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XIII. ADJOURNMENT
CONCORD SCHOOL DISTRICT

Retirees

Benjamin Allen
Thomas Burrill
Gene Connolly
William Dinan
Betsy Gammons
Janet Harris
Ruth Ann Herbert
Barbara Jobin
Ann Junkin
Marcia Krueger
Carol McCarthy
Andrea McGahan
Susan Moltisanti
Brian Pierce
Jane Plamondon
Donna Reardon
W. Karen Roy
Marlene Sheehan
George Troisi, Jr.
Pamela Wroblewski
Martha Wyatt
Diploma Academy: A sustainable education

Story and photos by ELODIE REED, Monitor staff, Thursday, April 28, 2016

Carol Lundin was unfazed by the cold rain on a school vacation day as she worked at White Farm this week.

She was perfectly happy to walk around the farm, which she sees as an opportunity for struggling Concord High School students.

She’s developed a program called Seeds 4 The Future that gets students out of the classroom and into greenhouses, outdoor gardens and the community at large while earning school credit.

“My whole experience is bringing students outside and doing something different — it’s much more productive for students that struggle,” Lundin said.

“Sometimes it’s academics, sometimes it’s their lives and family history. They get an opportunity to struggle with something with their hands as well as their minds.”

She’s the program coordinator for the Concord Regional Diploma Academy, a credit make-up program. For students who don’t do well in a traditional academic setting — or for adults who want to earn their diploma — they can use the academy’s experiential and project-based learning programs like Seeds 4 The Future.

While Diploma Academy began in 2007, Lundin said it has become less traditional and more inquiry-driven over the years. As she spoke, she stood inside the passive solar geodesic grow dome on the White Farm property. Seeds 4 The Future bought the dome kit and began building last summer.

“We did our geometry,” Lundin said. In addition to construction, students were required to get building permits from the city. They also helped build a steam-heating system, in which the water basin will double as a place to practice aquaponics.

By mid-May, she added, plants should be growing there. This week, Lundin said, she and any students who chose to come would be putting in soil beds. It’s a vacation week, but Lundin and several other staff were happy to show up to work.

“I work a lot, but I love it,” she said.

Seeds 4 The Future offers programs during the summer, on Saturdays and during school vacations to allow students to continue their education.

Rhubarb grows in a bucket at White Farm. Diploma Academy, a credit makeup option for at-risk students in Concord, incorporates agriculture and other hands-on projects through their program Seeds 4 The Future.
Concord High School senior Matt Norris completes a chemistry packet on atoms Tuesday. Norris decided to come in during school vacation week to White Farm through the Concord Regional Diploma Academy, which is helping him make up a chemistry credit.

This often means Lundin works six days a week. There’s a lot to do. Lundin has a big vision for White Farm and Seeds 4 The Future, including opening a community food market in the old goat barn, growing all of their own food, investigating and showcasing the farm’s history, and making White Farm a resource for Concord area residents and students.

“We want it to be sustainable,” Lundin said. “My passion is getting people involved.”

About 50 students use the Seeds 4 The Future program at White Farm. In addition to the community market, Lundin said a bike shop – part of a separate Diploma Academy program called Community Cycles – is in the works.

Marianne Hromis, who acts as a coach, mentor and integrated science teacher, said students “find it empowering because they come in and solve problems.”

The program also feeds its students as it teaches them how to grow food. “Taking on food I think can be equalizing for folks,” Lundin said. “It can also be a very separating thing — if you’re poor or hungry, your life is very different. Here is a place we can work on that on a practical and useful level.”

Perhaps most importantly, Seeds 4 The Future has a regular presence at White Farm. On Tuesday, at least one student woke up early, got dressed and made the effort to continue his education.

Matt Norris, a 17-year-old senior and hockey player at Concord High, was the first to show up at White Farm just after 9 a.m. He’s been working with the Diploma Academy to make up for a chemistry credit. While he had been completing regular coursework in the weeks prior, he made his first visit to the farm property Tuesday to use the open classroom. Any questions Norris had went to Frank Harrison, a high school teacher who also helps Seeds 4 The Future.

“It’s really helpful,” said Norris, pausing over his chemistry packet on atoms. With fewer distractions and more one-on-one time with his teacher, he added, “It’s a lot easier to get stuff done.”

Though he needs to just finish his six chemistry packets and pass a test to get the credit, Norris said now that he has been to White Farm, he would probably return.

“I would come here just in general to help if they needed help,” he said. “I think I’m coming back tomorrow, and I think I’ll continue to do it until I finish chemistry.”

Lundin said her goal is to create a place that people can return to and use as a springboard for successful, sustainable futures. Some Seeds 4 the Future students have gone on to apply for college, others work at farms and restaurants, and more continue to come back to visit White Farm.

“Whenever they show up, we welcome them,” she said. “It allows them to have a place they’re connected to for the rest of their lives.”
Concord track and field stuns Division I to take state title
By DAN ATTORRI, for the Monitor. Saturday, May 28, 2016

Heading into the final event of the Division I track and field state championships and trailing by four points to the top-seeded team, the Concord boys’ 4x400 relay team took the track with confidence. And just as the Tide runners had done all meet, they exceeded their expectations.

That 4x400 team finished first and supplied the Crimson Tide with the points its needed to claim the school’s first track title in 36 years. Concord also got a trio of wins from senior star Angel Felix in the 100 (11.06 seconds), 200 (22.27) and long jump (21-9).

“We came here to do our best. I came in here positive that we were going to take this win. And we did,” said Felix. “We made history.”

The Tide (91 points), defeated heavily favored Pinkerton (85) and defending-champion Nashua North (51), while Londonderry (38), Timberlane (37) and Keene (36) rounded out the top six.

The Concord girls finished seventh (37 points) behind a victory in the 400 from freshman Grace Devanny (who also finished second in the 100) and a pair of runner-up finishes from senior Michaela Conery in the 1,600 and 3,200.

“All the kids were just unbelievable, they’re still bouncing up and down,” Concord Coach Hayden Daly said. “I was hoping for this ... but it seems surreal. I was thinking it was going to be really tough. (Pinkerton) has a stable of kids all over the place. We knew we had a pretty good squad, but they exceeded my expectations.” With athletes in all but one event and seeded to score more than 100 points, Pinkerton, on paper, was the favorite and the Tide boys needed to go above and beyond to claim the victory.

Felix was seeded first in the 100, but was ranked third in the 200 and long jump, yet he came out on top in all three events, leading a 1-2 finish in both the 100 and 200 with sophomore teammate Dalton Mutz finishing second in both events, clocking 11.3 in the 100 and 22.54 in the __________. “He’s grown up more this year than the previous three years combined. He’s worked harder this year. He’s more focused this year,” said Daly, adding that “I have to give a lot of credit to my coaching staff. We put together training plans that work.”

In addition to Felix, senior Matt Adams (second 400 in 50.97) and junior Jamie Wilkes (second 1,600 in 4:25 and fourth 800 in 1:59) either met or out-performed their seeds to score big points in their events.

The coaches decided to move Adams, a strong 800 runner last season, down to the 400 where “he just blew up,” according to Daly. The coaches also focused more on speed workouts rather than putting in too much mileage for injury-plagued distance runners like Wilkes and Conery, who also exceed expectations in their distance events.

Senior Alex Saveliev pulled off an impressive double for the Tide, scoring in both the 1,600 (third) and 3,200 (sixth).

Daly also credited his coaching staff for developing, “kids (who) come out of the woodwork,” such as Devanny on the girls’ side and freshman Isaac Habimana, a brand new athlete to the sport on the boys’ side, who earned a coveted spot on the 4x100 relay team with Mutz, Felix and junior Clinton Mungeta, a quartet that ran to a second-place result on Friday.

Wilkes capped off the day with an impressive anchor leg in that title clinching 4x400 relay (3:27). He finished the race begun by Adams, junior Collin Maloney and Mutz.

The majority of the Tide’s points on the girls’ side came from Conery and Devanny, who won the 400 in 57.96 (one of just four girls to break the 60-second mark). Devanny posted the fastest time in the 100 preliminary heats before clocking 12.68 in the finals, just .07 seconds behind Londonderry senior Yorgeliz Ortiz, the defending Meet of Champions winner. “She’s a very talented athlete ... she’s going to be fun to coach over the next couple of years,” Daly said of Devanny.

After finishing third in the 1,600 last year in an injury-riddled season, Conery had a breakout year finishing second in the 1,600 (5:05) and 3,200 (11:08).

“She’s a great personality, a tough competitor. You couldn’t ask for more. She’s the perfect athlete...I knew she had it in her,” Daly said.

Rounding out the scoring for Concord with sixth-place finishes was the 4x100 (Devanny, sophomore Katelyn Jelley, freshman Ennosen Yen and junior Stephanie Oberg), the 4x400 (Conery, Devanny, senior Amanda Merrifield and junior Gillian Bennett) and junior Yelena Beausoleil (sixth discus).
Idea of playground ‘friendship’ bench becomes reality at Abbot-Downing

By KATIE GALUOTO, Monitor staff, Wednesday, June 01, 2016

On Martin Luther King Jr. Day, Gracie McHugh gave a speech to the Abbot-Downing School assembly about her dream: a playground bench where lonely kids could find friends and feel included. Now, her dream is becoming a reality.

“I think about a dozen kids spoke at the Martin Luther King Day, and for just this idea we thought, ‘We can actually create that,’” Abbot-Downing art teacher Nathan Shartar-Howe said. “It has an actual product.”

Gracie, a fifth-grade student, designed the plan for a double-sided “friendship bench” for the Abbot-Downing playground. The bench will be open to everybody but is designed with children feeling lonely or left out in mind.

“I thought of it like everybody should have somebody to play with at recess time,” she said. “If someone is alone, they go sit on the bench, and then somebody would go over to them and ask them to play.”

Kathleen Riordan, principal of the elementary school, said she hopes the bench will create an environment of acceptance and understanding.

“I think there’s always a need for that level of compassion and empathy in kids,” she said. “And that’s what this will be — it will be a vehicle for kids to be able to express that empathy.”

Riordan recruited Shartar-Howe to help build the bench and supervise the project, which was funded by the PTO. Gracie and her friends spent their recess time in the art room for the past couple of weeks, working to finish the project by the end of the school year.

“Our expectation is if you see someone there, come over, give them a smile and invite them to join you in your game,” Riordan said.

Fifth-grader Hannah Golden, who helped Gracie paint the bench, said it will be especially helpful to younger students and those new to the school.

“You’re making other people feel more special,” Hannah said.

She and Gracie hope to have the bench fully painted and in place by the end of the school year. Even though they won’t get to use it much, it’s more about future students who will attend their school, they said.

Abott-Downing hopes to use the idea of the “friendship bench” to launch a fifth-grade legacy project, where students would paint a wall or construct an object to leave their mark on the building.

“This could be the beginning of something for future classes — like a class gift,” Shartar-Howe said. “They’re leaving something behind for the next class.”

As McHugh’s time at Abbot-Downing comes to an end and she prepares for middle school, she hopes students — including her younger sister, Clara — will use the “friendship bench” for years to come.

“We were supposed to write something that was a problem in the world that we could find a solution for. And I came up with that,” she said. “Nobody should really feel left out.”
Concord High School baseball team helps with cleaning of NH Veterans Cemetery

Concord High School Baseball Team, thanks for cleaning up the NH Veterans Cemetery and paying tribute to our WWII Maine Raiders. Best wishes, Kelly Dipatte
Concord Trust Grant Awards 2016
There were 14 applications seeking a total of $21,541.11. Concord Trust awarded 10 grants for a total of $9,725.18.

