tr>
<td>Total Tax Rate**</td>
<td><strong>15.31</strong></td>
<td><strong>15.73</strong></td>
<td><strong>15.60</strong></td>
</tr>
</tbody>
</table>

TAX RATE SETTING

The Concord School Board does not set the Tax Rate. The Department of Revenue sets the Tax Rate. The information provided in this presentation is the best information we have at this time.

Mr. Dunn noted the tax impact had been updated to 1.89%. He reviewed the history of co-curricular revenue for various fall and winter sports at RMS and CHS. Several Board members asked about the discrepancy in the headcount numbers compared to the charge count. Mr. Dunn explained that students on the free- and reduced-cost lunch program were not required to pay for admission, and that families could also request fee waivers, granted at the discretion of the Athletic Director.

CO-CURRICULAR – RMS – 2019-2020

<table>
<thead>
<tr>
<th>FALL SPORTS</th>
<th>HE-ACCOUNTS</th>
<th>CHARGE COUNT</th>
<th>FEE</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer (Boys)</td>
<td>45</td>
<td>29</td>
<td>85</td>
<td>2,465.00</td>
</tr>
<tr>
<td>Soccer (Girls)</td>
<td>23</td>
<td>16</td>
<td>85</td>
<td>1,360.00</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>36</td>
<td>28</td>
<td>85</td>
<td>2,380.00</td>
</tr>
<tr>
<td>Cross Country</td>
<td>68</td>
<td>58</td>
<td>85</td>
<td>4,530.00</td>
</tr>
<tr>
<td>Volleyball (Intermediate)</td>
<td>61</td>
<td>58</td>
<td>85</td>
<td>4,530.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WINTER SPORTS</th>
<th>HE-ACCOUNT</th>
<th>CHARGE COUNT</th>
<th>FEE</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball (Boys)</td>
<td>31</td>
<td>14</td>
<td>85</td>
<td>1,190.00</td>
</tr>
<tr>
<td>Basketball (Girls)</td>
<td>24</td>
<td>15</td>
<td>85</td>
<td>1,275.00</td>
</tr>
<tr>
<td>Wrestling</td>
<td>50</td>
<td>21</td>
<td>85</td>
<td>1,785.00</td>
</tr>
<tr>
<td>Spirit</td>
<td>50</td>
<td>22</td>
<td>85</td>
<td>1,870.00</td>
</tr>
<tr>
<td>Cross Country Ski</td>
<td>42</td>
<td>36</td>
<td>85</td>
<td>3,060.00</td>
</tr>
</tbody>
</table>

| TOTALS | 232 | 131 | 11,135.00 |
| TOTALS | 197 | 108 | 9,180.00 |
Mr. Dunn reviewed co-curricular revenues from FY15 to present, showing fairly consistent numbers year to year. The co-curricular budget had an increase of 4.29%. Ms. Patterson asked about coach staff stipends and benefits. Mr. Dunn explained that the only benefit paid from stipends was FICA. Many coaches were also District employees, so their salaries and benefits should show in the General Fund budget, not the co-curricular budget.

Mr. Dunn reviewed the JV hockey program, including its history, an overview from Athletic Director Steve Mello, and its budget ramifications. He explained that the program was initially meant to be reviewed in a year. Ms. Patterson asked whether the Board approved the $2,000 expenditure this year, and how the program would be funded going forward. Mr. Croteau explained that his understanding was that the program was meant to be self-funded, then reviewed after a year to determine whether the program would stay in the budget. He asked what the Board might do if other groups were to come forward and ask for budget inclusion based on the JV hockey team’s experience. Ms. Poinier asked for an updated statement on the
program's success this season, and if perhaps the group could go back to a partial booster club model as a way of splitting the difference. Ms. Patterson suggested the Board vote on what to do about this year, and clearly articulate the plan for next year so there was no confusion about how the group was funded. Mr. Parker and Mr. Richards expressed a desire to see how much money is spent on other co-curricular activities, as the Board needed to prioritize these funds while ensuring as many students as possible had the opportunity to get involved in these activities. Dr. Bass noted that districts handle these activities differently, such as self-funding for a certain number of years as a way of determining participation and success. He added that it was important to have a policy and procedure for proposed activities, to determine how these programs were funded so there is no confusion about how they fit into the budget. Ms. Patterson referred to Board Policy #690.1 Athletic Philosophy and Guidelines, noting that it was the standard to which the District should hold all new proposed programs. Mr. Croteau suggested a presentation of costs, success rate history and proposed future funding plan.

Ms. Patterson suggested JV hockey remain an element of the budget and that perhaps someone involved with the team might present to the Board about the merits of the program. She added that it would be advantageous to have a discussion after the budget season, to present the information Mr. Croteau mentioned earlier and to establish a clear process for next year. Ms. Cannon asked if the Board ever reviewed existing programs. Dr. Bass agreed that it would be a good idea to review costs and the participation level of current programs, as well as their value and impact on students and community. Ms. Higgins suggested that the Board could request a report on numbers and participation from the Athletic Director.

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

The meeting adjourned at 6:58 p.m.

Respectfully submitted,

Barb Higgins, Secretary
Lauren Hynds, Recorder
Jenifer Patterson called the meeting to order at 5:32 p.m., noting that the work session would cover student services and the Board would vote to post a budget for the purpose of public hearings. Dr. Bass reviewed the agenda: discussion of the elementary Assistant Principal (AP) positions, discussion of the Multi-Tiered Systems of Support (MTSS), a review of proposed new positions, out-of-district (OOD) placements, contracted services (William White Educational Consulting – WWEC), and the vote to post a budget. He noted that two candidates were being considered for the School Compliance Officer position; both had legal backgrounds and were exciting prospects.

ADS Principal Anthony Blinn, CMS Principal Kris Gallo and CMS Assistant Principal Carol McCarthy commented. Principal Blinn said that the purpose of that group was to review the value added by the elementary APs to their school communities. Dr. Bass described the background, interests and abilities (BIA) index, which takes those factors into consideration when determining where someone would fit in the paradigm of the school administration. He noted that these responsibilities could shift across a continuum, with what occurred in a building at particular time. He emphasized that the primary functions of the Assistant Principals were leadership, supervision, and evaluation and that it was the Principals' duty to assign their APs in a way that fit the building's needs. Principal Blinn described universal expectations and the emphasis on student services. Principal Gallo added that her background in mathematics and Assistant Principal McCarthy's background in literacy complemented each other at CMS. Dr. Bass emphasized that Principals were the educational leader of a school and that the Assistant Principals enabled this with robust ancillary support. He described the varied day of an Assistant Principal in the changing nature of an elementary school environment. Assistant Principal McCarthy noted that the majority of her and the other APs' days were focused on student services, supporting students with behavioral challenges and supporting special education staff.

Chuck Crush asked whether APs spent much time with paraprofessionals. Principal Blinn explained that at ADS, he and Assistant Principal Laura-Beth Ulwick had identified which staff were student services, and that those numbers came out evenly in terms of supervision and evaluation. Assistant Principal McCarthy noted that she scheduled
paraprofessionals and student matching at CMS and provided some direct training. Tom Croteau asked what the Principals could do now with an AP that they could not do without. Principal Blinn noted that he dedicated more time to staff evaluation, and curriculum and instruction development. CMS Principal Gallo noted that she spent more time in classrooms and was more visible to and interactive with staff and students. BGS Principal Susan Lauze noted that she more closely reviewed student data to develop effective instruction strategies as well as provided more feedback to staff, and that paraprofessionals received more support with the addition of the APs. Jim Richards asked whether some tasks previously performed by the former Special Education Coordinators had fallen by the wayside after those positions were eliminated in favor of APs. Principal Blinn noted that, in his experience, it had been a positive change at ADS, as Ms. Ulwick had been a part-time Special Education Coordinator and that her tasks had often fallen behind due to her being “spread too thin.” Principal Gallo echoed these comments and added that she felt Assistant Principal McCarthy’s split role between two schools should have been two full-time positions, and that she was much better able now to perform her duties and be more active and engaged with students. Principal Lauze noted her similar experience and added that Assistant Principal Nancy Pender was able to spend more time getting to know students and their needs. All Principals agreed that parent contact had been much smoother and quicker throughout the day.

David Parker asked what could be done moving forward that was proactive, rather than only addressing what problems could be fixed. Dr. Bass agreed that there had been a great deal of reactive positioning, due to it being the first year with APs and determining where they fit into the leadership structure. Mr. Parker commented that the APs should be used for the benefit of the District as much as possible. Ms. Patterson noted that one of the Superintendent’s priorities, as identified by the community, was mentoring and developing leaders, and that this was important in the context of the APs.

Mr. Croteau asked for a definition of “LEA.” Assistant Principal McCarthy explained that this stands for Local Education Agency, or school district, and that every special education/504 meeting must have someone in attendance as an LEA representative to take responsibility on behalf of the District. Gina Cannon asked how the APs made the students’ day different and how they directly benefited students. Principal Blinn emphasized an increased ability to be visible and that overall connections with students had improved. He used an example when he and Assistant Principal Ulwick had been able to evenly split up responsibilities with conflicting, concurrent issues. Dr. Bass emphasized the ability to get to know students and families better, to aid in making good decisions and developing better solutions. Principal Gallo provided examples of Assistant Principal McCarthy’s ability to meet with students and teachers to monitor progress and determine educational goals. Principal Lauze noted that Assistant Principal Pender was able to work directly with students more frequently and get to know them, building those relationships. Dr. Bass emphasized the importance of Principals building relationships with students to become a significant part of their support system. Mr. Croteau voiced his support of the APs, noting that more support for teachers and other staff would create happier schools.
Dr. Bass reviewed the proposed new nursing positions: one FT floating nurse and a shared .5 LPN for MBS and BGS, noting an overall need for additional nurse resources as well as better communication and coordination, particularly during staff sick days and absences. He explained the importance of utilizing the District’s existing nurse resources as efficiently as possible. Ms. Patterson expressed her support and appreciation for the nurses and their important work. In response to a question about whether someone at Central Office helped coordinate the nurses, Dr. Bass noted that he and Jack Dunn would discuss who would make sense to take on this role. In response to a question whether it made economic sense to add another floating nurse rather than use an agency, Dr. Bass noted that the issue was less about cost and more that nursing agencies were understaffed and simply unable to provide nurses. In response to a question about how school nursing had changed and what kind of needs nurses now provide, MBS school nurse Janet Corkum explained that most schools had several medically fragile students who required intense daily care: diabetic children who required frequent monitoring; severe allergies; or seizure disorders. Other nurses added that there was constant parent contact throughout the day, maintenance of medical equipment and documentation of every daily task performed. She noted the stress of trying to ensure good care for the children in the face of such busy schools and understaffing. They noted that any emergency issue such as a student fight, asthma attack, seizure or anaphylactic reaction required immediate prioritization, especially when there was only one nurse in the building. They explained that student health and wellness was every school nurse’s top priority and that they wanted to make sure students were safe and got the care they needed, adding that nurses were often children’s only source of healthcare. Additionally, there were sometimes students from other countries with unique healthcare needs, and were many more daily student medications to administer and track. Dr. Bass suggested a per diem FT floating nurse position could help with the workload. Ms. Patterson agreed that the Board should discuss additional options for nursing needs.

