I. CALL TO ORDER

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

III. PUBLIC COMMENT – agenda items only

IV. RECOGNITIONS ................................................................................................ pp. 3-7

V. APPROVAL OF BOARD MINUTES
   a. Regular monthly meeting (June 6) ................................................................. pp. 8-16
   b. Special Board meeting (June 29) ................................................................. p. 17

VI. PERSONNEL
   a. Leave o: Absence request
   c. Staffing confirmations ............................................................................... pp. 18-21

VII. COMMUNICATIONS and POLICY
   a. Committee meeting report (June 13) .......................................................... pp. 22-23

VIII. INSTRUCTIONAL
   a. Committee meeting report (June 22) .......................................................... pp. 24-32

IX. FINANCE
   a. Committee meeting report (June 29) .......................................................... pp. 33-40

X. NEGOTIATIONS
   a. Committee meeting report (June 29)

XI. OTHER BUSINESS
   a. Authorization for state/federal grant actions

XII. PROPOSED CALENDARS OF MEETINGS ...................................................... pp. 41-42

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

XIV. ADJOURNMENT
Our teachers work hard all year to implement new units of study, put into practice refined instructional strategies, and use new assessments.

During the summer, our teachers come together in teams to write new or revise old curriculum and to design new assessments.

This summer, we had an overwhelming response to the call for proposals for curriculum and assessment work, with 49 teams including over 200 teachers representing grades K-12, developing plans. Over the course of the summer, these teams will take on a variety of work. Teachers will, for example, develop grammar lessons for students in elementary and middle school, revise high school social studies curriculum, build common assessments in French, and develop new units of study in engineering for middle school science.

Teams will focus on project-based learning in high school science, online learning modules to support the use of Google Classroom, and student-friendly math rubrics for students in the primary grades. A number of teams will work on adding to our growing body of performance assessments.

With teachers involved from virtually every grade and content area, we expect a rich body of new material for teachers to dig into in the fall.
Family Center provides structure for city's youngest children

By ELLA NILSEN, Monitor staff. Saturday, June 04, 2016

On a recent Thursday morning, a sunny room at the Heights Community Center in Concord bustled with activity as about 20 toddlers and young kids played under the watchful eyes of teachers — and their parents.

As the children painted paper plates, played in a sandbox full of rice and put together Mr. Potato Head pieces, mothers and grandmothers provided assistance or sat on the sidelines, offering gentle encouragement. Many of the families living in the Heights arrived as refugees, reflected in the room’s diverse makeup.

The program is run by Family Center, a program of the Concord Community Center and Concord School District and specifically serves the city’s youngest children and their families.

The morning session happens once a week during the school year and only lasts an hour and a half, but the playtime and lessons in Family Center are an important part of early childhood development, teachers and school district officials say.

Family Center has been operating for years as a way to prepare young children for kindergarten and at the same time, connect their parents to resources in the community, including Ascentria Care Alliance and Community Bridges.

Some of Family Center’s youngest attendees who can’t yet walk or play games also watched the older kids attentively, occasionally interacting with other babies by sticking their tiny hands in each other’s faces and putting everything they could find into their mouths.

Before Concord’s elementary schools consolidated in 2010, the Family Center operated in each neighborhood elementary school. Now, it runs in three locations including the former Dame School and Mill Brook Elementary School. With the help of the federal Safe Schools, Healthy Students Initiative grant, it will expand to a fourth.

Laurie Hart, the initiative’s early childhood coordinator, said one of the most important aspects of the Family Center program is simply providing a safe space for families to come together, meet each other and build ties.

“Friendships grow at Family Center,” she said. “You have to look at all these kids and families together. There’s a community being built.”
Community-building is something that’s especially crucial for newly arrived refugee families who are learning English and still trying to navigate their new city. The parents who regularly attend Family Center often help the newer families transition, simply by providing translation and explaining how they can enroll their kids in summer recreation programs and public school.

In addition to building community and connecting families, Family Center provides a lot of other resources to parents. Hart said some of the most common questions parents ask Family Center teachers and each other is about their child’s development.

The years between birth and age 5 see some of the most rapid changes as young kids start to walk and talk.

Family Center teacher Jill Galvin sees the youngest kids learn a lot simply by observing the older ones. “They get so much from watching each other,” she said.

Playtime may seem unstructured, but Hart and Galvin say it’s an important piece of early childhood development, helping kids learn how to share and follow simple rules.