Alexia, Can You Hear Me?
Dr. Nancy Keane Rundlett Middle School

Rundlett’s Media Center is requesting an Amazon Echo for the front desk of the library. The Amazon Echo is a voice command device that can answer a wide range of questions. One Echo is requested in order to try out the capabilities and decide if it would be an asset in the classroom. New capabilities are always being added to Echo. Google Calendar access, live sports scores and schedules, weather reports, and more are offered. By using IFTTT, the Echo can be linked to a variety of apps that can be accessed by the students. There are new developments every day and the Amazon Echo gets smarter the more it is used. The RMS Media center has lost one staff position and it is anticipated that many of the quick, factual questions that the students now ask the staff will be shifted to Alexa.

BLT (Bigs and Littles Together)
Lindsey Elefante & Christina Rousseau Broken Ground School

BLT seeks to implement a mentor program between students at Broken Ground School and students from Concord High School. Younger students will share correspondence with their high school buddies. In addition, students would be able to meet with their buddy, participate in planned activities with their buddy as well as support each other in their own individual needs. Funds requested would purchase games/activities, craft materials, food, and admission fees.

Concord High School Transition Program
Sara R. Hans, Monica Unger, Meagan Comstock Concord High School

Approximately 200 students with disabilities will have access to materials necessary for development of a transition program to prepare students for transitioning to the postsecondary world. The goal of the Special Education Transition Program is to create a curriculum for students eligible for education up until their 21st birthday, to acquire functional independent living skills and employability skills. Our students require extra time and direct instruction to learn the skills needed to live independently, the program is focused on teaching these skills. It is anticipated that there will be an increase in the number of students leaving our program who are able to seek, obtain and retain employment and participate to their maximum abilities in the community because they will have shown mastery of skills required.
Family Resource Library 2016
Mel McSteen  Abbot-Downing School
The Family Resource Library would enable the purchase of book resources that families (students, parents, grandparents and guardians) can consult and keep, to support them through difficult emotional changes in their families. The goal of the Family Resource Library is to support Abbot-Downing students and their families by providing book resources to families on a variety of stressful/emotional areas including coping with a family member death and grieving, coping with a family change which may involve divorce or joining two families, coping with anxiety from situations in daily life, coping with a new sibling in the family, among other family/life stressors.

Get Moving
Laura-Beth Ulwick and Tracie Carpenter  Abbot-Downing School
Students who need an alternative setting to complete work and/or participate in interventions will have the option of using one of five stand-up desks with swing arm. Stand-up desks allow students to move without being a distraction to others as well as themselves.

Moving with The Brain in Mind
Dawn Morris  Mill Brook School
Young children’s sensory systems are still developing which is why children need recess and frequent breaks at school. For students with sensory processing delays or ADHD being in motion allows their brains to be engaged. Stability ball chairs allow children to direct their natural kinesthetic energy and need for movement in a positive way. Moving with The Brain in Mind is requesting funds to purchase 24 classroom stability balls to channel students’ innate need for movement into a positive energy, allowing them to focus on their work more completely.

Pages and Paws
Jane Dodson  Broken Ground School
There is a very special connection between children and animals. This project, Pages & Paws, will empower students to be the change they wish to see in the world. By teaming students and animals together, we hope to give students a nonjudgmental audience so they can relax and read to a willing audience. In return, the animals become more socialized, friendly and more likely to be adopted. Animals bring a positive influence to a child’s life, not only with reading, but to his or her life as a whole. Research supports struggling readers to practice repeated readings of material to improve fluency. This is sometimes a struggle for interventionists because students find it difficult to see the purpose of reading something many times. This project would provide students with multiple purposes for their repeated readings. Funds requested would purchase floor seating, transportation to shelter, and reading materials.
STEAM through Kinetic Sculpture
Kristine Nyhen & Stephanie Bednaz  Rundlett Middle School

The goal of STEAM through Kinetic Sculpture is to introduce the concept of STEAM to the RMS community through the engineering and construction of kinetic sculpture. STEAM is defined by combining the subjects of (STEM) Science, Technology, Engineering and Math and coupling them with creativity and design; therefore adding Art for enhanced innovation. The kinetic sculpture model we will be constructing is a smaller version of the large Strandbeests designed by Dutch artist Theo Jansen. Each pair of students will be given the opportunity to construct a mini-beest using Jansen’s engineering procedures. After working through Jansen’s technique, students will be able to apply this experience and knowledge to the process of designing their own kinetic sculpture. The Art department will be collaborating with the Tech Ed department through the creation phase of this project. We expect to see positive changes in student engagement through this hands-on, unique learning opportunity that will captivate all learners and inspire innovation.

Vernier LabQuest2
Frank Harrison, Kelly Mailhot, Becca Malloy, Donna Reardon, Rachel Sargent, Jane Voth-Palis
Concord High School

The science department has been using Vernier LabQuest technology with grade 11 and 12 students, but there has been little opportunity to extend this technology to grade 9 due to prohibitive cost and budget constraints. The upperclassmen experience with digital data collection has demonstrated the technology works well. This is the opportune moment to acquire digital data collection tools for our grade 9 program to enhance the science experience. 2016-2017 the district intends to put a personal Chromebook in the hands of every freshman! The acquisition of 6 LabQuest2 devices coupled with personal device use will be the perfect combination. This infusion of technology into grade 9 science classrooms will give students access to modern standards in lab practice.

Young Meteorologists 2016
Matthew O. Finney  Broken Ground School

Using six Kestrel Pocket Weather Meters students will have the opportunity from the very beginning of the school year to observe and read air temperature, wind speeds, heat index and wind chill. There will be a classroom job for a rotating pair of students in each of the six classrooms that will report their findings. Students will be responsible for updating this information on a third grade meteorological board. This board will be visible by all third grade students and staff. In extreme temperatures, students will be responsible for reporting conditions to the school for purposes of canceling outdoor recess. At the beginning of the year, each class will use the set of six portable instruments to allow all students the chance to explore these tools through a series of guided instruction. In addition, students will plot patterns of past weather and display their data to the class.
April 25, 2016

Tom Sica
Principal
Rundlett Middle School
144 South Street
Concord, NH 03301

Dear Tom,

This is a belated thank you for all of your support, and for being a major part of making SouperFest 2016 a fantastic success! The Rundlett Middle School space is such a wonderful venue for this event, and it was decorated so beautifully, and meaningfully, by the Art Department students. The bowls donated by these students were also wonderful. Your head custodian, Travis Campbell and his team were extremely helpful and were a joy to work with.

SouperFest is CCEH’s major annual fundraising event, and we could not have done it without you. SouperFest 2016 raised over $31,000 after expenses. Over 200 volunteers helped to make this event possible, from soup chefs, bakers and musicians, to the many people who kept things running smoothly on the big day. Over 500 community members came to enjoy the Funfest and delicious homemade soups, breads, and desserts. This outpouring of community support at SouperFest is a testament to how deeply the greater Concord community cares about the issue of homelessness.

Our vision is a Concord Community where everyone has a safe, decent, stable and affordable place to live. Your support is vital to the success of our efforts to provide immediate assistance to people struggling with homelessness, and bring permanent solutions to ending homelessness to Concord.

I have enclosed a recipe book from the event as a small token of our appreciation.

With deepest gratitude,

Ellen Groh
Executive Director
ellen@concordhomeless.org

cc: Terri Forsten, Superintendent of Schools
Board of Education, Concord School District
Regular monthly meeting
May 2, 2016

Board members: Rusty Coifer, Clint Cogswell, Tom Croteau, Nathan Fennessy, Alana Kimball, Maureen Redmond-Scura, Jennifer Patterson, and student representatives Jordyn Macri and Rebecca Proulx

Absent: Barb Higgins, Jim Richards

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

Agenda Item 1. Call to Order
The meeting was called to order at 7:00 p.m.

Agenda Item 2. Approval of Agenda
The Board voted 7-0 to approve the agenda (motioned by Maureen Redmond-Scura, seconded by Alana Kimball).

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

Agenda Item 4. Recognitions
Distinguished Educators
Rachel Hamilton – Broken Ground School
Rachel Hamilton is a creative, passionate, and inspiring music educator who strives to bring out the best in all students each and every day. She models an enthusiasm for learning and life that is contagious for her colleagues as well as her students. Rachel goes above and beyond to find ways to connect students in the school community and to engage them as active community participants. Her positive, can-do attitude promotes school spirit and facilitates many school improvement efforts. Rachel can be described as the “spark” that lights the flame and enthusiasm in all of us. Rachel is viewed as a strong academic leader in our district. She sets high academic learning standards for her students and will go to any length to help students attain these goals. Her classroom is filled with positive energy, laughter and delight. Even those students
who might be described as shy or withdrawn will take risks and do their best for Mrs. Hamilton. Each and every year, her students perform amazingly intricate and creative concerts and shows, integrating the arts and helping students to find their talents. Parents are in awe of her graceful and dynamic presence as she leads a performance of 130-140 students. Rachel is one of the directors of the Broken Ground School after school theater program called *Kids In Action*. She spends hours and hours each winter working with 65-70 students to produce first-class productions such as *Lion King*, *Annie*, *Seussical*, *Aladdin*, or *Beauty and the Beast*. She is an amazing collaborator who models respect and teamwork. You never know what job Rachel might take on: organizing parent volunteers to support all parts of the production; meeting with students individually to coach their vocal skills; finding props; working with a small group to hone their acting skills on a particular scene; designing costumes; even engaging her family members to paint the material needed for costumes. Rachel has an abundance of energy and creativity; she will find a way to make things happen for the benefit of students and our school. With the move toward creating a more unified curriculum across the district, Rachel has stepped up to participate on summer curriculum projects and has taken an active role in continuing this work throughout the year with music colleagues. She is truly a teacher who encourages others to work together to solve problems, while focusing on developing students’ natural curiosities and creative abilities. Rachel takes the initiative to support classroom teachers and school-wide events, like our monthly all-school meetings. Rachel is an educator who sees the possibilities and never settles for the easy way out. For example, when a student expressed interest in singing at the State House with a select group, she knew that this might be difficult given the expectation that these students had to attend early morning rehearsals. Rachel made the commitment to call that family from her home every morning to make sure they were up and going so that the student would make the bus each day. That is Rachel Hamilton – a dedicated educator who will go to great lengths to see that students succeed. She is without a doubt an amazing educator and leader in our school community.

Heather Drolet – Christa McAuliffe School

Heather Drolet began her tenure at Christa McAuliffe School in its first school year 2012-2013 as our technology integrator. During the summer before the new building opened, Heather walked around the school, gazing like a small child in a toy store, grinning ear to ear over the learning spaces and one-to-one technology. She snapped pictures around every corner and exclaimed, “I can’t wait to send these to my husband!” Heather’s enthusiasm has never waned from that first encounter. She continues to bring her energy, creativity, and expertise to classrooms every day. Her first collaborative work with staff, Tech20s, were short seminars about educational apps and activities. She purposefully focused her work with staff on technology support, integration, and instruction. From that first year, staff knew that Heather would provide numerous opportunities for professional growth and enhanced student learning. Collaborative planning and co-teaching defined Heather’s daily work at CMS.Extending and enriching grade-level curriculum became a strong focus, but over
time Heather insisted that staff continue to push beyond the apps available through iPads. She wanted students to design and think flexibly and critically with no limits on their creativity. This drive led to the Maker Movement, Fab Labs, and Science, Technology, Engineering, and Math (STEM) initiatives. Heather worked alongside teachers to design materials to support the creation of student challenges, encouraging students to experience learning as an engaging, hands-on, collaborative process. As these challenges became integrated into common practice, Apple reached out to Heather and invited her to apply for the Apple Distinguished Program award, which celebrates programs that model innovation, leadership, and educational excellence, as well as Apple's vision of exemplary learning environments. Consequently, Heather with the help of several staff, created an extensive, interactive iBook of CMS's iPad program highlighting excellence in visionary leadership; innovative teaching and learning; curriculum design; ongoing professional development; compelling evidence of success; and flexible learning environments. CMS was granted this award from 2014-2016. After receiving this honor, Heather went on to deliver the Hour of Code curriculum to every class in the school, and created and organized a school-wide Engineering Week, inviting local engineers into classrooms. A requirement of receiving the Apple Distinguished award is that the school host professional development opportunities for other schools. On April 29, staff from several NH and MA schools visited CMS's classrooms and learned about digital tools and STEM initiatives. Heather attended an intensive training last summer to bring Project Lead the Way to our school.