Ms. Palley reviewed the MTSS and emphasized that students were needier now, in terms of health and behavioral issues. She explained which practices support which tiers:

Tier 1 practices (a sampling):
- Responsive classroom
- Specialized curriculums and targeted lessons (dinosaur at preschool level; MTSS Tier 1 team-designed)
- Calming corners in classrooms
- Use of therapy dog
- Advisory program
- Zones of regulation program
- Mindfulness in classrooms
- Birth-five family centers
- Family voice/engagement
- After-school programs

Tier 2 programs (a sampling):
• Various evidence-based small group interventions
  • Coping cat (anxiety)
  • CICO (check-in/check-out)
  • Social skills groups
  • Cognitive behavioral intervention for trauma groups
  • Bereavement groups – Riverbend
  • Dialectical behavior therapy – Riverbend (mindfulness, emotional regulation)
• Silent mentors (1:1 relationship building)
• Student assistance program (substance misuse prevention/intervention)
• Student support room (SSR)

Tier 3 programs (a sampling):
• Individualized plans (IEP, behavior support) implemented (special education, behavioral support, related services) with various consultation and assessment supports
• Specialized intensive programs, (elementary, middle, high)
• Diploma Academy programs
• 1:1 support from District or WWEC staff
• Wraparound services

Ms. Palley described the new proposed student service positions and the tasks they would perform:
• Two Social Workers – for the BMS/3R program, and CMS/ADS

Qualifications
• Master-level specialist in school social work or eligible for certification as a school social worker, with relevant experience

Would provide:
• Effective prevention and intervention with individuals, families, schools, and community within a strength-based model at Tiers 1, 2 and 3
• Assessment of student social, emotional, and behavioral skills, both formally and informally, to identify student strengths and needs.
• Collaboration with classroom teams and school staff to build positive classroom and school community.
• Partnership with families and others to resolve challenges in the home, school, and community. Connecting parents to community-based services and social services
• Individual and group counseling
• Crisis intervention and other mental health services;
• Development of positive behavioral intervention strategies for all students
• Collaboration, consultation, and coordination as leaders or members of interdisciplinary teams and community partnerships
• 1 Family Home Visitor

Home visiting: a prevention strategy to support parents to promote infant and child health, foster educational development and school readiness, and help prevent child abuse and neglect.

Research on home visiting programs shows positive impact on reducing incidents of child abuse and neglect; improved school readiness for children; increased high school graduation rates for mothers.

Cost-benefit analyses show that high-quality home visiting programs offer high returns on investment for every dollar spent, due to reduced costs of child protection, K-12 special education, and criminal justice expenses.

Qualifications

• Master-level clinical certification, specializing in behavioral, mental health and parent education services. Experience in implementing evidence-based early childhood home visiting service delivery models.

Would provide:

• High-quality home visiting program for children at risk, referred through Concord Family Center programs and partners.
• Support for the development of healthy parent-child relationships through education and mentoring.
• Support and problem-solving to parents for behavioral health issues.
• Facilitation of referrals to appropriate community agencies and programs.
• Skill training to empower parents to be their children’s first teacher and make/enhance connections with school.

• 6 special education teachers (5 at elementary level; 1 at RMS)

Qualifications

• Certified teachers possessing expertise with students with significant social emotional and behavioral needs; background in trauma, social-emotional learning, applied behavior analysis, psychology.

Would provide:

• Direct instruction to students in need, both identified and non-identified in Tiers 2 and 3.
• Assessments of student social/emotional learning needs.
• Tier 2 and 3 team participation.
• Team member participation in development of positive behavior support plans.
• Implementation of behavior plans.
• Classroom collaboration, including in classrooms with students.
• Other service provider collaboration, inside and outside of school.
• Ongoing data to monitor the progress of students.
• Family contact to support student growth.
• Ongoing support and training for educational assistants

• .4 Occupational Therapist
  To provide services at Broken Ground and Rundlett Middle School. OTs:
  • use meaningful activities to help children/youth participate in school
  • promote physical and emotional well-being
  • address physical, cognitive, psychosocial and sensory aspects of performance
  • focus on academic, play, social participation, self-care skills and
    transition/work skills
  • perform environmental analysis and modification to reduce barriers

Ms. Patterson noted that in the interest of time, the OOD placement and WWEC
contracted service discussion would be discussed at the next meeting.

She explained that, in Concord, the Board both proposed and voted on the District
budget, rather than the community voting on it. She emphasized that the budget voted to
post was not final and was open for discussion before the Board’s final vote on March
26.

Mr. Parker suggested that schools were gradually becoming clinics, with OTs, nurses,
doctors, etc. He asked if the Board and administration were seeing the big picture, and if
these activities were really within the District’s role or responsibility. He said he felt it was
important to avoid a “slippery slope,” whereby schools would be turned into hospitals.

Mr. Croteau noted that last year, the elementary Special Education Coordinators were
replaced by Assistant Principals, and that he would like to see a breakdown of the items
performed by the coordinators compared to had been done by the Assistant Principals.

Ms. Cannon asked how much of the .4 proposed OT would be Medicaid-reimbursable.
Ms. Palley responded that she would review those numbers at the next meeting.

Several of the schools’ Occupational Therapists (OTs) – Victoria Hopkins, Audrey Knapp,
and Karen Baxter – shared their experiences and described how their days were spent.
They emphasized the intense needs of today’s students and explained that they provided
services for 250 students District-wide, from pre-k through age 21, who had a number of
diagnoses, complex medical and social-emotional needs. They provided Board members
with information about school OTs.

Ms. Patterson opened the meeting for public comment.

Concord resident and 58-year taxpayer Betty Hoadley noted various nearby communities,
their median income and poverty levels, explaining that the median household income in
Concord was $62,000, with 10.2% of families below the poverty level. She added that
Concord was a magnet for nonprofit organizations, including schools, churches and state
buildings, and that around 16% - or 1/6 – the Concord population was aged 65 or older.
Ms. Hoadley emphasized that it was critical to consider needy community populations
living on fixed incomes, and reminded Board members that there were needy people in
all segments of the population, both young and old. She noted that it had been since 2011
that the Board charter was examined and that it would not be wise to irritate the
community so close to a reexamination of the charter.
Mr. Dunn reviewed the budget to post and its tax impact, noting that the line item budget—which included everything that had been presented about the budget so far—was posted on the District website, along with Board member contact information.

**BUDGET TO POST**

<table>
<thead>
<tr>
<th>FUND</th>
<th>FY20</th>
<th>FY21 PROPOSED</th>
<th>CHANGE ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Operations Excluding Debt Service</td>
<td>77,199,008</td>
<td>80,645,230</td>
<td>3,446,222</td>
</tr>
<tr>
<td>- Operations Debt Service</td>
<td>6,471,391</td>
<td>6,212,187</td>
<td>-259,204</td>
</tr>
<tr>
<td>- Transfer to Facilities and Renovation Trust</td>
<td>729,170</td>
<td>1,417,746</td>
<td>688,576</td>
</tr>
<tr>
<td>- Transfer to School Bldg. Maint. Trust</td>
<td>85,000</td>
<td>98,665</td>
<td>13,665</td>
</tr>
<tr>
<td>- Transfer to Vocational Reserve</td>
<td>157,804</td>
<td>193,918</td>
<td>36,114</td>
</tr>
<tr>
<td>- Transfer to Special Education Trust</td>
<td>382,801</td>
<td>0</td>
<td>-382,801</td>
</tr>
<tr>
<td>- Transfer to Technology Innovation Trust</td>
<td>250,000</td>
<td>0</td>
<td>-250,000</td>
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<tr>
<td>- Transfer to Food Service</td>
<td>50,000</td>
<td>20,000</td>
<td>-30,000</td>
</tr>
<tr>
<td>- Transfer to Energy Risk Reserve</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total General Fund*</td>
<td>85,306,147</td>
<td>88,587,746</td>
<td>3,281,599</td>
</tr>
<tr>
<td>Food Service Fund</td>
<td>1,951,883</td>
<td>1,968,514</td>
<td>16,631</td>
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<tr>
<td>Grant Fund</td>
<td>3,386,198</td>
<td>3,600,200</td>
<td>214,002</td>
</tr>
<tr>
<td>CRTC Capital Fund (spending for FY21)</td>
<td>110,000</td>
<td>125,000</td>
<td>15,000</td>
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<tr>
<td>TOTAL APPROPRIATIONS</td>
<td>90,754,228</td>
<td>94,281,460</td>
<td>3,527,232</td>
</tr>
</tbody>
</table>

**PROJECTED TAX IMPACT SUMMARY**

- Projected City Valuation (real growth) 0.77% of $30,423,041
- Tax Rate (local) $13.61 per thousand or 2.64%
- Tax Rate (state) Fixed Amount $1.99 per thousand or -2.93%
- Tax Rate (local and state combined) $15.60 per thousand or 1.89%

He noted that upcoming Public Hearings were published in the Concord Monitor:

- Public Hearing #1 – Mill Brook School (53 S. Curtisville Road)
  Monday, March 16, 2020
  7:00 p.m., Multi-purpose room

- Public Hearing #2 – Rundlett Middle School (144 South Street)
  Thursday, March 19, 2020
  5:30 p.m., Multi-purpose room

Ms. Patterson again noted that the posted budget would not be final; it was the basis for public comment and Board discussion. Changes could be made as necessary.

Mr. Dunn provided a schedule of the upcoming budget work sessions.
Mr. Croteau proposed the following motion. Liza Poinier seconded:

That the Board vote to post the Preliminary 2020-2021 Fiscal year budget for public comment with all funds of $94,281,460, with a general fund budget of $88,587,746 appropriating $54,201,661 in local taxes and $7,495,955 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 $193,918
- Facilities and Renovation Trust Fund for an amount up to $1,417,746
- Food Service Fund for an amount up to $20,000
- Renovation and Maintenance Trust Fund for an amount up to $98,665

and also inclusive of the following withdrawals from expendable trust funds to fund appropriations:
1. Special Education Expendable Trust Fund for an amount up to $100,000;
2. Vocational Capital Reserve for an amount up to $125,000;
3. Instructional Trust Fund for an amount up to $50,000;
4. Health Risk Management Reserve for an amount up to $100,000

Mr. Crush noted that the Board needed to consider the large number of proposed new positions and that, while he agreed all were needed, suggested there were opportunities to secure savings elsewhere in the budget.

Mr. Croteau emphasized for the community that the best way to contact the Board was to email members, and that all contact information was on the District website. He said that constituent emails were always read and discussed.

Mr. Parker remarked that the Board had a responsibility to consider the constraints of taxpayers and properly manage the fiscal house. He felt that the work done by District staff was very good, but that the Board needed to consider taxpayer finances when
contemplating adding so many new positions. He stated that the budget required further scrutiny, as the District and Board had to act responsibly on behalf of the community.

Ms. Patterson emphasized that the Board took budget planning very seriously and public comment was taken into consideration. She added that it was important to be reminded of the needs of both the schools and taxpayer constituencies; that this process was done publicly every year and was a difficult task.

Mr. Dunn clarified that the increase in the tax rate was 2.64%, not over 4%, as mentioned earlier in the meeting.

Mr. Richards cautioned Board members to examine one-time tax savings in this budget which would not carry over in future years, emphasizing that added positions would carry over.

Dr. Bass stated that he would like the opportunity to adjust the budget based on the District’s needs and that he would like to trim items, and be more judicious with what was presented to the Board.