It takes time for kids to learn to clean up their toys when playtime is over and follow instructions, such as being quiet when the teacher signals for it.

Garvin and Hart said there is often a noticeable difference in children who are new to Family Center and those who have been attending for a few weeks or months; the ones who are accustomed to the program’s structure are much more likely to clean up their area without a fuss and follow directions.

When playtime and snack were over at the Dame School, it was time for everyone to gather on the rug for a lesson.

“Welcome to school today! We have come to learn and play!” sang out Galvin and her teaching assistants, as the children repeated her. The older kids stood in a row up front, happily repeating the words and hand motions for songs like “Itsy Bitsy Spider” and “We’re Going on a Bear Hunt,” while the smaller ones nestled in their parents’ laps and followed along.

Concord resident Pam Wicks has been bringing her children to Family Center at Dame School since 2011. With her youngest son starting kindergarten next year, it’s going to be a bittersweet goodbye to the program, she said. “Family Center has been my home since I came here,” she said.

Wicks said the program has helped her children grow and become comfortable with teachers and other kids before they entered the city’s public schools.

She added the diversity at Family Center has enriched her and her kids’ lives. “It’s amazing to see all these different cultures,” she said. “Where people come from and what they go through to get here.”

Wicks believes the diversity at Family Center is teaching her kids to be open and accepting to multiple cultures at an early age, an experience she values.

“To my kids, they’re the same as them,” she said. “It’s a really amazing opportunity.”
Middle school German teacher honored by peers

By KATIE GALIOTO, Monitor staff - Thursday, June 16, 2016

When Frau Ernst spoke English on the last day of class, her students uttered gasps of surprise. After all, students at Rundlett Middle School know what to expect when they sign up for German class: a whole lot of Deutsch and very little Englisch. “I had to practice a little this morning,” the teacher joked. “How am I doing?”

Laura Ernst has taught German at both the middle school and Concord High School for 21 years. She was recently named World Language Teacher of the Year by the New Hampshire Association of World Language Teachers. Despite knowing little German beforehand, students begin to pick up the language quickly – especially in an immersive environment, Ernst said. Her eighth-grade class just finished writing full-length letters to an imaginary German pen pal as part of their final exams. “I think they’re surprised themselves when they sit down and they realize they can write this much in German at the end of year one,” the teacher said.

Some of the eighth-grade students will find themselves in Ernst’s class once again in five years’ time for German V. Over their high school careers, many will participate in the school’s German club, which Ernst helps supervise, and the German American Partnership Program, a month-long student exchange with a high school in Wegberg, Germany.

“My mission is to help kids understand another culture, another way of speaking – not just tolerating something being different, but celebrating it and accepting it,” Ernst said.

About 25 students from each school participate in the program every year, Ernst said. Concord families host German students for the month of October. The following summer, Ernst and her colleagues lead a trip to Germany, where many Concord students stay with the family of the student they hosted the previous fall. This year’s group is set to leave Sunday night.

“Without fail, students always report back saying they just learned so much after being immersed in the culture,” Ernst said. “It’s really the beauty of it – they lived the language, they lived the culture, every single day for a whole month.”
Ernst tries to mimic this experience in her classroom by playing German music, teaching German games and using German treats – such as gummy bears, the class favorite – to motivate her students. “I think I speak for all of us when I say a GummiHar from Frau Ernst always went over well,” said Leighton Sackos, a Rundlett eighth-grader.

Ernst’s middle school classes have also performed poetry slams, made movies and had frequent “misch mish” sessions, where they split up into small groups to discuss a topic in German.

Rundlett’s seventh-grade students only spend a couple days with Ernst, as part of the school’s exploratory program that allows students to try out each of the four foreign languages offered – German, Spanish, French and Latin.

“You learn a lot in six days, in any language really. More than I thought I would. We learned numbers, colors, body parts, hobbies, all in German,” seventh-grader Nautica Belmosto said. This introductory program allows students to see if they want to continue to pursue the language, which can be challenging at times, Ernst said. “I think they want to be pushed,” she added.

Ernst mixes in new lessons with content the students have long since mastered, to keep the students’ workloads bearable yet exciting. At the end of the day, she said she’s just happy to share the language and culture she loves.

“I’m lucky – I get to speak German all day,” she said. “I like it when it clicks with the kids and I see them starting to enjoy it themselves.”
Board of Education, Concord School District
Regular monthly meeting
June 6, 2016

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

Absent: Barb Higgins

Administrators: Superintendent Terri Forsten, Assistant Superintendent Donna Palley, Human Resources Director Larry Prince, 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 8-0 to approve the agenda with the addition of a wellness presentation (motioned by Jennifer Patterson, seconded by Tom Croteau).