CMS is the first NH elementary school to implement modules from the PLTW curriculum: it not only provides STEM challenges tightly aligned with grade-level standards, but explicitly teaches the engineering design process that Heather has instilled in students: ask, explore, model, evaluate, and explain. As technology continues to transform, students continue to evolve as "digital citizens" and Heather responds to these developing needs by paying close attention to students' interests and activities. She introduced MinecraftEDU to all staff and students this year, where students maneuver through virtual environments that she creates for them. As part of their social studies unit, for example, fifth graders are colonizing a new land! Heather also developed a Christa's Coders class for 4th grade girls when she learned that in middle school, 74% of girls express interest in STEM, but when choosing a college major, just 0.4% of high school girls select computer science. Heather wants to inspire girls to pursue their passion for coding beyond the elementary and middle school years. In fact, she intends to follow this cohort of girls when they leave CMS, encouraging them to continue their passion for coding. After four years as CMS' technology integrator, Heather has created and nurtured a culture of academic inquiry for staff and students alike.

Margie Borawska – Rundlett Middle School

Margie Borawska began working at Rundlett Middle School in 2007 as a Special Education teacher and Behavior Specialist. In 2009, after earning her Certificate of Advanced Graduate Studies, Margie assumed a new position, that of School Psychologist. While her role at the middle school changed, Margie's professionalism,
genuine care for students and dedication to building a vibrant school community remained firmly set as the touchstone of all her work with faculty, students, and families of RMS. During her tenure, Margie has helped lead the school and district in implementing the three-tiered system and structure of PBIS. This past spring, Margie marked an important milestone in her professional life. After successfully defending her doctoral thesis, she was formally awarded her doctoral degree. Long before the official title “Dr. Borawska,” Margie earned the respect and trust of the faculty and administration. In both formal and informal meetings, Margie contributes valuable ideas and expertise to teacher teams to further the school’s and district’s mission. Her collaborative efforts with colleagues have had positive impact in the classroom for both teachers and students. Not surprisingly, the job of a school psychologist involves a great deal of paperwork. Administering assessments and writing up reports and evaluations demands a tremendous investment of time. Margie never allows this aspect of her work to take control of what matters most: connecting with students. Whether meeting with a group of students at lunch, or taking a student for a calming walk outside, Margie consistently shows respect, empathy, and fairness to students. Helping young adolescents understand and meet the challenges of growing up and developing into healthy young men and women is work that Margie joyfully embraces. At both the building and district level, Margie has given generously of her time and talent by serving on a variety of committees. Whether it is the Substance Abuse and Mental Health Services Administration (SAMHSA) Committee, or the PBIS Tier II and III teams at the middle school, Margie has remained focused on working to improve the lives of students. As a result of her work with students and teachers, coupled with her own academic endeavors, Margie has developed a deep understanding of how to create the structures and systems for implementing Positive Behavioral Interventions and Supports. Knowledge of her professional reputation and expertise has grown beyond the Concord School District. On a number of occasions, she has been invited to present at conferences. Margie is a professional who communicates respectfully and proactively with parents, and is consistently sensitive to diverse needs of families. She makes sure that parents hear positive news about their children. In conferences, meetings, and informal talks, Margie provides parents detailed and helpful feedback on student progress.

Rick Bragg – Rundlett Middle School

The 1990s were a time of globalization in which science and technology saw notable growth. The decade brought some of the greatest scientific findings and technological inventions in human history. Nineteen ninety-eight (1998) in particular was filled with exciting developments and innovation. Google filed for incorporation in California; Japan released the first MP3 player; Blogs began to appear on the internet; Apple introduced its iMac – Concord School District hired Rick Bragg as a teacher of Technology Education for students in grades six through eight. During the 17 years Rick has worked at RMS, the world has seen incredible advancement and improvement in technology. This evening, however, we pause to celebrate a teacher who, during a time that has been marked by great change, has remained a constant
source of inspiration, a wellspring of positive energy and enthusiasm. The Technology Education Program fits within the exploratory course offerings at RMS and Rick plays a vital role in this program. His colleagues know him as always willing to contribute to the work of curriculum development. He brings to the table great expertise and always a keen wit, a highly developed tool that Rick uses at just the right moment. During this school year, Rick, and his colleague Jim Harvey helped advance the school’s work of designing performance task assessments. During a curriculum work time, Rick and Jim shared with faculty their rocketry project and led a discussion on the assessment of student work. Teachers who gathered for this session left with a deeper understanding of how to design a performance task assessment. They also left with a desire to enroll in one of Rick’s Technology Education classes! Whether students are constructing model bridges, designing mazes or programming robots, Rick’s classroom is filled with the joy of learning, where students learn to communicate and collaborate on ideas, plans, and problem-solving methods. Well beyond the school day, Rick gives generously of his time and talent to students and staff. Each winter, finds Rick up at Pat’s Peak helping a new group of students learn how to ski and further develop their talents. Through the guidance and instruction of Coach Bragg, the Nordic Ski club has discovered the sweet taste of victory that comes from hard work — they have learned about being members of a team and what it means to demonstrate good sportsmanship. One might think that a Nordic Ski coach would enjoy recuperating from a demanding winter schedule by relaxing during the spring. Not so, for Rick. In the spring, it’s all about track and field events for Coach Bragg. On a district level, Rick has contributed to the work of examining the Technology Education program in light of the State’s Minimum Standards. Additionally, he has participated in an on-site visit by the New Hampshire Department of Education. During the past three years, the Unified Sports program has taken hold at RMS. The Unified Sports program joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. Wheelchairs should never get in the way of students participating in game of basketball or soccer. Recognizing a need and sharing his carpentry skills, Rick set about constructing some customized devices that have allowed students to participate fully in team events. Rick Bragg is all about removing barriers that keep students from being successful. Both as a teacher and as a parent of a middle school student, Rick is actively involved in the life of the community. His approachable nature and reliable follow-through are gifts that he puts to excellent use in serving the families of our students.

Christopher Lene – Rundlett Middle School

Chris Lane has been working as a Science teacher at Rundlett Middle School for 15 years. His passion for science, creativity, strong work ethic and commitment to students speak to his professionalism, and willingness to go the extra mile. Orchestrating an engaging, hands-on science class for 23 seventh graders requires a deep understanding of the young adolescent learner, mastery of the subject matter and, for Mr. Lane, an extensive wardrobe of costumes ranging from the “mad scientist” to
Sherlock Holmes. Whether it is the first period of the day or the last, students are eager to be in Mr. Lane’s room where they will embark upon an adventure that challenges them to be active participants in exploring the world of science. Among his colleagues in the science department, Chris is known as being a team player. Where it is designing a new unit of study or reexamining an assessment from a previous year, Chris comes prepared to contribute new ideas, and remains open to listen and learn from others. This year, Chris has opened his classroom to student teachers from local colleges and universities. His willingness to share his expertise and reflect upon the art of teaching with aspiring teachers has proven to be a valuable resource. For Chris, designing rigorous learning opportunities and captivating the interest of a classroom filled with middle school students is not confined to the school day. He has been a tremendous champion of the 21C club at RMS. His programs have been among the most popular and innovative. Interested in exploring the world of engineering? Why not join Mr. Lane’s Underwater Robotics club? Wonder about the future of agriculture and growing food without soil? Visit the greenhouse adjacent to Mr. Lane’s classroom and check out the hydroponic system that he, along with his colleagues and students, constructed. While at the greenhouse be sure to sample the lettuce and other leafy greens that have been grown hydroponically. Given Chris’s involvement and success in developing programs for 21C, it is not surprising that he has been asked to make formal presentations for other schools that are implementing 21 Century Learning Community Centers. After Chris co-authored a grant proposal to the Concord Trust for the Enhancement of Public Education for the set-up of the Hydroponic System, he got to work on gathering some of his colleagues in the district who were interested in establishing a district learning Strand, where all participants would have the opportunity to learn more about hydroponics. Whether working with a veteran teacher new to a grade-level curriculum or collaborating with colleagues to design and improve curriculum, Chris Lane has given generously of his time to others. Throughout the year, Chris makes a point of reaching out to parents and maintaining open communication about the progress of his students. If there is good news to share about a student, Chris will find the time to share it.

Melissa McCaffrey – Rundlett Middle School

Melissa McCaffrey began working at Rundlett Middle School in 2009 as a sixth grade teacher. Melissa joined the sixth grade team and immediately became a strong contributor, emerging as an instructional leader. She brings a contagious curiosity about teaching and learning that sparks both the students in her classroom and her colleagues. Her well-organized classroom is alive with student engagement. For the past year, Melissa served as the Curriculum Facilitator for the Language Arts department at RMS. She is respected by her peers for her knowledge of curriculum and instruction, but also for her energy, organizational skills, and capacity for getting the job done. Melissa has worked with colleagues to move curriculum work ahead and has been instrumental in designing performance assessments to evaluate student learning. Last year, Melissa led the way in adopting the Lucy Calkins’ Units of Study in Writing and mentored her colleagues as they followed her lead. She brings an openness and
approachability to her role as facilitator that fosters genuine collegial relationships. Melissa is always available to her students. As a busy mother of two young daughters, her after-school time is understandably limited. She generously shares her lunchtime with students who need some extra instruction or some quiet time to get caught up on an assignment. Sometimes, it is just simply a special treat for a group of students to share some time with Mrs. McCaffrey. Melissa has served as a member of the district’s LARC committee for the past two years. She keeps Language Arts teachers informed of the district’s vision for literacy learning and what is happening in classrooms at both the elementary and high school levels in Language Arts. She understands how vital it is for teachers in the middle school to know the work that precedes and follows their own. This year she has served as a representative to the PACE districts’ committee for English/Language Arts. With a fellow teacher, she revised the Grade Six ELA PACE assessment for this year and developed the curriculum-embedded assessment for 2017. She has embraced this opportunity and has been a positive and effective communicator in helping our faculty understand the work and purpose of the PACE consortium.

Melissa is a generous colleague. Her classroom is always open to other teachers and they seek her out for ideas about learning activities, assessments, materials, and assessing student work. Melissa’s early adoption of the Units of Study provided a model for her colleagues as they began instruction in their classrooms. Her model, advice, and support enabled others to be both confident and competent as they rolled out the first unit. Melissa is a frequent collaborator with our Media Specialist Nancy Keane. Together, they have designed several projects that integrate technology into the sixth-grade Language Arts and Social Studies curriculum. Melissa understands the importance of engaging parents: she communicates frequently with her students’ families to share both good news from the classroom and to enlist their support. She uses email, her webpage, and phone calls to keep parents informed. Several times each school year, Melissa organizes events in her classroom for parents: breakfasts to share research projects, teas to share writing portfolios. These are well-attended by parents who love getting into their child’s classroom and having an opportunity to understand their child’s day at school and the progress they are making.