The Board voted 8-0 by roll call to post the budget as presented above (motioned by Mr. Croteau, seconded by Ms. Poinier.)

Mr. Croteau moved to adjourn.

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

The meeting adjourned at 7:20 p.m.

Respectfully submitted,

Jennifer Patterson, President
Lauren Hynds, Recorder
Board of Education  
Concord School District  
Work Session #6 – Student services (continued) and open session  
March 9, 2020

**Board members present:** Jennifer Patterson, Tom Croteau, Jim Richards, Danielle Smith, Liza Poinier, Chuck Crush, Barb Higgins (arrived at 6:03 p.m.), Gina Cannon, David Parker


Board President Jennifer Patterson called the meeting to order at 5:32 p.m., noting that Board Work Session 6 would continue the Student Services discussion. Interim Superintendent Frank Bass directed the audience to ConcordTV for an interview he conducted earlier that day on precautions and measures the District was taking to address COVID-19. He also noted there were two finalists for the CHS Principal position and that full-day interviews would be conducted on March 13 and 18 with these candidates involving staff, parents and students. Jim Richards asked if the candidate information would be published on the website. Superintendent Bass assured him it would.

Superintendent Bass noted that he, Jack Dunn, and Donna Palley recently met to discuss the budget and made approximately $300,000 in reductions, to reduce the overall tax burden. He noted that even with nothing additional in the budget, it would be up 1.85% next year due to CBA negotiations and other items over which the Board had no control.

Ms. Palley reviewed the out-of-district (OOD) placement history, noting a decrease in District and foster placements and an increase in court-ordered placements. She added that expenses were partly offset by anticipated state revenue based on reimbursement formulas that shift annually, and by the District’s Special Education Trust Fund.

### Out-Of-District Placements

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISTRICT</strong></td>
<td>22</td>
<td>17</td>
<td>20</td>
<td>22</td>
<td>17</td>
<td>13</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td><strong>COURT</strong></td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td><strong>FOSTER CARE</strong></td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>27</td>
<td>21</td>
<td>23</td>
<td>32</td>
<td>26</td>
<td>22</td>
<td>22</td>
<td>28</td>
</tr>
</tbody>
</table>

- Anticipated placements for 2020-2021 include (8) elementary (4 court ordered); (5) middle; (17) high school (10 court ordered)
- The costs of private school out of district placements range from $59,352 to $288,345. (not including transportation)
- The number of students in out-of-district placements has increased slightly, partly as a result of several students moving into the District already in placement and court ordered placements
- In addition to the numbers below, 15 students without IEPs and 7 students with IEPs attend Second Start Alternative High School for all or part of their day. (Some of these students attend CHS for part of their day.)
- Expenses are offset by anticipated revenue from the State, based on reimbursement formulas that shift annually and by our Special Education Trusts Fund (balance)
Ms. Palley reviewed OOD costs, noting that in some cases the cost of transportation was significantly higher than the placement itself. Several Board members asked whether the costs reflected the total number of District students placed at each school or a per-student cost; Ms. Palley clarified that these were per-student costs. She added that the information presented was as broad as possible to protect student privacy, given the small number of students represented.

<table>
<thead>
<tr>
<th>School</th>
<th>Tuition for School Year and Summer</th>
<th>Transportation</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contoocook School</td>
<td>$61,800.00</td>
<td>$46,125.00</td>
<td>$107,925.00</td>
</tr>
<tr>
<td>Longview School</td>
<td>$51,500.41</td>
<td>$68,556.00</td>
<td>$120,056.41</td>
</tr>
<tr>
<td>Spaulding Youth Center</td>
<td>$140,834.58</td>
<td>$46,350.00</td>
<td>$187,184.58</td>
</tr>
<tr>
<td>Parker Academy</td>
<td>$62,784.47</td>
<td>Varies</td>
<td>$62,784.47 plus transportation</td>
</tr>
<tr>
<td>Easter Seals</td>
<td>$288,345.15</td>
<td>NA</td>
<td>$288,345.15</td>
</tr>
<tr>
<td>Crotched Mountain School</td>
<td>$141,286.42</td>
<td>$78,400.00</td>
<td>$219,686.42</td>
</tr>
</tbody>
</table>

Ms. Palley explained how OOD placement revenue was calculated, noting that the District anticipated 70% would be reimbursed this year.

Reimbursement for court placements
- District pays up to three times the state average per-pupil cost (≈$48,683); state pays remainder

State special education aid for District-placed students
- District pays up to set per-pupil cap (≈ $58,000 or 3.5 times the state average per pupil cost)
- State reimburses percentage of remainder (a percentage of cost between 3.5 times and 10 times average; 100% over 10 times); ≈ 70% this year

Chuck Crush asked if Second Start costs were included in the OOD placement cost numbers. Mr. Dunn and Ms. Palley explained that Second Start costs were separate; and $238,000 had been budgeted for Second Start students, at a cost of $15,000 per half-day placement. In response to a question about which schools were residential, Ms. Palley noted that Easter Seals was residential, and the others were day programs. Bob Belmont noted that last year, one student was placed residentially in Massachusetts by the courts and the District placed another, with one more anticipated to receive residential placement this year. Mr. Belmont explained that the District examined resources and supports available both in the school system and at home, to determine the best setting for a student for their educational needs. Mr. Crush asked for a total cost for OOD placements including Second Start. Mr. Dunn said he would look that up and provide the number. Ms. Palley provided data on student placements for several other large school
districts, demonstrating the number of students who exceed the state’s annual $56,000 cap. She explained that Concord’s goal was to keep as many students in District as possible, hence the small number of OOD placements and large number of contracted services.

The number of students who exceeded the State Cap (≥ $56,000)

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manchester</td>
<td>45</td>
</tr>
<tr>
<td>Nashua</td>
<td>38</td>
</tr>
<tr>
<td>Rochester</td>
<td>28</td>
</tr>
<tr>
<td>Dover</td>
<td>18</td>
</tr>
<tr>
<td>Keene</td>
<td>16</td>
</tr>
<tr>
<td>Portsmouth</td>
<td>16</td>
</tr>
<tr>
<td>Concord</td>
<td>7</td>
</tr>
</tbody>
</table>

Ms. Palley reviewed the current list of outside providers the District, noting that William White Educational Consulting (WWEC) represented the largest service contract in the District.

- WWEC (autism and behavioral support)
- It’s Ability (physical therapy)
- Dr. Jeremy Brooks (clinical psychological services)
- Riverbend Community Mental Health (clinical services and professional development)
- AAC Voices (assistive technology/augmentative communication)
- Boothby Services (speech language pathology/occupational therapy)
- Northeast Passage (recreational therapy)
- Hear NH Audiology Consultants
- Assistive Technology for Education, LLC
- New England Low Vision
- Portsmouth Neuropsychology
- Institute on Disability (MTSS consultation and professional development)
- SERESC (MTSS consultation and professional development)
- Life is Good Foundation (trauma-responsive strategies)
- Various individuals/organizations for professional development

Ms. Palley described the three types of professionals employed through WWEC: consultants, behavior specialists and autism specialists.

**Consultant:** Master-degree-level experts; board-certified behavior analysts (BCBA), significant expertise in autism or mental health

- Assessment; creation of plans, data collection and analysis, modeling, training, assisting staff, parent and team meetings
Behavior Specialist: bachelor-level, experience in school or private setting, Registered Behavior Training (RBT) trained, with WWEC BCBA supervision

- 1:1 student or schoolwide support; de-escalation and crisis intervention; data collection; collaboration with student support staff to assist in implementation of preventive strategies and positive behavior support plans

Autism Specialist: NHDOE teacher certification, Master-degree-level, RBT trained, with WWEC BCBA supervision

- Curriculum development and implementation support, training staff, 1:1 and small group instruction; facilitate inclusion in classrooms

Ms. Palley described WWEC's autism services, noting eight autism-related positions, with an additional amount of money related to professional development. She noted that these specialists assisted with student needs and curriculum development, and provided school-wide support as well as RBT training to District staff. A total of 89 students were served and 144 staff members impacted. She noted that District staff who had completed RBT training and received certification were supervised by WWEC staff three hours per month, similar to the supervision provided to Educational Assistants.

<table>
<thead>
<tr>
<th>POSITION/SERVICE</th>
<th>LOCATION(S)</th>
<th>19/20</th>
<th>20/21</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism Consultant</td>
<td>All Schools</td>
<td>177</td>
<td>177</td>
<td>$114,855.30</td>
</tr>
<tr>
<td>Autism Specialist</td>
<td>Preschool: MBS</td>
<td>177</td>
<td>177</td>
<td>$62,350.02</td>
</tr>
<tr>
<td>Autism Specialist</td>
<td>Preschool: BMS</td>
<td>177</td>
<td>177</td>
<td>$62,350.02</td>
</tr>
<tr>
<td>Autism Specialist</td>
<td>RMS/CHS</td>
<td>177</td>
<td>142</td>
<td>$49,880.02</td>
</tr>
<tr>
<td>1:1 Behavior Specialist</td>
<td></td>
<td>177</td>
<td>177</td>
<td>$49,288.42</td>
</tr>
<tr>
<td>1:1 Behavior Specialist</td>
<td></td>
<td>177</td>
<td>177</td>
<td>$49,288.42</td>
</tr>
<tr>
<td>1:1 Behavior Specialist</td>
<td></td>
<td>177</td>
<td>177</td>
<td>$49,288.42</td>
</tr>
<tr>
<td>1:1 Autism Specialist</td>
<td></td>
<td>177</td>
<td>177</td>
<td>$62,350.02</td>
</tr>
<tr>
<td>Prof. Development</td>
<td>All</td>
<td>68</td>
<td>68</td>
<td>$24,658.20</td>
</tr>
</tbody>
</table>

TOTAL $524,305.84

Total Number of Students Served: 89
Total Number of Staff Members Impacted: 144

(7) Students had 1:1 in '18-'19; (5) in '19-'20; (4) Projected '20-'21

(3) Students returned from OOD placements since February 2019, Supported by BWS staff and District EAs at CHS

In response to a question whether the WWEC contract was annual, Ms. Palley noted it was. Mr. Crush asked if there had been a contract in place two years ago, as he recalled hearing that there had been no contract in place at that time.

Barb Higgins arrived at 6:03 p.m.

Ms. Palley explained that an RFP had been issued two years ago; Mr. Crush requested an RFP be issued again this year. He asked how contracted services were monitored and how their quality was ensured and assessed. Ms. Palley noted that student outcome data and service assessments were in-depth and that WWEC could present this data to the Board. Ms. Patterson clarified that the focus should be on the budgetary impact and fee model.

page 4 of 9
for services provided, and that an RFP was likely not feasible in the two weeks before the budget would be adopted. Mr. Crush expressed concern that WWEC costs seemed to be increasing rather than decreasing. Mr. Croteau noted that in the discovery process, no other organizations in the state were found that could provide a comparable level of services; Ms. Palley added that WWEC was the most cost-effective during that process. Ms. Patterson suggested gathering a list of items about which the Board would like more information, such as District goals for WWEC usage, and updates on service effectiveness. Superintendent Bass explained that WWEC provided the benefits of flexibility and coordination, as staff were coordinated by that organization rather than the District. He noted that a District-wide approach allowed for greater flexibility with the allocation of resources, and that he supported exploring whether another organization could offer services and/or cost-effectiveness that WWEC could not.