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

Agenda Item 4. Recognitions
The School Board recognized and thanked retiring District employees; those who have been with the District for 10 or more years.

Benjamin Allen was hired in February 1995 as a custodian at Broken Ground School. In July of that same year, he was promoted to head custodian. Ben continued his role as head custodian at Broken Ground and retired last July with over 20 years of service with the District.

Thomas Burrill began working as an instructional assistant in 2001. He worked in the District at Rundlett Middle School throughout his career. He retires with 15 years of service.

Gene Connolly started working as principal of Concord High School in 2002. Gene spent his entire 14 years working in the District in this position. He earned his Bachelor’s degree from Springfield College in 1979 and his Master’s degree from Notre Dame.
College in 1988. Gene earned his Certificate of Advanced Graduate Study from the University of Massachusetts in Lowell.

William Dinan retires after working in the District for 28 years. Bill was hired as a psychologist for the District. He spent his final two years working at Concord High School. Bill earned his Bachelor's degree from the University of Rochester in 1972, his Master's degree from SUNY at Geneseo in 1976 and his Ph.D. in 1979 from the University of Utah.

Betsy Gammons started working at Rundlett Middle School in February of 1981. For over 33 years, Betsy taught art to the students at Rundlett. She earned her Bachelor's degree from the University of Massachusetts in 1975 and her Master's degree from the Rhode Island School of Design in 1979.

Janet Harris was hired in 1982 to teach home economics at Rundlett Middle School. During her 34 years with the District, Janet has taught Life Studies, Wellness, Family Consumer Science and Health. She earned her Bachelor's degree from Keene State University in 1976.

Ruth Ann Herbert began working in 1981 as a Title I aide. In 1983 Ruth Ann began working in the District as a substitute teacher. She became a permanent substitute position in 1993, then in September 2000 she transferred to a tutor position. Ruth Ann continued in her tutor position for 12 years before retiring in June.

Barbara Jobin was hired in 1981 as a speech therapist with the District, working with students from pre-school to high school. In 2010, Barbara became the coordinator and instructor for the Project SEARCH program, where she finished her final 6 years with the District. Barbara earned both her Bachelor's degree and Master's degree from the University of New Hampshire.

Ann Junkin was hired as an elementary music teacher in 1988. Ann continued to teach and inspire children with music during her 28 years with the Concord School District. She earned her Bachelor's degree from Mansfield University in 1973.

Marcia Krueger was hired in 1995 as an instructional assistant at Kimball School, where she worked in that capacity for five years. In 1996, Marcia was hired to teach second and third grade at Rumford School. During the next 19 years, she taught grades two through five at Rumford, Walker, and Conant Schools. Marcia ended her tenure at Abbot-Downing School. She earned her Bachelor's degree from Green Mountain College in 1973.

Carol McCarthy started working in the District in February 2001 as an administrative assistant at Concord High School where she was responsible for overseeing the high school's district and student activity accounts. Carol transferred to assist in Commons A at the high school. She retires with 15 years of service to the District.

Andrea McGahan retires after 13 years with the District. She was hired in 2000 as a tutor at Kimball School. In 2003, Andrea began teaching first grade at Kimball School, then in
2012 moved to Christa McAuliffe School. Andrea received her Bachelor’s degree from Plymouth State University in 1971.

Susan Moltisanti began working as a kindergarten teacher at Dame School in 1971. During her time with the District, Susan continued to teach Kindergarten at Dame, Eastman, and Rumford Schools, ending her tenure at Mill Brook School. She earned her Bachelor’s Degree from Plymouth State University in 1971 and her Master’s degree from the University of New Hampshire in 1986.

Brian Pierce was hired in 1975 as a custodian at Broken Ground. After six years at Broken Ground School, he transferred to Millville School then to Dame School. In 1991, Brian was promoted to head custodian of Eastman School. He transferred back to Dame School in 2011, then to Mill Brook School in 2012 where he finished his 41 years with the District.

Jane Plamondon was hired in September of 1989 as the elementary psychologist for the District. Jane continued in that capacity during her 27 years with the District. She earned her Bachelor’s degree from Southeastern Massachusetts University in 1976. In 1978, Jane earned her Master’s degree from Oakand University in Rochester, Michigan.