Gabe Cohen – Concord High School

Gabe Cohen has been a member of the Concord High School faculty since 2009. In his time at CHS he has led the high school band, taught Guitar 1 and 2 courses and has recently begun teaching AP Music Theory to the most talented and devoted musicians. Since 2009, band enrollment has grown from just 65 members to 148. One important reason for this growth is his overall belief of welcoming all students. He has fostered the philosophy that one can participate in sports, crew, spirit, dance and other after-school activities and be an active participant in the CHS Band and music department. He helps to foster and grow the musician in all of our students. Each year Gabe designs a new CHS Marching Band Show. He is creative in putting together a new “Seinfeldian” themed halftime show each fall. A show about “nothing.” No connecting theme but four great, entertaining music selections that leave football fans watching the halftime show and delaying the purchase of their hot dog and hot coffee until the
beginning of the 3rd quarter. Last year, Gabe directed the pit orchestra in three outstanding performances of the CHS spring musical production *Miss Saigon*. Gabe spent countless after school and during vacation preparing students for this very advanced Broadway show, and this year he is again directing the pit orchestra in the musical *Anything Goes*. Gabe is always looking for ways to improve his teaching skills; this desire transfers to wonderful learning opportunities for CHS musicians. During summer vacations, Gabe attends workshops and clinics such as The New England Band Directors Institute or a week-long guitar workshop. Last fall he attended a three-day AP Music Theory Workshop in New York City to learn more about the best teaching strategies for AP Music Theory. This summer he will again be taking another AP Music Theory class. Gabe is always looking for new ways to provide the best educational learning opportunities for his students. His band students have had the opportunity to have clinics with outstanding Music Educators including Dr. Andrew Boysen Jr. from the University of New Hampshire; Dr. Peter Boonshaft from Hofstra University; Dr. Deborah Confredo from Temple University; and Lieutenant Colonel Jason K. Fettig, Director of “The Presidents Own” United States Marine Band. The opportunity to work with such great band directors and music educators is a rewarding and priceless experience. On May 4, the CHS Band will travel to Durham to participate in the University of New Hampshire Wind Band Invitational. On this date, Gabe and the CHS Band will work with clinicians Dr. Andrew Boysen and Ryan Nowlin on two compositions the band has been preparing for these clinics. Gabe is always concerned about the wellbeing of his students and will go out of his way to make sure a student gets the attention and help he or she may need. Gabe can be found at school each morning at 6:45 a.m. to teach yet one more class, *Jazz Band*, that has a 7:00 a.m. start. Gabe Cohen does all of this with a smile and a calmness that is inspiring. We are proud to acknowledge Gabe Cohen as a distinguished educator.

Katie McDonough – Concord High School

Katie McDonough is just wrapping up her fourth year at Concord High School but has already made a great impact. Ms. McDonough (Katie) is a skilled Latin teacher who makes excellent connections with kids and develops a wonderful rapport with them. She is one of those teachers who loves her subject so much that her excitement spills over to the students. She inspires first-year Latin students at RMS to continue learning the language, and challenges fifth year students to be their very best. When it comes to working with other professionals, Katie is similarly wonderful. She took on an important role this year in mentoring a new teacher in the building. Wise beyond her years is such a tired expression, but Katie is such an expert in her subject that she is already able to handle teaching at two schools and mentoring a teacher. Finally, in this, Gene Connolly’s last year at CHS, there was a desire to honor someone who has always embodied one of his core beliefs; that teachers should watch students in after-school activities. From art openings to concerts to football games, it is very common to see Katie and her husband in attendance. This year Katie received an email thanking her for agreeing to be a judge in the next evening’s Mr. CHS competition. The thing was ... Katie had not been asked to be a judge. But of course she said yes and was there
on a Friday night and did a wonderful job. She makes a daily, positive impact on student learning. She is a great contributor to the school and a wonderful colleague.

Rebecca Schaefer – Concord High School

Disney is a magical kingdom, whether you’re at a park or watching a timeless video – it truly brings smiles to almost everyone who has any kind of Disney experience. One of our Concord High School guidance counselors can have a similar effect on both adults and students alike in our community. Over the past 18 years, Rebecca Schaefer has served the Concord School District in a variety of capacities. Her work has included supporting highly focused college-bound students to fulfill their dreams, and challenging at-risk students to set goals and build their confidence to care for themselves and the well-being of others. Becky collaborated with the CRTC program as a Vocational Assessment and Career Coordinator for her first eight years, then advised 9th and 10th grade classes, co-advised the National Honor Society, and supported students as advisor for Save Our Cold Kids (SOCK) with fundraising for the homeless community. All of this is beyond her commitment to the daily role of a guidance counselor. Ms. Schaefer creates her own magic for students. You see, Becky is a star polisher. No matter the condition of the person who comes to her, or whom she happens upon in the school, Becky treats them like family. If they are broken, torn, tarnished, or weak and fading, she sees them for the potential they possess. Becky sees people as promises of endless possibility. She can take pride in the fact that she spends four years truly getting to know her students as individuals whom she can buff and polish into sparkling adults. I have asked her about specific students in their senior years and what their post-graduation plans are. Becky is able to respond and exude hope and promise for all of them. Students who struggle receive her persistence and the effects of her buffing cloth to bring them to an opportunity for a brighter future. Becky does not give up on anyone; she continues to polish and remove any tarnish to the best of her ability. The Disney movie Lilo and Stitch is based on the theme of Ohana, which means family, and encompasses the thought that with family nobody gets left behind. This concept of magic is demonstrated in Becky’s work throughout her career to include a commitment to everyone. Over the past three years, Becky has been a leader with new initiatives and innovation such as the New Hampshire State Scholars program for Concord High School. This mirrors her determination to leave no one behind in their pursuit of greatness and shooting for the stars. The Scholars embody academic rigor that encourages students to engage in their fullest potential throughout high school so that they are college ready, work ready, and ready for life. To accomplish this mission, countless hours of volunteers and business partnerships are required. Becky has advised this program since its inception just three years ago, and CHS continues to increase the percentage of student participants who graduate with this distinguished medal of honor. Ms. Schaefer has championed this club to include officers, Career Café lunches with business partners, annual celebrations, special scholarship recognitions, college application fee waivers, and the chance to honor New Hampshire State Scholars with designations on their diplomas. She models the wonder of commitment that is asked of our students. Becky exposes them to the endless

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possibilities that reaching for and wishing upon a star can bring them in their lives. As Curriculum Facilitator for the past three years, Ms. Schaefer has diligently led her team of guidance counselors to review and revive program practices, driven by continually focusing team members to focus on what is best for and what will support each student to experience the wonder of a high school education in the 21st century. The power of realizing the importance of reviewing student and teacher work strengthens her connections to the classrooms she visits and brings credibility to the conversations she has with parents and students about competency education and learning expectations. Becky embraces all of the responsibilities of being part of the CHS family. The sky is full of shining stars who have benefitted from the gentle rubbing of adolescent flaws, the smoothing of rough edges, and the glossing of imperfections – these are the advisees, the students, the families under the loving guidance of our ever-positive, Ms. Rebecca Schaefer.

Student representatives Jordyn Macri and Rebecca Proulx highlighted several activities at the high school: seniors will be wearing shirts or hats representing their plans for next year; on Thursday, senior NH Scholars will be recognized at a Fisher Cats game and later this month, a NH Scholars ceremony with Maggie Hassan will be held; seniors will have a National Honor Society tassel ceremony on May 18. May 3 will be a Unified track meet at Memorial Field; the musical Anything Goes will be put on by the CHS Drama Club on May 12, 13 and 14. AP national exams will be administered in May; certain high scores will qualify as college-level credits. The underclassmen awards ceremony will be held on June 6; the ceremony for seniors, with scholarship awards, will be held on June 7. This week was the deadline for the e-scholar application, and this includes awards for technical studies.

Agenda Item 5. Approval of Board Minutes
Clint Cogswell reviewed the minutes of the regular monthly meeting on April 6.

The Board voted 7-0 to approve the minutes of the regular monthly meeting on April 6 (moved by Ms. Redmond-Scura, seconded by Rusty Cofoin).

Agenda Item 6. Personnel
Mr. Prince presented several staff nominations.

Justin Bourque, Technology Integrator Teacher, Concord High School, $29,759, rate of 50% of M-7. This is in addition to Justin’s existing 50% Technology Integrator position. New position. Budgeted at $29,759

Graeme Crowther, Mathematics Teacher, Concord High School, $59,518, rate of M-7. Graeme’s original position was cut 50%; he is being reinstated to 100%. Graeme replaces Joanne Lowe (M-14 = $79,083) – resignation. Budgeted at $79,083

Sara Pratt, Science Teacher, Concord High School, $14,431, rate of 30% of B-4. This is in addition to Sara’s 70% continuing science teacher position. 30% one year only replacing Curriculum Facilitator. Budgeted at $16,388

Tyler Radel, Science Teacher, Concord High School, $52,996, rate of B-6. Tyler replaces Donna Reardon (M+30-14 = $81,530) – retirement. Budgeted at $81,530

Deborah Hoyt, School Psychologist, Rundlett Middle School, $81,530, rate of M+30-14. Deborah replaces Malgorzata Borawska-Popielarz (M+30-10 = $69,299) – transfer to Concord High School. Budgeted at $69,299

Shannon Lemieux, ELL Teacher, Rundlett Middle School/Elementary, $57,070, rate of M-6. Shannon replaces Anna Mikelinich (M-7 = $59,518) – resignation. Budgeted at $59,518


Laura-Beth Ulwick, Special Education Coordinator, Elementary, $36,280, rate of 50% of M-12. Laura-Beth is resigning from 50% of her full-time Special Education Teacher position to accept the Coordinator position. Laura-Beth replaces Anne Wilkinson (50% of M+30-14 = $40,765). Budgeted at $40,765


Emily Wilkes, Classroom Teacher, Abbot-Downing School, $47,289, rate of M-2. Emily held this position one-year-only as a late hire in 2015-2016. Budgeted at $54,625

Marissa Bassett, Special Education Teacher, Christa McAuliffe School, $9,458, rate of 20% of M-2. This is in addition to Marissa’s 80% Special Education teacher contract. New position. Budgeted at $9,458

Lorna MacDougal, Kindergarten Teacher, Millbrook School, $52,179, rate of M-4. Lorna replaces Larissa Makris (B-2 = $43,211) – transfer to Christa McAuliffe School. Budgeted at $43,211

The Board voted 7-0 to approve the staff nominations as presented (moved by Jennifer Patterson, seconded by Tom Cruteau).

Mr. Prince presented one coach nomination.

David Chase, Boys Varsity Basketball Coach, Concord High School, $6,930, Step 3, Group 2. David replaces John Finnegan.

The Board voted 7-0 to approve the coach nomination as presented (moved by Mr. Cofrin, seconded by Nathan Fennessy).

Mr. Prince presented one leave of absence request.
The Board voted 7–0 to approve the leave of absence request as presented (moved by Ms. Patterson, seconded by Ms. Redmond-Scura).

Mr. Prince presented the list of vacancies.

Summer hiring procedures

Larry Prince requested that the administration be allowed to hire during the summer, and later bring those hires to the Board for confirmation.

The Board voted 7–0 to approve the summer hiring procedures (moved by Mr. Croteau, seconded by Ms. Patterson).

Agenda Item 7. Communications Committee

Jennifer Patterson presented the report of the committee meeting on April 11, noting that Policy #125 Student Representative, with several annotated changes, was coming before the Board for a first reading. She described the process by which new or amended policies come before the Board for first and second readings followed by votes to adopt. The committee reviewed the Board’s social media policy for staff and decided no further revisions would need to be made at this time; and a policy for transgender and gender nonconforming students, which was presented just to begin a discussion. The committee discussed whether the District should have naloxone in the schools, based on information gathered by the school nurses. At this time, under Policy #531, the Superintendent is authorized to update the health manual without bringing each change to the Board. The committee will spend time in the summer examining a realignment of the policies with the NH School Board Association’s policy structure. Mr. Fennessy asked about the current student representative selection process and asked whether the Board might want to have one junior and one senior serve. Mr. Croteau suggested changing the first sentence to “Whenever possible, two student representatives from Concord High School [, one junior and one senior,] shall serve ...” Mr. Fennessy noted that the Board encourages participation of the student representatives in certain committee meetings, particularly the Instructional Committee. Mr. Cogswell suggested changing the last sentence of the policy to “The student Board member(s) shall serve as volunteer(s).”