Gina Cannon asked if alternatives to BCBAs had been looked at for students on the autism spectrum. Ms. Palley noted that BCBAs were not the only approach used by WWEC's staff, and that their approaches were flexible, as they have many other areas of expertise and a broad spectrum of knowledge.

Ms. Palley described the behavioral/emotional support provided by WWEC, noting six behavior specialists, with 131 students served and 155 staff members impacted.

<table>
<thead>
<tr>
<th>POSITION/SERVICE</th>
<th>LOCATION(S)</th>
<th>19/20</th>
<th>20/21</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant</td>
<td>All Elementary</td>
<td>0</td>
<td>90</td>
<td>$58,401.00</td>
</tr>
<tr>
<td>School-wide Behavior Specialist</td>
<td>ADS</td>
<td>177</td>
<td>177</td>
<td>$49,287.42</td>
</tr>
<tr>
<td>School-wide Behavior Specialist</td>
<td>BMS</td>
<td>177</td>
<td>177</td>
<td>$49,287.42</td>
</tr>
<tr>
<td>School-wide Behavior Specialist</td>
<td>BGS</td>
<td>177</td>
<td>177</td>
<td>$49,287.42</td>
</tr>
<tr>
<td>School-wide Behavior Specialist</td>
<td>CMS</td>
<td>177</td>
<td>177</td>
<td>$49,287.42</td>
</tr>
<tr>
<td>School-wide Behavior Specialist</td>
<td>MBS</td>
<td>177</td>
<td>177</td>
<td>$49,287.42</td>
</tr>
<tr>
<td>Preschool Behavior Specialist</td>
<td>MBS/BMS</td>
<td>-</td>
<td>177</td>
<td>$49,287.42</td>
</tr>
<tr>
<td>1:1 Behavior Specialist</td>
<td>For 1 elementary student</td>
<td>177</td>
<td>177</td>
<td>$49,287.42</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$403,412.94</strong></td>
</tr>
</tbody>
</table>

Total Number of Students Served: 131

Total Number of Staff Members Impacted: approximately 155

In response to a question about the relationship between these contractors and the proposed student services positions, Ms. Palley explained that the new positions represented a demonstrated need for additional support in the schools. Mr. Dunn and Ms. Palley agreed to provide the percentage increase in WWEC costs. Mr. Crush asked whether WWEC staff were involved in student restraint and seclusion incidents. Ms. Palley and BGS Principal Susan Lauze noted that students did likely interact with WWEC staff given their behavioral-emotional support needs. Ms. Cannon asked for clarification on Special Education Coordinators having been replaced by elementary Assistant Principals, wondering why this change was made if the District now needed to hire more special education teachers. She asked how many special education teachers (both District staff and WWEC contractors), provided service to how many students District-wide. Ms.
Palley noted that three autism teachers move around the District, along with Occupational Therapists, Speech-Language Pathologists, etc. and that the core program was three special education teachers per elementary school. She added that teachers had been vocal about the need for additional support in the schools.

David Parker remarked that some students involved in seclusion/restraint incidents were special education students and some were not, and asked whether some aberrant behaviors triggered a referral to evaluate whether a non-coded student should be classified as such. Principal Lauze and Principal Scarpati explained that these instances often did trigger referrals for student evaluations and that incidents with non-coded students generally involved younger students.

Superintendent Bass clarified that the new proposed student services roles were not necessarily teachers, and that the positions were flexible, based on the needs of each school. He noted that requested positions could include social worker, school psychologist, BCBA staff member, or teacher, depending on need. Mr. Croteau asked what the District hoped to gain from these new positions and what was not working or was missing that the new staff would fulfill. ADS Principal Anthony Blinn noted that his need was for a social worker or a full-time school psychologist, as there currently was very little counseling available in the building. He estimated that the primary role of the current social worker, available only two days per week, was testing. Having a social worker on staff would be a good resource for student interventions and additional needs.

Principal Lauze explained that BGS needed a special education teacher, as current caseloads were high and could keep students from getting all the services they need. Principal Scarpati said MBS also needed an additional special education teacher, especially with the large number of incoming students from preschool. BMS Principal Michele Vance explained that her first priority would be a social worker or a special education case manager. CMS Assistant Principal Carol McCarthy described the need for a full-time school psychologist.

In response to a question about the philosophy and approach of the special education department regarding the types of positions hired, how resources were delegated and whether the goal was to be more centralized or local to each school, Superintendent Bass said he had examined existing resources and how current staff could be moved around, but that the larger part of the solution was to see how additional resources could address these issues in a systemic approach, keeping in mind the differing needs and culture of each building. He noted an uptick in behavioral issues in the schools and that the District had an obligation to meet those needs as effectively as possible.

Mr. Croteau clarified that the District was not requesting the new special education positions to fill service gaps created when the Assistant Principals were hired, that these needs existed then and still existed. Ms. Patterson asked the Principals to clarify how WWEC’s staff function in their schools specifically versus District special education staff, and noted that it would be worthwhile to examine whether the WWEC contract could be reduced. Mr. Crush remarked that he did not dispute the need for the additional positions but would like to assess ways to cut back on WWEC, as he was uncomfortable with the
lack of an RFP process. Ms. Patterson suggested a nonpublic session to discuss some of these topics more in depth, given privacy issues related to a small number of students.

Ms. Cannon expressed confusion about the District’s goals in hiring both internal staff and contracted services, and asked whether this represented conflicting paradigms of centralizing vs. decentralizing special education services. Superintendent Bass clarified the need to find a balance between specific in-school needs vs. a District-wide need for support. Ms. Palley echoed the need to find a balance and that it was often more cost-effective to contract services than hire District staff. Principal Scarpati explained that consultants and staff worked closely together to find solutions for student issues, that consultants were often able to offer areas of expertise not necessarily found internally, and that their additional expertise and resources were invaluable. Principal Lauze noted the value of having resources at the school level to provide direct services to students as well as the consulting resources provided by WWEC staff, including progress measurement and evaluation of services.

In response to a question whether the money spent on WWEC could be used to hire full-time District staff to provide the same services, Ms. Palley explained that the 16 WWEC positions would be considerably more expensive if hired as staff than contractors. Superintendent Bass suggested it might be helpful for the Board to have an actual analysis of the WWEC program next fall or winter, so it would be in a better position to make a decision for next year’s budget, as the information presented during the current budget cycle had been more anecdotal than data-driven. Mr. Croteau supported conducting a study over the course of a year to obtain hard data. Ms. Patterson suggested this be discussed in more depth at the open session on March 23.

Mr. Crush commented that the WWEC contract was discussed every year and it was time to make a decision rather than putting it off once again. Mr. Parker added that it was important to have the necessary data at that time, as the proposed positions in next year’s budget were also predicated/dependent on WWEC. Mr. Crush asked how parents could be involved with the WWEC discussion, and described two takeaways from the evening’s discussion: a need for additional discussion of the WWEC contract and determining parent involvement. Superintendent Bass suggested the Board meet with building Principals and prepare data analysis of services provided by WWEC staff in each building, and what might happen if those services were suddenly pulled out.

Mr. Richards noted that the WWEC contract fell under the professional services section of the budget and that, while special education enrollment was dropping at a faster rate than regular enrollment, the budget increase did not reflect that decrease. He stated that the District could lose as much as $800,000–900,000 if state aid was not renewed, and if the proposed new positions were in the budget, the District would have to pay for them without the additional state aid. Ms. Higgins suggested current elementary teachers could obtain special education certifications. Principal Lauze emphasized that, regardless of enrollment numbers, student needs were intensifying, and the expressed need for additional support was coming directly from teachers, not just from administration.
Superintendent Bass and Mr. Dunn agreed to present specifics on budget reductions at the next work session on March 12. Superintendent Bass explained that he had been in contact with the building Principals over the weekend, and that all were helping to find areas to trim in their budgets.

Ms. Patterson reminded the public that the budget had been posted on the District website along with Board member contact information, and encouraged community members to attend the public hearings on March 16 and March 19.

Mr. Croteau noted that the Superintendent screening committee had met and was in the process of reviewing candidate applications. He said the committee would meet again on March 10, and that the process was moving forward smoothly and on schedule.

Ms. Patterson opened the meeting for public comment.

Concord resident and parent Adrian Evans noted that she had a special education student in the District, and was the co-chair of the NH Council on Autism Spectrum Disorders. She said that when the WWEC contract was initially put in place 12 years ago, it was “sold” as a mechanism to train District staff to eventually take over, which had not happened. She said the contract had gotten bigger annually. She noted that she had heard from staff and parents that student behaviors were a problem, and that increasing the contract did not seem to be “cutting it.” She expressed concerns about WWEC staff credentials. She said that there was no RFP (request for proposal) two years ago; that it was instead an RFB (request for bid), which specifically outlined positions that did not entail legally-required certifications. She said she was concerned with how the process had been conducted and said that other providers in the area did exist. She said it would be beneficial to hire in-house staff and that funds could be spent more wisely on behavioral analysts in each school, rather than consultants. She felt the process had been shielded and inaccessible, and had concerns over the size of the WWEC contract and the fact that it always seemed to be “pushed through” with minimal examination.

Concord resident and parent Sarah Aiken noted that she had a special education student in the District, that she was the Governor’s appointee on the NH Council on Autism Spectrum Disorders, and a trained and certified special education advocate. She disclosed that she was Mr. Croteau’s daughter. She expressed concerns with her own child’s special education experience in the District, describing inadequate contact with District staff and concerns that her son’s IEP had not been followed and that he had not been receiving services outlined in his IEP. She explained that she had been unable to get a response from the administration and was frustrated with the lack of contact and communication. She added that in her role on the Autism Council, she had worked with special education families from Concord and that her situation was not unique. She made three recommendations to the Board: provide an opportunity on a regular basis, without administrators present, for staff, students and parents to share their experiences with Board members; restore 10 special education assistant positions; and perform a time study of the Assistant Principals to determine why, as stated at the February 17 meeting, 80% of their time was spent managing student behaviors and why this was not done by WWEC staff. She added that she only felt safe voicing these concerns because her son was...
graduating in June. She emphasized that she was concerned by the special education program and felt it was not working.

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

The meeting adjourned at 7:40 p.m.

Respectfully submitted,

Barb Higgins, Secretary
Lauren Hynds, Recorder
Concord School District
School Board Work Session #7 – Student Enrollment and Open Session
March 12, 2020

Board members present: Tom Croteau, Danielle Smith, Gina Cannon, Jim Richards, Liza Poinier, David Parker (present via telephone)

Board members absent: Jennifer Patterson, Chuck Crush, Barb Higgins

Administration: Interim Superintendent Frank Bass, Assistant Superintendent Donna Palley, CHS Interim Principal Michael Reardon, CHS Assistant Principal/CRTC Director Steven Rothenberg

Board Vice President Jim Richards called the meeting to order at 5:31 p.m., noting that Work Session #7 would focus on CHS and CRTC enrollment numbers.

David Parker noted that he was participating via telephone due to medical reasons. Gina Cannon addressed the public comments from the March 9 Board Work Session, encouraging parents who wished to discuss concerns regarding their children to do so privately with Board members rather than in public meetings. She emphasized that meetings were both public and recorded, and that students’ privacy was of the utmost importance. Superintendent Bass said that public input from that meeting was disheartening and echoed Ms. Cannon’s remarks regarding the importance of student privacy. He added that the discussion about the William White Educational Consulting (WWEC) contract raised some important issues; that he intended to trim that budget by $80,000-100,000, and that those savings could be used to contract an outside service to perform an exhaustive analysis so that the Board could make an informed decision on how to move forward with these contracted services.