Donna Reardon was hired as a science teacher in 1993 at Rundlett Middle School. In 1997, she transferred to Concord High School, continuing to teach science. Donna earned a Bachelor’s degree from Saint Joseph’s College in 1975 and a Master’s degree from Notre Dame College in 1998. She retires with 23 years in the District.

W. Karen Roy started working for the Concord School District in 1987. She worked as an administrative assistant in several different departments in her time with the District. Karen started in Food Service and after a couple of years, transferred to the Payroll department. She also worked for the Pupil Personnel Services Director as well as the Assistant Superintendent before transferring back to Payroll. Karen spent her final eight years working in the Human Resource Department.

Marlene Sheehan began working for the Concord School District as a crossing guard in 1987. She worked at most locations throughout the city. She retires in June with 29 years of service to the District.

George Troisi, Jr. began his service for the Concord School District in November 2004. George worked as a custodian for Concord High School where he provided quality work during his 11 years with the District.

Pamela Wroblewski began working as a Spanish teacher at Concord High in 1989. She spent her 27 years with the District teaching World Language at both Rundlett and Concord High. Pamela earned a Bachelor’s degree from the University of New Hampshire in 1976.

Martha Wyatt was hired in September 1989 as an assistant cook. In 1990, she became head cook at Kimball School. Martha worked at Abbot-Downing School during her last four years with the District. She retired last July with 26 years of service.
Food Services Director Donna Reynolds and Beth Richards presented information to the Board about the Wellness Committee, including a description of the district’s current wellness environment, the committee’s activities this year, and its future plans. Ms. Reynolds noted that the FDA requires that every school district has a wellness committee and related School Board policy. Student Wellness Policy #530, the current policy, is now out of compliance with FDA standards; the committee has begun the process of updating it. The CDC’s “school health index” has been used as a starting point, followed by a needs assessment, which was completed by approximately 25% of staff and will be reviewed by the committee over the summer.

Clint Cogswell asked that the slide presentation be posted on the district website.

Nick Skaftidas was recognized by the School Board for his time and dedication to recording the School Board meetings. He plans to take a GAP year to focus on his YouTube channel and look for internship opportunities.

Student representative Jordyn Macri was recognized and thanked for her service on the Board, thoughtfully answering many impromptu questions posed by Board members. She will be going to Providence College next year to study business management.

Student representative Rebecca Proulx, a junior, was also thanked for her work with the Board and particularly Policy #125. The Board anticipates her return next year as a student representative.

Other recognitions that were included in the Board materials highlighted articles in the Concord Monitor about the Diploma Academy and an Abbot-Downing “friendship bench” created by 5th grade students; a thank you from Sen. Kelly Ayotte to the CHS Baseball team, which helped with cleaning of the NH Veterans Cemetery; a listing of the 2016 Concord Trust Grant Awards; and a thank you to RMS Principal Tom Sica from the Concord Coalition to End Homelessness for his support of “SouperFest 2016” in March, held at Rundlett Middle School.

CHS junior Rich Clar made a presentation about his proposed Eagle Scout project, which will consist of edging the birch grove and placing a kidney-styled bench in honor of retiring CHS principal Gene Connolly. The edging will prevent erosion and contain the crushed gravel that is typically kicked out of place by student traffic. The style of cobblestone matches what is already on the campus. He has checked with Supt. Forsten and Director of Facilities Matt Cashman about the appropriateness of the project. The CHS PTA is also considering installing a bench in the place where Principal Connolly would stand to greet students in the morning. He asked for approval of this project so he can take it to the Eagle Board.

Board members asked about the placement of the bench; coordination with the CHS PTO; the project’s timeframe; his fundraising process; maintenance of the project; who will assist him in the project; and anticipated number of labor hours.

Mr. Clar responded that the bench will be at the front of the school near the music department; that he will speak with Lisa Lamb and contact the PTA to coordinate his bench project with theirs; that he will fundraise over the summer and finish the project.
before he turns 18 in April 2017; that since the bench is granite there will not be much
maintenance and that he’s been assured it is easy to cut the grass around it. He noted
that Eagle Scout projects include planning, fundraising, and involving volunteers to
build the project. Project man-hours range from 40 to 100 hours. He will ask the music
honor society advisors to allow service hours for those students, as well as others. He is
also considering starting a scholarship in honor of Principal Connolly with any
fundraising monies left over.

The Board voted 8-0 to approve the Eagle Scout project proposed by CHS
junior Rich Clar (motioned by Maureen Redmond-Scura, seconded by Rusty
Cofrin).