Agenda Item 8. Instruction

Ms. Patterson presented the report of the committee meeting on April 13, which began with a review of the goals set for the committee at the Board retreat in January. The committee will hear the recommendations of the Early Childhood Education Steering Committee at its June meeting. Assistant Superintendent Donna Palley presented the Next Generation Science Standards (NGSS), describing the history of the development of these new standards and the District’s work to move them forward in the district. The NGSS focus on deeper understanding and application of science content reflecting real-world interconnectedness. Ms. Palley overviewed a fourth-grade science
assessment (a solar cooker) from PACE (Performance Assessment for Competency Education) and overviewed the PACE evaluation schedule and the process of implementing and scoring assessments. There was discussion of teacher support and parent communication. Ms. Patterson asked about the recent administration of the SAT at CHS. Ms. Redmond-Scura noted that the solar cooker assessment included cross-curriculum areas.

Agenda Item 9. Capital Facilities

Rusty Cofrin presented the report of the committee meeting on April 18, at which the committee goals set by the Board in January were reviewed, and the request for proposals for educational programming and architectural feasibility services for Rundlett Middle School was presented. Mr. Cashman reviewed the history of the elementary building project that began in 2004 and resulted in the new elementary schools that opened in the fall of 2012. Committee members requested several component changes/additions to the proposed RFP such as adding acreage and its availability for use in the design. Business Administrator Jack Dunn reviewed the upgrades that have been completed, including new furniture, desks and tables, as well as wiring to supply power to some furnishings. He noted that the new wiring has begun for the next upgrades at CHS. The list of upgrades planned for 2017 was reviewed. In response to a question from Mr. Fennessy whether the RFP was still being discussed in committee, Mr. Cofrin noted that it was.

Agenda Item 10. Negotiations Committee

Mr. Prince reported that the Negotiations Committee met on April 20, noting that a tentative agreement has been established with the Tutors’ bargaining unit; the last piece is acceptance and finalization of the evaluation form. The committee anticipates that the union negotiators will bring this agreement to its membership for ratification soon, and the agreement will be ready for a Board vote at the June meeting. The Committee is still in negotiations with the CAA. There is nothing further to report at this time.

Agenda Item 11. Finance Committee

Mr. Croteau presented the report of the Finance Committee on April 20. The committee first reviewed its goals set by the Board at its January retreat. He noted that PUC staff was not able to recommend that the PUC approve the contract with Concord Steam for a number of reasons; a meeting will be scheduled soon to discuss some of these questions. Mr. Dunn reviewed the district’s history of bonding since 1988, noting that the School Board has bonded independently and has also bonded with the City in the past. Mr. Dunn described several available bond structures over both 15-year and 30-year bond plans. The recommendation was made that if the District plans to bond in near future, it should keep its funds in savings. Ms. Redmond-Scura noted that while
46 different financial plans were discussed in the course of the elementary school building project, upcoming bonding will be more streamlined. Mr. Dunn reported that new temperature gauges will measure 32 freezer temperatures wirelessly throughout the District. Mr. Fennessy added that, noting the financing of a variety of different projects for the high school and middle school, he had suggested a joint Finance and Capital Facilities committee meeting relative to the middle school. That meeting will be scheduled in the near future.

Agenda Item 12. Proposed calendar of meetings
Superintendent Forsten discussed the proposed Board committee meetings for May and June. The Concord Trust Awards ceremony will be held on Tuesday, May 17 at Rundlett Middle School. The June Board meeting will begin at 6:30 p.m. to accommodate the retiree reception at 6:00 p.m. and a student awards night at 7:00 p.m. at the City Auditorium.

In response to a question from Ms. Redmond about the April Early Childhood Education Steering Committee meeting, Superintendent Forsten noted that the research subcommittee will create surveys for staff and community members to get input on full-day kindergarten as an option; another subcommittee is examining the dollar impact of full-day kindergarten, and is looking at whether the District will be able to accommodate a hybrid kindergarten program in terms of space and facility needs; a third subcommittee is connecting with ECE programs across the state and has created a listserv from the NH Principals Association to gather data on kindergarten across the state. Charging tuition as some districts do may be counterproductive, as those with the greatest need may not be able to afford kindergarten. Other feedback derived from the listserv noted that with extra kindergarten programming there is a more relaxed pace to kindergarten instruction overall.

Agenda Item 12. Public comment
There was no public comment.

Agenda Item 13. Adjournment

   The Board voted 7-0 to adjourn (motioned by Mr. Fennessy, seconded by Mr. Cofrin).

The Board adjourned at 8:36 p.m.

Respectfully submitted,

Tom Croteau
Secretary
**TO:** Members, Concord School Board  
**FROM:** Larry Prince, Director of Human Resources  
**DATE:** June 6, 2016  
**REFERENCE:** Administrative Confirmation

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*Salary is based on 2015-2016 salary schedule*
TO: Members, Concord School Board

FROM: Larry Prince, Director of Human Resources

DATE: June 6, 2016

REFERENCE: Teacher Confirmations

Karen Cabral Sullivan  Concord High School  $12,393
Concord, NH  Art Teacher  rate at 20% of M-8
Education:
Lesley University, Cambridge, MA, M.Ed./08
Massachusetts College of Art and Design, Boston, MA, BFA/94
Newbury College, Brookline, MA, AS/90

Experience:
Concord High School
Art Teacher, part-time, 15-16
Hampstead Middle School, Hampstead, NH
Family & Consumer Science (FACS) Teacher, 14-15
Pelham High School, Pelham, NH
Art, Graphic Design, and FACS Teacher, 09-13
St. Joseph Regional Junior High School, Manchester, NH
Art Teacher, 07-09
This is in addition to Karen’s existing 20% Art Teacher position.
New position
Budgeted at $10,925

Sarah Hayes  Concord High School  $17,284
Concord, NH  German Teacher  rate of 40% of B-2
Education:
Gettysburg College, Gettysburg, PA, BA/14

Experience:
Concord High School
German Teacher, part-time, 01/16-06/16
Vorschulgruppe Marne, Marne, Germany
Preschool English Teacher, 01/15-06/15
Sarah held this position one-year-only for 2nd semester 15-16
Budgeted at $19,241
Philip Klose  Concord High School  $35,874  rate at 50% of B-13
Portsmouth, NH  Stagecraft Teacher  one year only
Education:  Westminster College, New Wilmington, PA, BM/86
Experience:  Concord School District
  Elementary Music Teacher, 91-05, 11-16
  Elementary Music/Literacy Arts Teacher, 05-11
  Redondo Beach City School District, Redondo Beach, CA
  Band Director, 88-91
  Franklin School District, Franklin, NH
  Music Teacher/Band Director, 86-88
Clint is requesting a one-year-only, 50% leave of absence from
  his full-time music teacher assignment.
New position
Federal Funds

Paula Koehler  Concord High School  $75,823  rate of M-13
New Durham, NH  Speech-Language Pathologist  rate of M-13
Education:  Old Dominion University, Norfolk, VA, MS/98
  University of Maine, Augusta, ME, BA/87
Experience:  Independent Contractor
  Speech-Language Pathologist, 99-16
  Sundance Rehabilitation Corporation, Keene, NH
  Speech-Language Pathologist, 98-99
Paula replaces Donna McCarron (rate of M-14 = $79,083) - resignation
Budgeted at $79,083

Joseph Proulx  Concord High School  $31,633  rate at 40% of M-14
Goffstown, NH  Digital Education Teacher  one year only
Education:  University of New Hampshire, Durham, NH, MS/00
  Keene State College, Keene, NH, BA/91
Experience:  Concord High School
  Math Teacher, 00-16
  Merrimack Valley High School, Penacook, NH
  Mathematics Teacher, 96-00
  TASIS-Hellenic International School, Athens, Greece
  Mathematics Teacher, 94-96
  Glyfada Christian Center, Glyfada, Greece
  Missionary School Director, 93-94
  Faith Christian Academy, Bedford, NH
  Middle School Mathematics Instructor, 91-93
Joe is taking a one-year-only, 20% leave of absence from his
  full-time mathematics teacher assignment.
Joe replaces Joseph Messineo (rate at 40% of B-10 = $25,110)
Budgeted at $25,110

Staff Confirmations
June 6, 2016
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<td>Jessica Boezeman</td>
<td>Rundlett Middle School</td>
<td>Special Education Teacher</td>
<td>$40,765</td>
<td>B-1</td>
<td>Resignation; replacement by Peter Barraud (M-7 = $59,518)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concord High School Diploma Academy Assistant Coordinator</td>
<td>10-16</td>
<td></td>
<td>Jessica replaces Peter Barraud (M-7 = $59,518) - resignation; Budgeted at $59,518</td>
</tr>
<tr>
<td>Devan Dow</td>
<td>Rundlett Middle School</td>
<td>Special Education Teacher</td>
<td>$40,765</td>
<td>M-1</td>
<td>Devan replaces Howie Leung (M+30-11 = $71,747) - transfer to Concord High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plymouth State University, Plymouth, NH, M.Ed./15</td>
<td></td>
<td></td>
<td>Budgeted at $71,747</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plymouth State University, Plymouth, NH, BS/11</td>
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<tr>
<td>Shawn Moseley</td>
<td>Rundlett Middle School</td>
<td>Classroom Teacher</td>
<td>$52,996</td>
<td>B-6</td>
<td>One year only; Shawn replaces Tracy Renaud (M-14 = $79,083) - LOA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plymouth State University, Plymouth, NH, BS/09</td>
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<td></td>
<td>Budgeted at $79,083</td>
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<td>Rundlett Middle School</td>
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<td></td>
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<tr>
<td>Kristine Nyhan</td>
<td>Rundlett Middle School</td>
<td>Art Teacher</td>
<td>$48,102</td>
<td>B-4</td>
<td>Kristine replaces Betsy Gammons (M-14 = $79,083) - retirement; Budgeted at $79,083</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of New Hampshire, Durham, NH, BA/05</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>University of New Hampshire, Durham, NH, BA/98</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Rundlett Middle School</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Art/Technology Education, 14-16</td>
<td></td>
<td></td>
<td>Kristine replaces Betsy Gammons (M-14 = $79,083) - retirement; Budgeted at $79,083</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Art Teacher, part-time, 12-14</td>
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<td></td>
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<tr>
<td>Sarah Paquin</td>
<td>Rundlett Middle School</td>
<td>Science Teacher</td>
<td>$40,765</td>
<td>B-1</td>
<td>Sarah replaces Tamara Anderson (rate of B-13 = $71,747) - resignation; Budgeted at $71,747</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eastern University, St. Davids, PA, BS/14</td>
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</table>
Tracy Renaud
Concord, NH
Education:
University of New Hampshire, Durham, NH, M.Ed./98
University of New Hampshire, Durham, NH, BA/96
Experience:
Rundlett Middle School
Math Teacher, 50%, Math Coach, 20%, one year only, 12-16
Title I Math Teacher, 50% one year only, 10-12
Classroom Teacher, 98-10
Tracy has requested a leave of absence from her full-time
Grade 6 teacher position.
Budgeted at $55,358

Janine Roberts
Manchester, NH
Education:
University of New Hampshire, Durham, NH, M.Ed./95
University of New Hampshire, Durham, NH, BS/88
Experience:
Three Rivers School, Pembroke, NH
Mathematics Coach, 14-16
Pembroke Academy, Pembroke, NH
Mathematics Teacher, 01-14
New Hampshire Technical Institute, Concord, NH
Adjunct Mathematics Faculty, 97-99
Pinkerton Academy, Derry, NH
Mathematics Teacher, 91-95
Newmarket High School, Newmarket, NH
Mathematics Teacher, 90-91
Stevens High School, Claremont, NH
Mathematics Teacher, 89-90
New Position
Budgeted at $54,625