Superintendent Bass noted that he had been carefully monitoring the COVID-19 pandemic and that extracurricular/large events were being considered on a case-by-case basis, pending additional guidance from the Health and Human Services Commissioner. He emphasized the importance of following recommended hygiene procedures, as these would make a crucial difference in the health of the community.

Tom Croteau clarified that the public comments on March 9 did go through proper channels and were not made improperly. Mr. Parker expressed concern about the WWEC contract, stating that he would not vote to approve a budget that did not review those services this year, before the budget vote. He added that he felt Ms. Palley should not participate in a review of the WWEC contract if she was in charge of it.

Superintendent Bass introduced Michael Reardon, interim Principal of CHS. Dr. Reardon reviewed the District’s class size guidelines, Policy #641, and noted that some elective classes fell outside those guidelines on either the low or high end. He provided projected enrollment numbers for 2020-2021, noting the numbers were subject to +5/-5 change due
to a number of unforeseen reasons. He provided several cautions about these enrollment numbers, as follows:

- Student requests were made in February, 2020.
- Requests could change between now and August, 2020. The projected staffing was before scheduling had occurred.
- Students might not be scheduled for all their requested courses
- Fewer sections would lead to challenges in meeting student requests

Dr. Reardon explained that projected staffing was before actual scheduling had occurred, and that staffing needs were determined based on the number of student requests and the number of sections of each subject.

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>2019 REQs</th>
<th>2020 REQs</th>
<th># COURSES</th>
<th>FTEs (2019)</th>
<th>FTEs (2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>721</td>
<td>783</td>
<td>12</td>
<td>3.1</td>
<td>3.1</td>
</tr>
<tr>
<td>Business</td>
<td>335</td>
<td>320</td>
<td>7</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Digital Education</td>
<td>75</td>
<td>73</td>
<td>2</td>
<td>0.3*</td>
<td>0.3</td>
</tr>
<tr>
<td>English</td>
<td>1915</td>
<td>1856</td>
<td>19</td>
<td>13.2</td>
<td>13.2</td>
</tr>
<tr>
<td>Life Studies/Health/PE</td>
<td>3788</td>
<td>3782</td>
<td>24</td>
<td>6.1</td>
<td>6.1</td>
</tr>
<tr>
<td>Math</td>
<td>1497</td>
<td>1476</td>
<td>15</td>
<td>11.8</td>
<td>11.8</td>
</tr>
<tr>
<td>Music</td>
<td>534</td>
<td>570</td>
<td>11</td>
<td>2.2</td>
<td>2.2</td>
</tr>
<tr>
<td>Science</td>
<td>1957</td>
<td>2109</td>
<td>21</td>
<td>14.3</td>
<td>14.3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2350</td>
<td>2369</td>
<td>16</td>
<td>11.6</td>
<td>11.6</td>
</tr>
<tr>
<td>Tech Ed</td>
<td>228</td>
<td>202</td>
<td>5</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>World Language</td>
<td>834</td>
<td>831</td>
<td>20</td>
<td>7.2</td>
<td>7.2**</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14,234</strong></td>
<td><strong>14,371</strong></td>
<td></td>
<td><strong>72.8</strong></td>
<td><strong>72.8</strong></td>
</tr>
</tbody>
</table>

Dr. Reardon provided course registration numbers and projected staffing. Mr. Croteau asked why, with English class enrollment numbers down, the number of FTEs had remained the same. Dr. Reardon explained that these numbers allow for smaller class sizes, which was categorically preferable, and that elimination of these positions would be problematic in the next year’s budget. He added that this could be detrimental if course enrollments again increased and that he was hesitant to fractionalize positions. Mr. Richards asked what it would take for Dr. Reardon to consider dropping or adding a teacher; Dr. Reardon explained that it would take a significant, dramatic drop or increase in course requests for him to consider dropping or adding a teacher. Ms. Cannon clarified that there were several sections of each level/type of course (i.e. chemistry and biology for science, English 9 and 10 for English). Dr. Reardon explained that the number of requests overall was quite stable. He reviewed enrollment and class sizes by department, taking into consideration all the classes and all the sections.

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>AVERAGE CLASS SIZE</th>
<th>RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>23.4</td>
<td>16-30</td>
</tr>
<tr>
<td>Business</td>
<td>25.2</td>
<td>19-30</td>
</tr>
<tr>
<td>Digital Education</td>
<td>24.8</td>
<td>23-26</td>
</tr>
<tr>
<td>Subject</td>
<td>Average</td>
<td>Min-Max</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>English</td>
<td>23.5</td>
<td>17-30</td>
</tr>
<tr>
<td>Life Studies/Health/PE</td>
<td>29</td>
<td>24-30</td>
</tr>
<tr>
<td>Math</td>
<td>23.6</td>
<td>18-25</td>
</tr>
<tr>
<td>Music</td>
<td>35.25</td>
<td>16-66</td>
</tr>
<tr>
<td>Science</td>
<td>22.5</td>
<td>16-28</td>
</tr>
<tr>
<td>Social Studies</td>
<td>26.2</td>
<td>18-30</td>
</tr>
<tr>
<td>Tech Ed</td>
<td>24.8</td>
<td>15-30</td>
</tr>
<tr>
<td>World Language</td>
<td>22.3</td>
<td>13-29</td>
</tr>
</tbody>
</table>

He emphasized the academic value of smaller class sizes. Mr. Croteau asked about the large range of music class sizes. Dr. Reardon clarified that this included larger performance groups such as band and orchestra. Mr. Richards commented that the increased number of student course requests in lieu of free periods was encouraging. Dr. Reardon provided some examples of changes at CHS.

**Art:**
- More: Intro Digital Art and Design (3 to 4) and Color and Design (11-12)
- Less: Sculpture class is not running a section

**Business:**
- More: Computer Business Applications (1 to 2) and Money Management (5 to 6)
- Less: AP Economics (2 to 1)

**English:**
- More: Crime and Mystery (1 to 2), Literature of Survival (New Class, 1 section), Advanced Writing (5 to 7)
- Less: Public Speaking (4 to 2) Poetry (2 to 1)

**Life Studies/Health/PE:**
- More: Yoga (7 to 9), Self-Defense for Women (2 to 5)
- Less: Intro to PE (12 to 11)

**Math:**
- More: Advanced Geometry (3 to 4), AP Statistics (5 to 6), Adv Pre-Calc (2-3)
  - Pre-Calc 1 and 2 (6 to 8)
- Less: Algebra (11 to 10)

**World Languages:**
- More: More students Latin
- Less: Fewer students German 1

**Science:**
- New Course: Chemistry of What We Eat (2)
- Astronomy (1-2), Physics of Machines (0 to 1)
- Chem 1 and 2 (8 to 10)
- Less: AP Physics 2 (2 to 1), Anatomy and Phys. (1 to 0)
Social Studies:
More: War and Peace: The Civil War (2 to 4)
Pop Culture and Social Movements classes staying steady
Less: History or Hollywood (2 to 1), Ancient Civilization (2 to 1)

He noted that one of the school's two business teachers, who also teaches economics, was retiring, and that this would be a staffing item to figure out. Dr. Reardon explained that Intro to PE was a required course, but that the department would likely be undergoing a refocus in the next school year. Dr. Bass complimented Katie McDonough, Latin teacher at RMS, for her teaching skills and for contributing to increased student interest in Latin. Mr. Richards clarified that Next Gen Science integrates physics, so while the number of standalone physics sections has decreased, the physics program has not been cut. Dr. Reardon added that freshman physics was not the heavy-duty Mathematical Physics most people associate with the subject and that it was appropriate for freshman students. Mr. Parker complimented the breadth and depth of the curriculum and asked where the District stood with regard to AP classes, due to its teaching more "to the test" than developing a rich curriculum. Dr. Reardon noted that while many colleges no longer accept AP test results for college credit, these classes continue to be an important culminating academic experience for rigorous students and often play an important role on a student's transcript for college applications. He added that there was no question that faculty could possibly teach even better or more rigorous courses.

Steve Rothenberg presented CRTC programs and first year enrollment numbers.

<table>
<thead>
<tr>
<th>YEAR ONE (yellow highlight = combined level I and II class)</th>
<th>Requests</th>
<th>Combined Level Two with Level One Classes</th>
<th>2nd choice overload adjustments</th>
<th>Adjusted Total</th>
<th>Target Enrollment</th>
<th>Diff (+ = over enrollment)</th>
<th>Current Sections (each = 32 FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Tech I</td>
<td>37</td>
<td>56</td>
<td>15</td>
<td>72</td>
<td>72</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Computer Eng I</td>
<td>24</td>
<td>12</td>
<td>2</td>
<td>38</td>
<td>36</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Construction Trades I</td>
<td>61</td>
<td>80</td>
<td>22</td>
<td>36</td>
<td>36</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>25</td>
<td>26</td>
<td>2</td>
<td>27</td>
<td>36</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>50</td>
<td>60</td>
<td>-10</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Culinary &amp; Pastry Arts I</td>
<td>39</td>
<td>40</td>
<td>39</td>
<td>36</td>
<td>36</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Education &amp; Beh Sci I</td>
<td>62</td>
<td>82</td>
<td>19</td>
<td>42</td>
<td>40</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Emergency Services I</td>
<td>37</td>
<td>40</td>
<td>40</td>
<td>32</td>
<td>32</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Graphic Design I</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Health Sci</td>
<td>102</td>
<td>102</td>
<td>20</td>
<td>82</td>
<td>80</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Theater and Film Acting I</td>
<td>13</td>
<td>21</td>
<td>21</td>
<td>39</td>
<td>36</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Theater and Film Production I</td>
<td>11</td>
<td>9</td>
<td>0</td>
<td>17</td>
<td>18</td>
<td>-1</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>526</td>
<td>42</td>
<td>-52</td>
<td>518</td>
<td>500</td>
<td>14</td>
<td>24.5</td>
</tr>
</tbody>
</table>
He noted that CRTC was an elective-based program serving nine high schools, with programs in automotive technology, computer engineering, construction trades, cosmetology, criminal justice, culinary and pastry arts, education and behavior science, emergency services, graphic design, health sciences, and theater and film acting and production. He reviewed second choice programs, noting that some students enroll in their second choice due to class enrollments. He explained that the fire science/EMT programs were taught by active firefighters/EMTs and that these were unique, nontraditional career pathways. Mr. Rothenberg reviewed second-year programs, noting a slight downturn in the culinary program and explaining how program enrollments trend up and down periodically. Mr. Croteau complimented Mr. Rothenberg’s work with the CRTC program and the opportunities it presents. Mr. Rothenberg said it was important to change the model of what could happen after high school, and that these programs reflected changing educational and career pathways. Mr. Croteau asked about the revamping of the automotive physical space. Mr. Rothenberg said that theoretically the automotive program would be outside the high school as they were running out of space. He hoped that renovation would be partially state-paid at some future point. He noted a potential partnership with Concord Hospital as a pre-mentorship to develop an apprenticeship by the senior year, spending part of the school day working at the hospital, which could potentially lead to the hospital paying for a student’s education at MCC or NHTI to move toward an RN or surgical tech. He commented that this theory posited an education developed gradually over time, rather than front loading four years of education in a traditional college model. He explained that this was a novel pathway that could apply to many programs, not just medical. Mr. Parker asked whether Mr. Rothenberg was considered an Assistant Principal at CHS. Mr. Rothenberg noted that he was both an Assistant Principal within CHS and the CRTC Director, and that his position was unique in the state. Mr. Richards asked whether CRTC was experiencing demographic changes from the “feeder” schools. Mr. Rothenberg noted declining
enrollment statewide but an increase in the number of students CRTC had been reaching out to. He explained that there were scheduling challenges for schools farther away, as bussing was involved and student schedules could not be as flexible. He added that that model needed some care. Mr. Richards asked about the Extended Learning Opportunities (ELO) coordinator role this year. Mr. Rothenberg noted that Jessamyn Rockwell held this position, that she had done an excellent job and made some great progress, and that he had data sheets based on about 20 data points and would obtain the narratives behind those data points. He added that he could gather this to present to the Board.