James Clute
Concord, NH
Education:
Southern New Hampshire University, Manchester, NH,
M.Ed./04
Syracuse University, BS/94
Experience:
Conant/Abbot-Downing Schools
Special Education Teacher, 08-16
Londonderry Middle School, Londonderry, NH
Special Education Teacher, 01-07
Jim has taken a one year only, 50% leave of absence from his full-time position.
Jim replaces Laura-Beth Ulwick (rate at 50% of M-12 = $36,280) = transfer
Budgeted at $36,280
Jennifer Otis  | Beaver Meadow School | $44,840  
Penacook, NH  | Special Education Teacher  
Education:  | Southern New Hampshire University, Manchester, NH, M.Ed./16  
            | Merrimack College, North Andover, MA, BA/13  
Jennifer replaces Charlene Vary (B-5 = $50,548) — resignation  
Budgeted at $50,548  

Dana Foulds  | Broken Ground School | $69,299  
Andover, NH  | Media/Technology Integration Specialist  
Education:  | University of Bridgeport, Bridgeport, CT, MS/05  
            | University of Connecticut, Storrs, CT, BA/04  
Experience:  | Winnisquam Regional High School, Tilton, NH  
            | Social Studies Teacher, 06-16  
            | ELO Coordinator, 15-16  
            | Social Studies Curriculum Leader, 13-16  
Dana replaces Amy Gillam (M-14 = $79,083) — resignation  
Budgeted at $79,083  

Shawn Ogle  | Broken Ground School | $40,765  
Manchester, NH  | Classroom Teacher  
Education:  | Keene State College, Keene, NH, BS/15  
            | New Position  
            | Budgeted at $54,625
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: June 6, 2016
REFERENCE: Fall Coach Confirmations

David Levesque
Merrimack, NH
Concord High School
Boys JV Assistant Football Coach
Education: Plymouth State University, Plymouth, NH, BS/08
Profession: State of New Hampshire, Banking Division, Concord, NH
Senior Account Technician, 05-present
Experience: Concord High School
Freshman Program Volunteer Coach, 15-present
Concord Capitols Football & Cheer, Concord, NH
Offensive Line/Defensive Line Coach, 8th grade program, 09-13
Concord Babe Ruth, Concord, NH
Babe Ruth League Assistant Coach, 05-08
David replaces Robert Bolton

Michael Zahn
Hopkinton, NH
Concord High School
Girls Varsity Soccer Coach
Education: Southern New Hampshire University, Manchester, NH, MS/07
Notre Dame College, Manchester, NH, BA/01
Profession: Southern New Hampshire University, Manchester, NH
Academic Advisor
Experience: Brewster Academy, Wolfeboro, NH
Boys Head Soccer Coach, 07-11
Boys JV Basketball, 07-11
Coed Volleyball, 07-11
St. Paul’s School, Concord, NH
Athletics Coordinator, 02-07
Girls Assistant Varsity Soccer Coach, 02-07
Express Soccer
Girls U12/U16 Head Coach
Caramba Soccer Clinics
Head Coach/Locations Coordinator
Nashua World Cup, Boys U16 Head Coach
New Hampshire Technical College, Concord, NH
Mens Assistant Soccer Coach
Michael replaces William Nardino
<table>
<thead>
<tr>
<th>POSITION</th>
<th>SALARY</th>
<th>NAME</th>
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</thead>
<tbody>
<tr>
<td>CONCORD HS</td>
<td>TBA - Open</td>
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<tr>
<td>POSITION</td>
<td>STIPEND</td>
<td>NAME</td>
</tr>
<tr>
<td>BOYS SPORTS:</td>
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</tr>
<tr>
<td>Cross Country</td>
<td>3,873</td>
<td>Tristan Black-Ingersoll</td>
</tr>
<tr>
<td>Football (Head)</td>
<td>7,745</td>
<td>Eric Brown</td>
</tr>
<tr>
<td>Football (Asst)</td>
<td>5,299</td>
<td>Kevin Nyhan</td>
</tr>
<tr>
<td>Football (Freshman)</td>
<td>5,299</td>
<td>Colin Brown</td>
</tr>
<tr>
<td>Football (JV)</td>
<td>5,299</td>
<td>Hamilton Munnell</td>
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<tr>
<td>Football (JV)</td>
<td>5,299</td>
<td>Michael Pelletier</td>
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<tr>
<td>Football (Freshman Asst)</td>
<td>3,057</td>
<td>David Levesque</td>
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<tr>
<td>Golf</td>
<td>2,650</td>
<td>Edward Deshaies</td>
</tr>
<tr>
<td>Soccer (Head)</td>
<td>5,299</td>
<td>Scott Dunlop</td>
</tr>
<tr>
<td>Soccer (JV)</td>
<td>2,650</td>
<td>Andrew Baldwin</td>
</tr>
<tr>
<td>Soccer (Freshman)</td>
<td>2,446</td>
<td>Daniel Haines</td>
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<tr>
<td>Intramural Strength Training</td>
<td>1,223</td>
<td>Nicholas Zeras</td>
</tr>
<tr>
<td>Ticket Manager (annually)</td>
<td>2,038</td>
<td>Andrea Bacher</td>
</tr>
<tr>
<td>GIRLS SPORTS:</td>
<td></td>
<td></td>
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<tr>
<td>Cheerleading (Head)</td>
<td>3,873</td>
<td>Laura Norwalt-Owen</td>
</tr>
<tr>
<td>Cheerleading (JV)</td>
<td>1,631</td>
<td>Lisa Waszeciai</td>
</tr>
<tr>
<td>Cross Country</td>
<td>3,873</td>
<td>Allison Davis</td>
</tr>
<tr>
<td>Field Hockey (Head)</td>
<td>3,873</td>
<td>Bonnie Proulx</td>
</tr>
<tr>
<td>Field Hockey (JV)</td>
<td>2,446</td>
<td>Andrew Briers</td>
</tr>
<tr>
<td>Soccer (Head)</td>
<td>5,299</td>
<td>Michael Zahn</td>
</tr>
<tr>
<td>Soccer (JV)</td>
<td>TBA</td>
<td>X 9</td>
</tr>
<tr>
<td>Soccer (Freshman)</td>
<td>2,446</td>
<td>Sarah Fuhrmeister</td>
</tr>
<tr>
<td>Volleyball (Head)</td>
<td>3,873</td>
<td>Jonathan Flower</td>
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<tr>
<td>Volleyball (JV)</td>
<td>2,650</td>
<td>Lauren Hannum</td>
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<tr>
<td>CHS COED SPORTS:</td>
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<tr>
<td>Soccer Unified</td>
<td>1,223</td>
<td>Amanda Bacher</td>
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<tr>
<td>RUNDLETT MS:</td>
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<tr>
<td>RMS Athletic Facilitator</td>
<td>7,745</td>
<td>Scott Owen</td>
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<tr>
<td>BOYS SPORTS:</td>
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<tr>
<td>Soccer (7 &amp; 8 Grade) A</td>
<td>2,446</td>
<td>Kerry Clock</td>
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<tr>
<td>Soccer (7 &amp; 8 Grade) B1</td>
<td>2,446</td>
<td>Michael Serard</td>
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<tr>
<td>Soccer (7 &amp; 8 Grade) B2</td>
<td>2,446</td>
<td>William Savage</td>
</tr>
<tr>
<td>Soccer (7 &amp; 8 Grade) B3</td>
<td>2,242</td>
<td>Daniel Breen</td>
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<tr>
<td>Cross Country B/G (6-8) Head</td>
<td>2,446</td>
<td>Shawn Moseley</td>
</tr>
<tr>
<td>Cross Country B/G (6-8) Asst</td>
<td>1,223</td>
<td>Jeffrey Litchfield</td>
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<tr>
<td>GIRLS SPORTS:</td>
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<tr>
<td>Field Hockey (6,7,8 Grade) A</td>
<td>2,446</td>
<td>Angela Kingsley</td>
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<tr>
<td>Field Hockey (6,7,8 Grade) B</td>
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<tr>
<td>Field Hockey (6,7,8 Grade) Intra</td>
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<tr>
<td>Soccer (7 &amp; 8 Grade) A</td>
<td>2,446</td>
<td>Elizabeth Logan</td>
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<tr>
<td>Soccer (7 &amp; 8 Grade) B1</td>
<td>2,446</td>
<td>Jacquelyn Cook</td>
</tr>
<tr>
<td>Soccer (7 &amp; 8 Grade) B2</td>
<td>2,446</td>
<td>Amy Sherr</td>
</tr>
<tr>
<td>Cross Country G (6-8)</td>
<td>Cut Position</td>
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<td>Volleyball (6,7,8 Grade)</td>
<td>2,446</td>
<td>Christine Shea</td>
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<tr>
<td>Volleyball (6,7,8 Gr.) B</td>
<td>1,223</td>
<td>Joan Griffin</td>
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<tr>
<td>Volleyball (6,7,8 Grade) Intra</td>
<td>611</td>
<td>Kristine Nyhan (shared)</td>
</tr>
<tr>
<td>Sport</td>
<td>Grade</td>
<td>Nominee</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------</td>
<td>------------------</td>
</tr>
<tr>
<td>Volleyball (6,7,8 Grade) Intra</td>
<td>611</td>
<td>Katie Amrol (shared)</td>
</tr>
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</table>
Salary Increase:
Year 1: 2%
Year 2: 2%
Year 3: 2%
Total: 6%

Cost (New Money):

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<tr>
<th>Year</th>
<th>General Fund</th>
<th>Federal Fund</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Year 1</td>
<td>$13,546.65</td>
<td>$2,792.63</td>
<td>$16,339.27</td>
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<tr>
<td>Year 2</td>
<td>$12,865.87</td>
<td>$27,759.75</td>
<td>$40,625.62</td>
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<tr>
<td>Year 3</td>
<td>$13,797.96</td>
<td>$15,186.13</td>
<td>$28,984.09</td>
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<tr>
<td>Total</td>
<td>$40,210.48</td>
<td>$45,738.51</td>
<td>$85,948.98</td>
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</tbody>
</table>

Health Insurance:
Available to those who are scheduled to work 30 or more hours per week:
Consumer-Driven Health Plan (Single Plan Only):
Year 1 2016-2017 District: 95% Employee: 5%
Year 2 2017-2018 District: 92.5% Employee: 7.5%
Year 3 2018-2019 District: 90% Employee: 10%

Those who were eligible but not enrolled as of June 30, 2016, and all new hires:
District: 85% Employee: 15% (All 3 years of Agreement)

Included Excise ("Cadillac") tax language

Dental Insurance:
Available to those who are scheduled to work 30 or more hours per week (100% District-paid)

Life Insurance:
$25,000 – available to those who are scheduled to work 20 or more hours per week (District-paid)

Sick Leave:
For those who are scheduled to work 30 or more hours per week: 10 sick days p/year, up to 90
For those who are scheduled to work 20 or less hours per week: earn 1 hour per year, for every hour worked per week (Ex: someone scheduled to work 15 hours per week, would earn 15 sick hours per year).

Emergency/Personal Leave:
Up to 2 emergency days per year (no personal leave benefit)

Probationary Period:
60 calendar days
**Dues/Fair Share:**
Fair share can only be invoked if 60% of the membership are dues-payers. This must be met by October 1st. If it is not met, there is no fair share in Year 1 of the Agreement. The Association will have another opportunity to meet this benchmark by October 1, 2017. If met, the fair share is in place for the duration of the Agreement.