Superintendent Bass explained that ELO programs could be complicated when trying to tie them into a high school education, and that Ms. Rockwell was a natural fit for the role. Liza Poinier asked whether there had been proposed changes to the length of courses or of the day to mitigate some of the transportation issues. Mr. Rothenberg noted that there was statewide consideration of these models. Mr. Parker expressed confusion over Mr. Rothenberg’s role. Dr. Bass noted that many districts around the state have CRTC centers and that most were offsite and not directly at the high school building, as at CHS/CRTC, so these programs were run differently based on their logistics. He added that as an Assistant Principal, the Principal might work with Mr. Rothenberg on needs or issues that had nothing to do with CRTC.

Mr. Richards opened the meeting for public comment or Board member discussion. There was no comment.

Mr. Richards noted the upcoming meeting dates and times.

Ms. Poinier asked for a one-sheet presentation at the next meeting with all new staff positions, salaries, and positions that were being proposed for elimination. Mr. Richards echoed this request and Superintendent Bass agreed to provide this material. Mr. Croteau noted that the Board had scheduled a non-public session after the public hearing on March 16, at MBS.

Superintendent Bass noted that members of the public were welcome to meet the CHS Principal candidates: Michael Reardon on March 13 at 7:15 am or 4:30 pm. Michael Berry would be available March 18 at the same times. The Board should be able to make a decision between the candidates at its meeting on March 18.

Ms. Cannon expressed confusion about the process for budget approval and how and when Board members would have a discussion about specific items on which they agreed or did not agree. Mr. Richards explained that typically after the public hearings, an additional session was scheduled at which Board members could obtain clarification and move to make changes to the budget that could be discussed or voted upon. Mr. Croteau noted that it was important that Board members voice their concerns via email to Superintendent Bass and Business Administrator Jack Dunn so if information was needed before the meeting, it could be prepared ahead of time. Superintendent Bass suggested a primer course for Board members to help them understand which items fall into each budget category, an opportunity to understand function codes, and historical usage to help with informed decisions. Mr. Croteau echoed that sentiment and noted that
understanding at very fine detail could be achieved. Mr. Parker asked what the Board was doing to anticipate economic repercussions due to the COVID-19 pandemic. Mr. Richards noted that this would mostly likely be an ongoing discussion.

The Board voted 6-0 to adjourn (motioned by Mr. Croteau, seconded by Danielle Smith).

The meeting adjourned at 6:49 p.m.

Respectfully submitted,

Jim Richards, Vice President
Lauren Hynds, Recorder
Board members participating remotely: Gina Cannon, Tom Croteau, Chuck Crush (left the meeting at 11:15 am), Barb Higgins, David Parker, Jennifer Patterson, Liza Poinier, Jim Richards, Danielle Smith

Administrators, District staff, and City officials present: Frank Bass, Interim Superintendent, Donna Palley, Assistant Superintendent, Larry Prince, Director of Human Resources, Jack Dunn, Business Administrator, Bob Belmont, Director of Student Services, Matt Cashman, Director of Facilities, Pam McLeod, Director of Information Technology, Paulette Fitzgerald, RMS Principal, Susan Lauze, BGS Principal, Katie Scarpati, MBS Principal, Kris Gallo, CMS Principal, Jessica Jordan, CEEA Union President, Mike Macri, CEA Union President, Concord City Manager Tom Aspell, Guy Newberry, Interim Fire Chief, Sean Brown, Deputy Fire Chief

Board President Jennifer Patterson who, like all Board members, was participating remotely, called the emergency meeting to order at 10:03 a.m. She explained that, because this was an emergency meeting under RSA 91-A:2, II, it was not legally required that a quorum of members be physically present at the meeting location; however, all participating members were required to be able to speak and to hear each other, and all votes would be via roll call. Ms. Patterson confirmed the participation of each Board member and their ability to hear and be heard through the remote system. All members understood the meeting parameters and were able to hear and be heard.

Ms. Patterson asked Dr. Bass to identify those persons present at the SAU office, and he introduced the District staff and City officials whom he had invited to participate and to present information as needed.

Ms. Patterson then noted the reasons and circumstances that led her to call and post this emergency meeting and to have all Board members participate remotely. Under RSA 91-A:2, II, the nature of the emergency must be stated and included in the minutes; accordingly, Ms. Patterson read the following statement, and it is being included in these minutes:

In calling the meeting, the Board President, in consultation with Interim Superintendent Frank Bass, determined that the Board needed to meet to determine the District’s response to the COVID-19 emergency, so a plan of action including changes to events scheduled for tomorrow and the coming weeks could be communicated today to the school and greater Concord community. Specifically, there is a need for a clear plan and communication with respect to:

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1 The legal provisions relied on (RSA 91-A) are included at the end of these minutes.
a. Consideration of school closures – including timing, rollout, process, ensuring all students have access to curriculum and other necessary resources and supports;

b. Budget process – consideration of postponing the public hearings scheduled for the coming week, extending the budget process, and arranging for robust remote participation to avoid the need for large public gatherings; and

c. Hiring process for CHS Principal and permanent Superintendent – consideration of modifying schedule/approach for these two hiring processes in light of the COVID-19 situation.

The meeting was posted yesterday at approximately 12 noon, as soon as it was determined that a quorum of Board members would be available at the time selected. Last evening, Dr. Bass also sent an email to the school community describing the plan to hold the meeting, the matters to be considered, and that further communication would be issued immediately after the meeting.

The Board President also determined, in consultation with the Superintendent, that given the potential health issues associated with convening a public gathering, it was necessary to hold a virtual meeting, with all Board members participating remotely.

This is considered a “non-public” meeting under RSA 91-A because the public would not be able to observe or participate simultaneously. Such a meeting is permissible to consider emergency matters.

Having read this statement, Ms. Patterson made a motion to enter non-public session under RSA 91-A:3, II(i): “Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions.”

The Board voted 9-0 to enter non-public session under RSA 91-A:3, II(i) (moved by Ms. Patterson, seconded by Barbara Higgins). The vote was by roll call with each member voting “Aye.”

Ms. Patterson moved on to consideration of modifications to the Board’s scheduled budget process and schedule of meetings. She suggested that the Board consider postponing by two weeks the public hearings on the budget, to enable administrators and staff to use this time to focus on educational matters under the emergency circumstances, as well as to explore the possibility of new approaches to the process of obtaining public input on the budget in a manner that would avoid or minimize the need for public gatherings. This could include remote participation by Board members and/or the public.

Ms. Patterson noted that the April 15 deadline for issuing staff contracts was a driving factor in the timing of the budget process. She asked Dr. Bass and CEA President Michael Macri to speak to this issue. Dr. Bass and Mr. Macri indicated that there was a willingness to extend the budget timeframe by two weeks under the current circumstances. Dr. Bass and Director of IT Pam McLeod also indicated that they could look at options for remote participation.
Gina Cannon asked whether there could be consideration of a further extension of the budget process if it became prudent to do so under the circumstances. Administrators and staff indicated a willingness to have these further conversations if needed.

The Board voted 9-0 to cancel all Board meetings and hearings prior to March 30; to reschedule public hearings on the budget for March 30 and April 2; and to direct the administration to explore opportunities for virtual meetings with remote public participation, for future meetings (moved by Ms. Patterson, seconded by Chuck Crush). The vote was by roll call with each member voting “Aye.”

The Board next discussed the possibility of school closures, including timing, rollout, process, ensuring all students had access to curriculum and other necessary resources and supports. Dr. Bass and other administrators discussed the considerations and planning efforts currently underway. In addition, City Manager Tom Aspell and Deputy Fire Chief Sean Brown presented information on the emergency response and coordination efforts currently underway in the City, and the fact that the Fire Department website was being used as a central location for COVID-19 information for City residents. Board members asked questions and applauded the level of coordination that was occurring between the District and the City.

The Board voted 9-0 to approve officially closing school in the District beginning Monday, March 16 through Friday, March 27; to authorize Superintendent Bass, in consultation with the Board President, to arrange for the timing and rollout of ensuring student access to curriculum and other necessary resources and supports; and to direct Superintendent Bass to continue to coordinate with state and local authorities and to communicate robustly with the Board and community on developments as they occur (moved by Ms. Patterson, seconded by Tom Croteau). The vote was by roll call with each member voting “Aye.”

The Board thanked the City officials for their work to address the COVID-19 situation and for their participation in the meeting, and paused the meeting briefly to allow their departure.

The Board next discussed the timing of the hiring process for the new Concord High School Principal, to include consideration of modifying the schedule in light of the COVID-19 situation. Dr. Bass noted that two finalist candidates had been selected by the search committee, and the plan was to have each spend a full day with the CHS community, including the opportunity to meet students, staff, parents, administrators and Board members. One candidate partially completed this process on March 13; the other candidate’s visit was scheduled for March 18. Jim Richards and Ms. Higgins, the Board members participating in the search committee, felt it was important for the community to have the best opportunity possible to meet both candidates, while recognizing that there would need to be some adjustment given the closing of school for students. Other Board members agreed. Dr. Bass also agreed, but noted that timing was key in the hiring process, and that staying on the current schedule would be best if at all possible.
The Board voted 9-0 to direct the Superintendent, in consultation with those Board members on the CHS Principal search committee, to move forward in an effort to continue on the present schedule of meetings with parents, staff, Board, etc., with modifications as needed to protect public health, in the hope of selecting a final candidate by March 20, to be brought to the Board on April 6 (or sooner if practicable) (moved by Ms. Patterson, seconded by Ms. Higgins). The vote was by roll call with each member voting "Aye."

The Board next discussed the hiring process for the permanent Superintendent, to consider whether to modify the schedule or approach in light of the COVID-19 situation. Mr. Croteau, who was leading the process along with Board member Danielle Smith, Business Administrator Jack Dunn and District consultant NESDEC, reported on the status of the process. The screening committee had met and some initial interviews were contemplated. These could be conducted via Skype. Technology Director Pam McLeod confirmed that resources were available for remote meetings. Ms. Smith noted that it would be prudent to do as many things remotely as possible. Mr. Croteau agreed that he would continue to lead the process, working with Ms. Smith, Mr. Dunn and NESDEC, and consulting with Superintendent Bass on the latest public health and safety developments/state and federal advisories. To the degree possible consistent with public health, the screening committee would review applications, select candidates for screening interviews, and conduct interviews remotely. The overall selection process, including finalist interviews and visits, would be extended as needed given the public health situation and the inadvisability of travel. No vote was needed as this process was already in place.