Meeting the 60% threshold will need to be met again in successor agreements before fair share is allowed again.
In the absence of Committee Chair Barbara Higgins, Jennifer Patterson called the meeting to order at 5:38 p.m. There were two agenda items: a discussion of the results from the Youth Behavior Risk Survey (YRBS), and an update on the work of the Early Childhood Steering Committee, including discussion of a proposed community and District survey.

1. Superintendent Forsten presented the results of the Youth Risk Behavior Survey (YRBS). This survey, which was administered last spring to students at Concord High School, was created in 1991 by the Centers for Disease Control. The survey is used to assess trends in youth health risk behaviors, promote understanding of health risk behaviors, evaluate impact of intervention programs, including the District’s Safe Schools grant, develop programs and policies to reduce risk, and monitor youth health behaviors over time. The survey is administered every other year. In this 2015 administration, 1,057 students participated. Survey questions cover six areas related to health risk: physical activity; diet; alcohol and drug use; tobacco use; injury and violence; and sex, helplessness and injury.

Superintendent Forsten summarized the results of the survey. A majority (66%) of the responses of Concord students were positive compared to both region and state; and 75% of the responses showed an improvement in risk behaviors since the previous survey in 2013. Overall, a decrease was seen in the numbers of students endorsing the use of alcohol, marijuana and tobacco. Superintendent Forsten and Board members highlighted areas that suggested a need for support or programming, including safe, violence-free dating relationships, bullying including online bullying, physical activity, use of smokeless tobacco, and engaging in unprotected sexual activity. Also of concern were the numbers of students who attempted suicide or reporting feeling sad or hopeless for an extended period of time. A large number of student indicated that they would not talk to their parents about negative emotions or the dangers of substance misuse. The large majority of students responding to the survey endorsed the ease of access to alcohol, marijuana and tobacco in our community, although many fewer endorsed using these substances.
The Safe Schools grant has brought additional supports and services to the District, including mental health counselors and a substance misuse prevention professional. One of the Safe Schools sub-committees is focused on issues surveyed in the YRBS and is charged with helping to develop strategies and interventions for students and the community. The results have been shared with District administrators, who are beginning to develop ideas for programs and ways to communicate with parents, teachers and students about these issues. A similar survey will be given to middle school students later this spring.

2. Donna Palley described the work of a sub-committee of the Early Childhood Education Steering Committee (ECESC) to develop a survey seeking input on early childhood programming in Concord from district staff and the broader community. A draft of the survey was reviewed. Several Board members indicated concerns about the survey, noting that it is difficult to develop an unbiased survey without professional/technical expertise in this area. Board members stated that they welcome feedback from the community through opportunities at each Board meeting. Nathan Fennessey noted that members of the committee worked hard on this task; that perhaps it should go out so that more community input could be received; and that a relatively small group of people have spoken to the Board up until now. Clint Cogswell and other members expressed concerns about how the survey would be distributed and whether it would reach a wide range of community members, rather than just those with children in the schools. Instead, an open forum would potentially attract a broader range of individuals.

Board members agreed that they want to communicate much more information to the public about early childhood education and any recommendations that may be made relative to changes in programming, and that they want to receive input and feedback from the community on this topic. The survey will not be sent out at this time. Strategies for communication and feedback will be discussed as the Board goes forward with its review of the findings of the ECESC.

The ECESC will present a summary of its findings to the Instructional Committee at its next meeting on June 22. The findings will highlight information to answer the guiding question that was presented to the Committee: What are the best practices in kindergarten programming and now do these practices connect with early childhood programs in our school community? The Instructional Committee will consider these and ultimately make a plan for moving forward. Instructional Committee members noted that these discussions should happen early in the fall to allow for community feedback and input. Board members expressed their appreciation for those who are serving on the ECESC. Superintendent Forsten will update the ECESC on the Instructional Committee’s conversation at its next meeting on June 2.

The Committee voted 3-0 to adjourn (motioned by Maureen Redmond-Scura, seconded by Alana Kimball).

The meeting adjourned at 7:18 p.m.

Donna Palley, Recorder
The meeting was called to order by Rusty Cofrin at 5:33 p.m. The purpose of the meeting was to review revisions to the RFP that had been discussed and requested at the April Capital Facilities meeting. Mr. Cofrin turned the meeting over to Superintendent Forsten and Jack Dunn. Mr. Dunn introduced Attorney John Teague, who has been Concord School District’s legal counsel for 42 years and has assisted in preparing the revised RFP.

Attorney Teague reviewed each section of the revised RFP, explaining that it was actually two studies combined. There were architectural as well as educational components of this study. The RFP was specifically written to allow for the District to pick and choose from proposals that are submitted, without being too restrictive. A few key points that resulted from requests made during the April RFP presentation were emphasized. Attorney Teague pointed out that the RFP allows the District the right to be selective and should prevent any bidding firms from becoming disgruntled. Attorney Teague also pointed out the new Addenda of the RFP, which was strictly for the educational specifications. This was intended for firms that might be interested in only this portion of the RFP.

The ensuing discussion included specific concerns about language that should be adjusted or added.

The Committee voted 4-0 to present the revised RFP to the full Board (motioned by Tom Croteau, seconded by Jim Richards).

The Committee voted 4-0 to adjourn (motioned by Nathan Fennessy, seconded by Mr. Richards).

The meeting adjourned at 6:10 p.m.

Respectfully submitted,

Rusty Cofrin
Matt Cashman, recorder
REQUEST FOR PROPOSALS
EDUCATIONAL PROGRAMMING AND ARCHITECTURAL FEASIBILITY SERVICES FOR
RUNDLETT MIDDLE SCHOOL
Concord School District
38 Liberty Street
Concord, New Hampshire

Release Date: July 15, 2016
Due Date: September 12, 2016

REQUEST FOR PROPOSALS (RFP)

Rundlett Middle School (RMS) is located at 144 South Street in Concord, NH 03301. RMS was originally built in 1957 and has had various additions/expansions/upgrades (1967, 1990, and 2010). RMS sits on a campus with Abbot-Downing School, sharing a total of 21.15 acres. The total square footage of the school is 186,000. The school also has a large football practice field on the west side of the school and a field hockey field located behind the 100 wing of the school. The majority of the building is one level, but it also has a second floor wing housing classrooms, bathrooms and special education classrooms. There is an updated AHERA report from 2013, which explains detailed status of Asbestos abatement and some areas where asbestos is present, but it is considered non-friable or encapsulated. In 2010, RMS went through a complete heating plant conversion, during which the heat plant was converted from oil to steam supplied by Concord Steam. There are a variety of air handlers, ERU units, and miscellaneous piping that run along the various roof systems.

Concord School District is in the process of looking for professional services to evaluate Rundlett Middle School for both educational programming and structural analysis. Over the years, the Concord School District updated and prepared a capital improvement plan (formally a five and ten year maintenance plan) for all of its school buildings. This plan identifies necessary work that should occur over the next ten years, and serves as an annual budgeting tool. It includes items such as roof replacements, flooring replacements, window, door and hardware replacements as well as site upgrades and improvements. The Concord School District is also looking a firm to work with administrative staff, teachers, and community members to help understand the needs of the middle school.
We are looking for a firm to lead and facilitate a Visioning Process to allow the Concord School District to define and articulate appropriate goals for a 21st Century middle school. This could include an educational consultant, an architectural firm, or some combination of the two entities. If you are looking to complete the educational specifications portion, you are advised to refer to the Educational Specifications Addenda. The selected firm(s) will be asked to develop an agenda for and lead to at least 5 discussions with community groups, including educators, students, parents and other community members. These meetings will cover topics such as:

1. Understanding current Concord School District educational goals
2. Exploring goals for a modern middle school including 21st Century best practices to insure students’ academic, social, emotional and general well-being
3. Exploring Concord middle school goals and comparing them to national practices and trends and to those currently practiced across the District
4. Exploring goals for community use and school/community relationships
5. Exploring goals for athletic and extracurricular activities
6. Exploring goals for educational technology
7. Exploring goals for sustainability
8. Exploring goals for safety and security
9. An initial exploration of physical facility implications for achieving these goals
10. Developing an estimate of economic impact on community and home values

At the conclusion of the study, provide a written and electronic report and public presentation of the findings of the Visioning Process.

Based upon the written report, the selected firm(s) will develop Educational Specifications for a modern middle school articulating the educational program with general goals for major disciplines, activities and space needs within the school, articulation of the facility and technology needs to fulfill the goals, and articulation of the desired relationships between and among programs in order to promote the goals. The Educational Specifications should be written in conjunction with the educators at the school and be in accordance with the NH Department of Education' Manual for Planning and Construction of School Buildings.

Based upon the Educational Specifications the firm(s) will develop an Educational Space List outlining every type of room, the number of square feet per room, the number of each type of room and the total conceptual square footage for the proposed building.

The firm(s) will be asked to undertake a preliminary review of the existing school including a walk through and discussions with the Director of Facilities and building maintenance staff to understand the buildings current physical and systems condition.

The firm(s) will develop single line floor plans and associated site plan diagrams showing a potential lay out on the site. (Review exhibit 1)

The firm(s) will also develop single line floor plans and associated site plan diagrams indicating a potential layout based upon the educational space list on the assumption that renovations and additions would be made to the existing building.
Based upon the Educational Room Specification square footage and the plan diagrams, the firm(s) will then develop a preliminary construction cost and project budget for both a new middle school option and for a renovations and additions option.

**REQUEST FOR PROPOSALS TIMETABLE**

The following schedule has been established for the Request for Proposals:

RFP Release Date: July 15, 2016
Proposals Due: September 12, 2016

**RFP PROCESS/PROPOSAL PROCEDURE**

Proposals should include a resume or detailed description of the professional qualifications of those who will work on this project as well as the name and qualifications of who will be in charge of the project. Firms with recent experience in educational facilities and middle schools in particular preferred. Proposals should include the names and addresses of all corporate officers of the entity submitting the proposal.

Respondents should submit two hard copies of their proposals and one electronic copy (CD) to Matt Cashman, Director of Facilities and Planning, Concord School District, 38 Liberty Street, Concord, NH, 03301. All pre-submission inquiries should be directed via email to Matt Cashman, mcashmar@sau8.org (no phone calls).

Proposals are due by Monday, September 12, 2016. Please note that this schedule is subject to change as necessary. The selection committee will review the RFP submissions and may conduct interviews after finalist firms are determined.

The proposal must include descriptions of similar middle school projects with contact information for the Concord School District to conduct reference checks (including representative community members) for each project. The school district anticipates visiting one or more of the proposer’s projects and will contact a representative to discuss proposer’s qualifications. Any additional information that the proposer deems relevant should be included. Firms are encouraged to submit evidence of presentations before community groups regarding school design in the form of video or other records.

The proposal should include the firm’s hourly fee or fee structure for this type of consulting project.

Proposals should be printed on 8 1/2" x 11" paper. There is no page limit. Exhibits, including renderings and visuals, should be presented. These may be submitted in printed format or on disk as an addendum.

The two (2) hard copies of the proposal submission, the on electronic copy (CD) and a completed Certification of Non-Collusion (see Appendix A) should be submitted in a sealed envelope with the following information written on the outside:

**Firm name, address and contact information (name, phone number)**

Concord School District: RFP – EDUCATIONAL SPECIFICATIONS
ARCHITECTURAL FEASIBILITY FOR RUNDLETT MIDDLE SCHOOL.

Proposals must be submitted to Matt Cashman, Director of Facilities and Planning, Concord School District, 38 Liberty Street, Concord, NH 03301.