Dr. Bass shared his plans for communicating immediately following the meeting any changes and decisions that had been made, as well as in the days thereafter. Board members asked questions and voiced their appreciation for all District staff and administrator efforts.

Ms. Patterson noted that she would work with Director of Human Resources Larry Prince to create a "meeting notes" document that could be shared with the community by Dr. Bass. Ms. Patterson noted that it was not anticipated that the minutes would be sealed, as decisions taken would be announced following the meeting. Any sensitive information regarding students, staff or emergency conditions would not be included in the minutes.

The Board voted 8-0 (Mr. Crush had left the meeting) to exit the non-public session at 11:35 a.m. (moved by Ms. Patterson, seconded by Ms. Higgins). The vote was by roll call with each member voting "Aye."

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

The meeting adjourned at 11:37 a.m.

Respectfully submitted,

Barb Higgins, Secretary
Jennifer Patterson, President and Recorder
Relevant 91-A Provisions

91-A:3 Nonpublic Sessions. –
I. (a) Public bodies shall not meet in nonpublic session, except for one of the purposes set out in paragraph II. No session at which evidence, information, or testimony in any form is received shall be closed to the public, except as provided in paragraph II. No public body may enter nonpublic session, except pursuant to a motion properly made and seconded.

(b) Any motion to enter nonpublic session shall state on its face the specific exemption under paragraph II which is relied upon as foundation for the nonpublic session. The vote on any such motion shall be by roll call, and shall require the affirmative vote of the majority of members present.

(c) All discussions held and decisions made during nonpublic session shall be confined to the matters set out in the motion.

II. Only the following matters shall be considered or acted upon in nonpublic session:

(i) Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.

III. Minutes of meetings in nonpublic session shall be kept and the record of all actions shall be promptly made available for public inspection, except as provided in this section. Minutes of such sessions shall record all actions in such a manner that the vote of each member is ascertained and recorded. Minutes and decisions reached in nonpublic session shall be publicly disclosed within 72 hours of the meeting, unless, by recorded vote of 2/3 of the members present taken in public session, it is determined that divulgence of the information likely would affect adversely the reputation of any person other than a member of the public body itself, or render the proposed action ineffective, or pertain to terrorism, more specifically, to matters relating to the preparation for and the carrying out of all emergency functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life. This shall include training to carry out such functions. In the event of such circumstances, information may be withheld until, in the opinion of a majority of members, the aforesaid circumstances no longer apply.

91-A:2 Meetings Open to Public. –
I. For the purpose of this chapter, a "meeting" means the convening of a quorum of the membership of a public body, as defined in RSA 91-A:1-a, VI, or the majority of the members of such public body if the rules of that body define "quorum" as more than a majority of its members, whether in person, by means of telephone or electronic communication, or in any other manner such that all participating members are able to
communicate with each other contemporaneously, subject to the provisions set forth in RSA 91-A:2, III, for the purpose of discussing or acting upon a matter or matters over which the public body has supervision, control, jurisdiction, or advisory power.

II. Subject to the provisions of RSA 91-A:3, all meetings, whether held in person, by means of telephone or electronic communication, or in any other manner, shall be open to the public. Except for town meetings, school district meetings, and elections, no vote while in open session may be taken by secret ballot. Any person shall be permitted to use recording devices, including, but not limited to, tape recorders, cameras, and videotape equipment, at such meetings. Minutes of all such meetings, including nonpublic sessions, shall include the names of members, persons appearing before the public bodies, and a brief description of the subject matter discussed and final decisions. The names of the members who made or seconded each motion shall be recorded in the minutes. Subject to the provisions of RSA 91-A:3, minutes shall be promptly recorded and open to public inspection not more than 5 business days after the meeting, except as provided in RSA 91-A:6, and shall be treated as permanent records of any public body, or any subordinate body thereof, without exception. Except in an emergency or when there is a meeting of a legislative committee, a notice of the time and place of each such meeting, including a nonpublic session, shall be posted in 2 appropriate places one of which may be the public body’s Internet website, if such exists, or shall be printed in a newspaper of general circulation in the city or town at least 24 hours, excluding Sundays and legal holidays, prior to such meetings. An emergency shall mean a situation where immediate undelayed action is deemed to be imperative by the chairman or presiding officer of the public body, who shall post a notice of the time and place of such meeting as soon as practicable, and shall employ whatever further means are reasonably available to inform the public that a meeting is to be held. The minutes of the meeting shall clearly spell out the need for the emergency meeting ...
Board members present: Jennifer Patterson, President; Gina Cannon, Tom Croteau, Chuck Crush, Barb Higgins, David Parker, Liza Poinier, Jim Richards

Board member absent: Danielle Smith

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

Agenda Item 1. Call to Order

Board President Jennifer Patterson called the meeting to order at 5:33 p.m. She noted that a roll call would be taken to determine which Board members were participating. Based on Governor Sununu’s emergency order #12, and the necessity of all Board members to remain in separate locations to protect public health during the COVID-19 emergency, she as Board President had determined that all members would participate remotely, and this emergency determination would be noted in the minutes.

Ms. Patterson said she would confirm by roll call who was participating, that participating members were able to speak and to hear each other, and whether anyone else was present in the room from which Board members were participating. She said no votes were anticipated during the meeting, but if a vote was taken it would be by roll call. The following Board members noted that they were present, could speak and hear others speaking on the call, and that no one else was present in the room: Gina Cannon; Tom Croteau; Chuck Crush; Barb Higgins; David Parker; Liza Poinier; Jim Richards; Jennifer Patterson.

Danielle Smith was not present.

Interim Superintendent Frank Bass, Business Administrator Jack Dunn and Assistant Superintendent Donna Palley were present at the SAU; Director of Human Resources Larry Prince and Director of Facilities Matt Cashman were present remotely.

Ms. Patterson noted, in the event she lost connectivity or was unable to participate in the meeting, she had determined, in consultation with Vice President Jim Richards and Secretary Barb Higgins, that Gina Cannon would chair the remainder of the meeting. Ms. Cannon had participated in NHSBA training on the requirements and procedures for conducting meetings in conformity with New Hampshire’s right-to-know law. Ms. Patterson expressed appreciation for her willingness to serve as backup.
Ms. Patterson noted that a declaration of an emergency meeting which would suspend the presence of quorum or a physical location under the Governor's emergency order #12 and RSA 91-A must be stated and included in the minutes. She read the following statement:

In calling the meeting, the Board President, in consultation with Interim Superintendent Frank Bass, determined that the protection of public health, in keeping with the Governor's emergency order #12, dictates that no physical location be provided for today's meeting and that Board members participate remotely.

Pursuant to paragraph 3 of Emergency Order #12, I declare this to be an "emergency" meeting per RSA 91-A:2, III (b) qualifying for suspension of the requirement that a quorum be present at a physical location of the meeting.

The requirement of a physical location from which the public can observe is also suspended based on the following steps that the District has taken, consistent with Emergency Order #12:

Members of the public can observe the meeting by watching on CCTV, by joining on their computers, or by calling in on their phones. We are not taking public comment during this meeting, so public lines will remain muted except for a brief test we will conduct in anticipation of the public hearing on April 2.

The meeting has been posted for more than 24 hours on the District's website, and information about the meeting and how to participate remotely was disseminated last week to community members.

District staff will be available by phone during the meeting for members of the public to contact if they are unable to connect to the meeting. If there is a systemic problem preventing the public from observing the meeting, District staff will inform me and I will recess the meeting if the problem can be addressed quickly, and adjourn the meeting if it cannot be addressed quickly.

On the basis of these actions, I believe the meeting may go forward without a physical location, and that holding the meeting in this manner is consistent with the emergency order, other relevant provisions of RSA 91-A, and the protection of public health during the COVID19 emergency.

Ms. Patterson noted that this meeting took the place of the usual Executive Committee meeting. Administrators presented information on the upcoming calendars of meetings, as well as the agenda for the April 6 monthly Board meeting. While the meeting was open to the public, the Board did not take public comment, nor vote or decide on any substantive matters. This meeting provided an opportunity to test the remote participation process in advance of the public hearings and monthly meeting.

Superintendent Bass reported on a TV show of that day, with NH Senate president Donna Soucy, Senator Dan Feltes, and Jack Dunn. He noted that the District had done a very good job setting up meal delivery for students and getting remote learning well established. He noted that Mr. Dunn had helped start a food drive in the community; the school nurses had provided materials to Concord Hospital; and the state Department of Homeland Security
had been able to borrow some health materials. Dr. Bass said the District had a good remote learning program, but that he was even more impressed with additional efforts that had been made to address the public health crisis.

Mr. Dunn showed the draft Agenda for the April 6 Board meeting. Ms. Cannon suggested that anything that was not absolutely necessary be put off until such time as the public could physically attend. Some of the items related to personnel were removed, as they could be voted on at a later time.

Tom Croteau noted that he would provide an overview of the Superintendent search process to date, noting that confidentiality at this point must be observed. That said, he thought it was very important that the public know the status of the search. Ms. Cannon noted that the search process may be extended again and the Board might want to develop an additional schedule. Ms. Patterson commented that the Board was very committed to have public input in this process. Mr. Croteau noted that it was a matter of very fine timing when the Board could announce candidate names so the public, staff and Board members could meet and talk with the candidates.

The Board reviewed the April, May and June calendars

Mr. Dunn discussed the remainder of the budget process, as it would be done electronically. He said that slides would be posted online so the public could view them before and during the meeting. He said that he and Dr. Bass had met with the Monitor that afternoon to review the changes. He said he had sent the proposed staffing changes to the Board on March 237, showing those reductions. These would be highlighted at the public hearing on April 2. Dr. Bass noted that he and the administrators had met and recognized the negative impact on Concord taxpayers under the circumstances. The budget had been trimmed down by $1.5 million, with the removal of 18+ new proposed positions. He said he would then need to meet with the building Principals to reallocate positions.

Dr. Bass noted that many had been stepping forward with creative initiatives, from teachers and students. He said some students reported this was "kind of like starting college early," and that most were getting used to a different daily flow. He had also heard from parents reporting positively that they were getting to work with their kids on a more regular basis. He said that parents were jumping in and trying to help shape the lessons, and that he was really pleased with how the community was responding to the emergency.

Ms. Patterson noted that Dr. Bass' TV shows have been wonderful, and that information going out from the schools has been robust.

Ms. Cannon commented that another district was just now beginning to get its AP classes online; was otherwise mailing out photocopied paper packets to students. She said it was incredible that this district was so far ahead of the curve, and that she wanted everyone to appreciate how amazing this district is.

Mr. Croteau said he was grateful that the administration had the foresight to take a good hard look at this budget to be able to trim it by $1 million. He said that, when looking at a budget, it is difficult to predict what increases citizens might be able to handle.
David Parker said he was worried that staff would get overwhelmed; about social isolation; and how that can affect mental health of the student population. He suggested the community listen to one another, be nimble; be kind. He said most people know hundreds of people who are now not employed. He said that are needs that this Board would not have answers to. Dr. Bass noted that he had had several calls from teachers who are also parents: teachers with 125 students, and several children of their own under 5 years old. He noted that Principals were in touch with teachers almost daily, and that the administration was remote conferencing with Principals on an every-other-day basis. Principals were making adjustments building by building.

There was additional discussion about the function of the remote conferencing software. A member of the public called in to continue the testing.

Agenda Item 13. Adjournment

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

The Board adjourned at 6:24 p.m.

Respectfully submitted,

Barb Higgins, Secretary
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: April 6, 2020
REFERENCE: Administrator Nomination 2019-2020

Michael Reardon, Ph.D. Concord High School
Epping, NH Principal
Education:
University of New Hampshire, Durham, NH, Ph.D./94
University of New Hampshire, Durham, NH, M.A./85
Boston University, Boston, MA, B.A./72
Certification:
Experienced Educator Certificate, exp. 06/30/23
Principal
Experience:
Concord High School, Concord, NH
Interim Principal, December 2019-April 6, 2020
Pembroke Academy, Pembroke, NH
Headmaster, 1999-2014
Director of Curriculum and Instruction, 1996-1999
Timberlane Regional High School, Plaistow, NH
English Department Chair, 1989-1996
University of New Hampshire, Manchester and Durham, NH
Adjunct Professor of English, 1988-1992
University of New Hampshire, Durham, NH
Graduate Teaching Assistant, 1983-1987
Farmington High School, Farmington, NH
English Department Chair, 1979-1982
English Teacher, 1976-1982
Walpole High School, Walpole, MA
English Teacher, Jan 1976-Jun 1976
Michael has been filling this role on an interim basis since
December 2, 2019.
Budgeted at $32,650

$33,455 step III, M+30/PhD prorated 61 days
TO: Members, Concord School Board

FROM: Larry Prince, Director of Human Resources

DATE: April 6, 2020

REFERENCE: Central Office Administrator Nomination 2019-2020

Karen Fischer-Anderson
South Sutton, NH

Concord School District
School Safety Compliance Officer

Education:
The George Washington University, Washington, DC, L.L.M./99
University of New Hampshire School of Law, Concord, NH, J.D./87
Skidmore College, Saratoga Springs, NY, B.A./84

Experience:
Freeh Group International Solutions, Wilmington, DE
- Title IX Consultant, part-time as needed, 2017-2020
- Auditor and Senior Consultant, part-time as needed, 2018-2019
United States Navy, Judge Advocate (Lawyer), 1987-2017
- Executive Director, Navy Victim’s Legal Counsel Program, Mayport, FL, 2014-2017
- Chief of Staff, Defense Service Office, Washington, DC, 2010-2014
- Commanding Officer, Naval Legal Service Office, Jacksonville, FL, 2009-2010
- Senior Counsel to the Superintendent, U.S. Naval Academy, Annapolis, MD, 2006-2009

New Position

$28,500
60 days
TO: Members, Concord School Board  
FROM: Larry Prince, Director of Human Resources  
DATE: April 6, 2020  
REFERENCE: Veterans Salary Schedule 2020-2021 and 2021-2022  

The following Concord Education Association (CEA) members are being recommended for the Veterans Salary Schedule for the 2020-2021 and 2021-2022 school years. Applicants are listed in order of eligibility. Six CEA members applied for the Veterans Salary Schedule, out of thirty-three members who were eligible to apply.

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<tr>
<th>CEA MEMBER</th>
<th>POSITION</th>
<th>LOCATION</th>
<th>YEARS OF SERVICE</th>
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<td>1. Diane Watson</td>
<td>English Teacher</td>
<td>Concord High School</td>
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<td>2. Elizabeth York</td>
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<td>3. Audrey Knapp</td>
<td>Occupational Therapist</td>
<td>Preschool/Elementary</td>
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<td>4. John Hubbard</td>
<td>Construction Trades Teacher</td>
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<td>5. Fatma Isikdag</td>
<td>Social Studies Teacher</td>
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<td>6. Jodi Ostrowski</td>
<td>Language Arts Teacher</td>
<td>Rundlett Middle School</td>
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TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: April 6, 2020
REFERENCE: Spring Coach Nominations

Warren Bartlett
Loudon, NH
Education: Plymouth State University, Plymouth, NH, B.S./19
Profession: FIT Focus, Laconia, NH
Experience: Kingswood Regional High School, Wolfeboro, NH
Certifications: USATF Level 1 Certified Track & Field Coach
Warren replaces Kyle Brown

Christopher Beyer
Loudon, NH
Education: Grand Canyon University, Phoenix, AZ, M.A./11
Keene State College, Keene, NH, B.A./96
Profession: Laconia School District, Laconia, NH
ELL Teacher, 2002-present
Experience: Merrimack Valley High School, Penacook, NH
Volunteer Assistant Track Coach, 2015-2018
Bow High School, Bow, NH
Track Coach, 1997-2001
Pembroke Academy, Pembroke, NH
Co-Head Track Coach, 1996
Christopher replaces Patrick Casey
Kayla Chase
Manchester, NH

Education:
Concord High School
Supplemental Track Coach

Profession:
Keene State College, Keene, NH, B.S./2014

Experience:
Mill Brook School/Broken Ground School
Physical Education Teacher, 2017-present

Concord High School
Assistant Track Coach, 2018-2019
Bedford Parks and Recreation, Bedford, NH
Summer Camp Counselor, 2008-2014
St. Joseph Regional Junior High, Manchester, NH
Assistant Cheer Coach, 2007-2008

YMCA, Manchester, NH
Gymnastics Instructor/Cheer Camp Counselor, 2006-2008

Kayla replaces Logan Lamoureux

Michele Bartlett
Loudon, NH

Education:
Rundlett Middle School
Girls Head Track Coach

Profession:
University of Vermont, Burlington, VT, M.Ed./90

Experience:
Rundlett Middle School
Science and Mathematics Teacher, 1991-present

Rundlett Middle School
Assistant Track Coach, 2019
Volunteer Track Coach, 2018
Bishop Brady High School, Concord, NH
Varsity Cross Country & Indoor Track Coach, 2011-2015
Shaker Road School, Concord, NH
Volunteer Cross Country & Outdoor Track Coach, 2007-2011

Michele replaces Sarah Grant
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<td>Scott Owen</td>
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CONCORD SCHOOL DISTRICT  
Superintendent Search Screening Committee  
March 4, 2020  

Attendees: Tom Croteau (Chair), Danielle Smith (co-chair), Jack Dunn, Business Administrator, Katie Scarpati, Principal MBS, Paulette Fitzgerald, Principal RMS, Jim Corkum, Asst. Principal CHS, Niyantha Nepal – CHS Student, Kaileen Chilauskas (CHS), Bob Brown (RMS), Michael Macri (BGS), Jessica Jordan (CHS), Joy Dustin - Parent (BMS, CHS), Laura Mower - Parent (ADS), Keith Nyhan - Parent (RMS & CHS), Chris Emond – Community Organization (B&G), Jayme Simoes – Community Organization (Chamber Board of Directors)

5:35 pm: Introduction of committee members

5:45 pm: Art Bettencourt outlined plan for evening. The committee’s ultimate goal is to select 1-3 candidates to send to the Board for review/vote

Where are we now? – A review of the search committee timeline

Review of Board’s desired candidate profile – Reminder to keep it in mind when reviewing applications

Conflict of interest review/disclosure handout – Can you gain from a previous relationship with the candidate?

Goal for next meeting – review applications online in the NESDEC portal, come prepared with thoughts and opinions on each

Carolyn Burke explained how to use the candidate profile to shape interview questions/assessment for responses (homework: review the document at home!)

Art Bettencourt gave the outline of the preliminary screening process: review applications; one-hour interviews including time to take post-interview notes; committee begins to schedule dates and times for interview blocks; stressed confidentiality during screening process

Carolyn Burke lead a discussion on “themes for interview questions” – committee members discussed topics of interest; will bring draft questions to the next meeting. Review of sample questions in NESDEC packet.

Carolyn Burke encouraged substantive notes during interviewing; conversational flexibility (feel empowered to ask questions in a different way at each interview, but leave the “deeper dive” and missed questions for the Board). Board committee members are encouraged to ask the first and last questions to guide the interview but not let interviewer run away with the interview.

Discussion of interview location, signage and a potential greeter

Art Bettencourt reminded the committee not to contact applicants or sources who may know the applicant; Internet searches are encouraged and results may be shared in non-public setting.

7:25 pm: Motion to go into non-public meeting (Tom Croteau/seconded by Jack Dunn). Voted 16-0

Discussed potential candidates and screening/interview process

7:40 pm: Motion to seal minutes (Tom/Jack). Voted 16-0

7:42 pm: Motion to come out of non-public and motion to adjourn (Tom/Jack). Voted 16-0
CONCORD SCHOOL DISTRICT
Superintendent Search Screening Committee
March 10, 2020

Attendees: Tom Croteau (Chair), Danielle Smith (co-chair), Jack Dunn, Business Administrator, Katie Scarpati, Principal MBS, Paulette Fitzgerald, Principal RMS, Jim Corkum, Asst. Principal CHS, Niyanta Nepal, CHS Student, Kaileen Chilauskas (CHS), Bob Brown (RMS), Michael Macri (BGS), Jessica Jordan (CHS), Joy Dustin, Parent (BMS, CHS), Laura Mower, Parent (ADS), Keith Nyhan, Parent (RMS and CHS), Chris Emond, Community organization (Boys and Girls Club), Jayme Simoes, Community organization (Chamber of Commerce Board of Directors)

5:36 pm: Tom Croteau opened the meeting and reviewed the agenda
   Jack Dunn distributed a conflict of interest form ("Could you realize monetary gain from this process?")

5:40 pm: Voted unanimously 16-0 to enter non-public session under 91A:3. Tom/seconded by Jessica Jordan
   Discussed Superintendent candidates and interview questions

8:15 pm: Voted unanimously 16-0 to seal the minutes of the non-public session. Tom/seconded by Keith Nyhan

8:16 pm: Voted unanimously 16-0 to come out of non-public session. Tom/seconded by Keith

8:17 pm: Discussion of calendar to schedule interviews

8:27 pm: Motion to adjourn - Tom/Jessica. Voted unanimously 16-0 to adjourn

Recorder: Danielle Smith, Co-Chair of Screening Committee
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# Monthly Enrollment Report Summary
## 2019-2020 School Year

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**Preschool**
- Beaver Meadow: 55, 55, 58, 58, 63, 66, 64
- Mill Brook: 54, 54, 51, 51, 53, 54, 56
- Community Placement: 24, 25, 26, 27, 28, 28, 28

**Total Preschool**: 133, 134, 135, 136, 144, 148, 148
# April 2020 Board Meetings

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| 5:30 p.m. Special Board meeting  
*For scheduling* |
| 7:00 p.m. Public Hearing on the budget  
*Via electronic means* |
| 5   | 6   | 7   | 8   | 9   | 10  | 11  |
| 5:30 p.m. Public Hearing on the budget  
*Via electronic means*  
*Following the Public Hearing:*  
School Board meeting  
*CHS Principal chosen* |
| 12  | 13  | 14  | 15  | 16  | 17  | 18  |
| 5:30 p.m. Special Board meeting  
*To vote on the budget* |
| 19  | 20  | 21  | 22  | 23  | 24  | 25  |
| 5:00 p.m. Executive |
| 26  | 27  | 28  | 29  | 30  |     |     |
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- **Spring Recess**
- **NO SCHOOL**
## May 2020 Board Meetings

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