EVALUATION AND SELECTION PROCEDURE

Proposals will be evaluated by a School Board designated selection committee; this committee may consist of the entire School Board and administrators as well as some members of the public. The successful proposal will be the proposal that the selection committee judges best overall based on the following criteria:

- Experience with school design particularly public middle schools
- LEED and CHPS accreditation and examples of schools they have built
- Professional presentation skills from the primary key person(s) who will be tasked through the project life. Demonstrated skills and experience with working with a variety of community groups and demonstrated success developing goals for facilities such as middle schools
- Organizational capability
- Satisfactory credit references and evidence of adequate professional liability insurance
- Fees
- Disclosure of ownership and business affiliations allowing a review of any potential conflicts of interest

The Concord School District may only consider proposals that meet satisfactory levels of the above criteria. The Concord School District is not required to accept the proposal that includes the lowest fee. The Concord School District’s acceptance of a proposal does not imply that every element of that proposal has been accepted. Proposals that do not meet these requirements may not be evaluated. When feasible, representatives of the school district may visit facilities designed by proposers and speak to community members regarding each project.

OTHER GENERAL RFP REQUIREMENTS AND CONDITIONS

The Concord School District reserves the right to postpone or cancel this RFP or reject any and all proposals for any reason. While the Concord School District anticipates holding interviews, proposers are advised that the school district has the option of selecting the proposer without conducting negotiations. Therefore, proposers should submit their best proposals initially, since negotiations may not take place. Concord School District shall be free to select services, such as architectural services, from one proposal while selecting other services, such as educational programming design, from another. Should that occur, the District will expect the selected firms to collaborate successfully.

The Concord School District is not liable for any costs incurred by proposers in the preparation of proposals or for any work performed in connection therein. A proposer may submit a modified proposal to replace all or any portion of a proposal submitted up until the proposal submission deadline. The school district will only consider the latest version of the proposal. Late proposals and late modifications will not be considered for evaluation. Proposers may withdraw their
proposals from consideration at any time before the proposal deadline. To withdraw a proposal, the proposer must provide the Concord School District with written notification.

All Requests for Proposals submission materials become the property of the Concord School District.

Appendix A.

Certificate of Non-Collusion

The undersigned certifies under penalties of perjury that:

1. The proposal has been created in good faith;

2. The proposal has been created and submitted without collusion or fraud with any other person or entity;

3. All statements of fact in the proposal are true;

4. The proposal was not created in the interest of or on behalf of any undisclosed person, partnership, company, association, organization, or corporation;

5. The vendor has not, directly or indirectly, by agreement, communication or conference with anyone, attempted to induce action prejudicial to the interest of the Concord School District or of any other vendor or anyone else interested in the proposed contract.

______________________________  ____________________________
Signature of Authorized Representative  Date
Concord School District anticipates that some firms may submit a comprehensive response to this RFP, containing both architectural proposals and educational planning goals and objectives to be developed using expertise in both fields. However, other firms may wish to submit a proposal based solely on identifying the educational components of the project and developing a response that assumes a later collaboration with an architectural firm. As stated above, the District will be free to pick and choose amongst submitters and free to combine purely educational proposals with those that contain responses to both RFP components.

With that fact in mind, the District encourages the submission of both types of proposals and adds the following additional guidance for firms submitting an educational proposal only:

**Required subjects of an educational proposal:**

1) Educational Philosophy of the District and Rundlett Middle School
   a. Vision of the school system
   b. Current educational philosophy
   c. Mission statements for the Middle School Program
   d. Expression of Values of faculty and administration.

2) School Data
   a. Student population
   b. Site information
   c. Special provisions
   d. Community information

3) Program Goals
   a. Identifying of educational goals of each instructional program

4) Specific Program Activities and Relationships
   a. Determine and define the functional needs of the learning environment

5) General Conditions
   a. Internal building functional requirements such as HVAC, technology, windows and daylighting
   b. Accessibility
   c. Safety and Security

6) Additional Components
   a. Incorporate other components which the firm considers necessary for the complete development of educational specifications for a new or newly renovated Rundlett Middle School.

While the firm is free to omit certain purely architectural details from the proposal, thought must be given as to how the educational specifications in the proposal will be feasibly and effectively incorporated into a building plan.

Education only proposals will be evaluated based on the relevant criteria described in the above RFP, the most important being compatibility with the goals, objectives, vision and philosophy of the Concord School District.
Concord School District
Board of Education
Communications and Policy Committee

Date: May 25, 2016

Committee members present: Jennifer Patterson, Chair; Alana Kimball; Maureen Redmond-Scura; Tom Croteau

Other Board members present: Clint Cogswell

Administration: Terri Forsten, Superintendent; Donna Palley, Assistant Superintendent

Jennifer Patterson convened the meeting at 5:34 p.m. There were four agenda items, including an overview of District policies and discussions in three different policy areas: student use of social media; Transgender and Nonconforming students; and the use of Narcan in Concord schools.

1. Overview of Policies

The Committee continues to review policies, updating them as needed, and planning for a review of the organizational structure, with an aim to align over time with the structure used by the New Hampshire School Boards Association (NHSSBA).

Superintendent Forsten responded to a question from the previous meeting about the number of policies in Concord. There are 172 policies, with 34 duplicate policies. Superintendent Forsten noted that the NHSBA system includes 70 policies that are required by law; 197 policies that are recommended, but not required by law; and 111 policies that are described as ‘optional’ that are not required by law but may meet specific needs or interests of communities.

2. Acceptable Internet/Social Media Use by Students

Ms. Patterson noted that as students are using technology devices more, and social media is more prevalent, it becomes important that the District has clear guidelines and policies for students. Superintendent Forsten shared Policy #542 Acceptable Internet Use – Students, as well as recommendations developed by the NHSBA. While Policy #542 was adopted in 2004, members noted that this policy is still quite relevant. There are some outdated technologies listed in the policy, but it also covers many, if not all, of the areas needed in 2016. Superintendent Forsten was asked to gather feedback from staff and students about this policy, including any revisions that are needed. Superintendent Forsten will bring this feedback to a future Committee meeting. Given the upcoming rollout of Chrome Books for 9th and 10th graders, Board members expect that students and parents will sign off when they receive their devices. The form to be used does not necessarily need to be part of a policy, but should be described in District procedures. The schools currently use a technology
guideline and responsibility form that students and parents sign at the beginning of the year. Feedback from the schools will be sought, and information and documents will be brought to the Committee for review. Other considerations included providing students with education about privacy, and contingencies for students who inadvertently access inappropriate content.

3. Transgender and Gender Non-Conforming Students

On May 13, Superintendent Forsten received guidance on Transgender and Gender Non-Conforming students from the U.S. Department of Education and the U.S. Department of Justice, and shared a copy of this communication with the Committee. She noted that the District was proactive on this issue before receiving this latest guidance, which references some of the same points discussed at the April meeting. Superintendent Forsten noted that there are two gender-neutral single bathrooms at Concord High that any student may choose to use. She will work with Concord High’s incoming principal, Mr. Sica, in the fall to discuss any procedures or guidelines needed for staff and students. Tom Croteau indicated that there may be students in Concord schools who want to identify with a different gender but whose parents are not supportive of this, and this could create a conflict for staff members working with these students. The District has a strong anti-discrimination policy which has served well. Superintendent Forsten noted that she believes that the District is on the right track with current policies and procedures in this area.

4. Adding use of Narcan to Health Procedures Manual Policy #531

Superintendent Forster recently met with school nurses and with school physician Dr. William Storo to discuss making Narcan available in the schools to treat drug overdose. They are all supportive of this move, and several school nurses have already been trained in the use of Narcan. A plan is being developed that describes who will be trained and where the Narcan will be located within each school. Changes to the language in the Health Manual are under consideration. Superintendent Forsten also met with Concord Police Chief Osgood, who is also supportive of including Narcan in the schools. She plans to meet with the Concord Fire Chief in the future, as his team does carry Narcan and has used it on a number of occasions. Maureen Redmond-Scura asked whether police would be notified if Narcan was used in a school. Superintendent Forsten noted that this would be a medical rather than a police issue. If Narcan was administered, 911 would be called immediately, as additional medical support would be needed for the individual involved.

The nasal form of Narcan is available free to the district through a grant. The shelf life is 18 months; it needs to be stored within a specific temperature range. Superintendent Forsten expects to have the medication in place in all schools in September. An update to the health manual will be discussed with the Committee in the summer.

5. June Meeting

At the next meeting of the Committee in June, the agenda will include discussion of procedures related to the distribution of Chrome Books to high school students,
including insurance, device responsibility and fees/waivers; policies related to revisions in the Minimum Standards; and work to reorganize the policy manual to reflect the NHSBA structure. To support the review of policies, Superintendent Forsten will develop a chart that lists policies by section, including the date of adoption or last review, and a connection with a corresponding NHSBA policy, if one exists. This will assist the Committee as it begins to review sections of the policy manual. Individual members could each review a section as the work goes forward.

Also at the June meeting, the group will schedule a meeting for July to continue the policy review work. The NHSBA publishes a summary of recent legislation that may impact school policies. This will be available later in the summer.

The Committee voted 4-0 to adjourn (motioned by Mr. Croteau, seconded by Alana Kimball).

The Committee adjourned at 6:15 p.m.

Respectfully submitted,

Jennifer Patterson, Chair

Donna Palley, Recorder
Concord School District Policy #125
Student Representative(s) – School Board

Whenever possible, two student representatives from Concord High School, one junior and one senior, shall serve as student representative(s) to the School Board. This is with the understanding that the following guidelines will be in effect:

1. That the student representative(s) not take part in any vote or executive session.

2. That the Superintendent of Schools will meet with the student(s) to describe the position and responsibilities of the student representative(s) to the School Board.

The duties of the student Board member(s) shall include:

a. Attending all Board meetings except those that invite discussions and procedures of the School Board involving subjects that are confidential under RSA 91-A

b. Representing Concord High School students

c. Representing to the School Board specific proposals and opinions from students and, when appropriate, placing proposals on the School Board agenda in accordance with Board procedures

d. Serving as liaison between students and administrators, other faculty and appropriate outside agencies

e. Keeping Concord High School students informed of the business of the School Board

The student Board member(s) shall serve for a one-year term minimum with a two-year term maximum.

The student Board member(s) shall serve as volunteer(s).

Statutory Reference:

RSA 194:23-f

Adopted 1974
Revised 1976; May 7, 2001; ____ , 2016
Concord School District Policy #125

Student Representative(s) – School Board

Whenever possible, two A student representatives from the Concord High School, one junior and one senior, Senate shall serve as the student representative(s) to the School Board. This is with the understanding that the following guidelines will be in effect:

1. That the student representative(s) not take part in any vote or executive session.

2. That the Superintendent of Schools will meet with the student(s) to describe the position and responsibilities of the student representative(s) to the School Board.

   The duties of the student Board member(s) shall include:

   a. Attending all Board meetings except those that invite discussions and procedures of the School Board involving subjects that are confidential under RSA 9-1-A

   b. Representing Concord High School students

   c. Representing to the School Board specific proposals and opinions from students and, when appropriate, placing proposals on the School Board agenda in accordance with Board procedures

   d. Serving as liaison between students and the principal/administrators, other faculty, Senate advisors, and appropriate outside agencies

   e. Keeping Concord High School students informed of the business of the School Board

The student Board member(s) shall serve for a one-year term minimum with a two-year term maximum, from June 15 through June 14.

The student Board member(s) shall serve without pay as volunteer(s).

Statutory Reference:

RSA 194:23-f

Adopted 1974
Revised 1976; May 7, 2001; ______, 2016
## Enrollment Report June 2016

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**District Total**

(not including preschool numbers)

Total: **4520**
### Monthly Enrollment Report Summary
#### 2015-2016 School Year

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# Concord School Board... JUNE 2016

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<td>5:00 p.m. Retiree Reception</td>
<td>6:30 p.m. Board Meeting</td>
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**HOLIDAY**

3:00 p.m. School Board Meeting

5:00 p.m. Executive Committee