Mr. Cogswell noted that he is proud to be part of the School Board when he hears from
exemplary students like Rich.

Student representatives Jordyn Macri and Rebecca Proulx reported that next week is
Senior Week; the class trip is on the Mt. Washington on Lake Winnipesaukee; prom is on
Thursday; and finals are next week for underclassmen. CRTC’s graduation was last
Wednesday. They also reported that a new gender-neutral bathroom was created; the
Varsity Club put on a “Splash Bash” with a dunk tank for the first time; the NH Scholars
Club put on a NH Scholars Night this year with awards for members; and lastly, the
Track and Field team won the State Division I title with Angel Feliz taking the 100 meter
and the 200 meter races, as well as the long jump. Mr. Cofrin noted that 1980 was the last
time the track team took the state championship.

Agenda Item 5. Approval of Board Minutes

Clint Cogswell reviewed the minutes of the regular monthly meeting on May 2.

The Board voted 8-0 to approve the minutes of the regular monthly meeting
on May 2 with one change (moved by Mr. Croteau, seconded by Jim Richards).

Agenda Item 6. Personnel

Mr. Prince presented one administrator confirmation.

James Corkum, Assistant Principal, Concord High School, $97,719, Step III. Jim replaces
Ronna Cadarette (Step IV = $101,256) – resignation. Budgeted at $101,526

Ms. Redmond-Scura noted that she was on this search committee and felt Mr. Corkum
was a fine candidate. Mr. Cofrin noted that he had had him in class.

The Board voted 8-0 to approve the administrator confirmation as presented
(moved by Ms. Redmond-Scura, seconded by Mr. Cofrin).

Mr. Prince presented several staff nominations.
Karen Cabral Sullivan, Art Teacher, Concord High School, $12,393, rate at 20% of M-8. This is in addition to Karen's existing 20% Art Teacher position. New position. Budgeted at $10,925

Sarah Hayes, German Teacher, Concord High School, $17,284, rate of 40% of B-2. Sarah held this position one-year-only for 2nd semester 15-16. Budgeted at $19,241

Philip Klose, Stagecraft Teacher, Concord High School, $35,874, rate at 50% of B-13, one year only. Clint is requesting a one-year-only, 50% leave of absence from his full-time music teacher assignment. New position. Federal Funds


Joseph Proulx, Digital Education Teacher, Concord High School, $31,633, rate at 40% of M-14, one year only. 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

Jessica Boezeman, Special Education Teacher, Rundlett Middle School, $40,765, rate of B-1. Jessica replaces Peter Barraud (M-7 = $59,518) – resignation. Budgeted at $59,518

Devan Dow, Special Education Teacher, Rundlett Middle School, $40,765, rate of M-1. Devon replaces Howie Leung (M+30-11 = $71,747) – transfer to Concord High School. Budgeted at $71,747

Shawn Moseley, Classroom Teacher, Rundlett Middle School, $52,996, rate of B-6, one year only. Shawn replaces Tracy Renaud (M-14 = $79,083) – LOA. Budgeted at $79,083

Kristine Nyhan, Art Teacher, Rundlett Middle School, $48,102, rate of B-4. Kristine replaces Betsy Gammons (M-14 = $79,083) – retirement. Budgeted at $79,083


Tracy Renaud, Mathematics Coach, Rundlett Middle School, $55,358, rate at 70% of M-14, one year only. Tracy has requested a leave of absence from her full-time Grade 6 teacher position. Budgeted at $55,358

Janine Roberts, Mathematics Teacher, Rundlett Middle School, $81,530, rate of M+30-14. New Position. Budgeted at $54,625

James Clute, Special Education Teacher, Abbot-Downing School, $39,542, rate at 50% of M-14, one year only. 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, Special Education Teacher, Beaver Meadow School, $44,840, rate of M-1. Jennifer replaces Charlene Vary (B-5 = $50,548) – resignation. Budgeted at $50,548
Dana Foulds, Media/Technology Integration Specialist, Broken Ground School, $69,299, rate of M-11. Dana replaces Amy Gillam (M-14 = $79,083) – resignation. Budgeted at $79,083

Shawn Ogle, Classroom Teacher, Broken Ground School, $40,765, rate of B-1, New Position. Budgeted at $54,625

**The Board voted 8–0 to approve the staff confirmations as presented (moved by Alana Kimball, seconded by Mr. Cofrin).**

Mr. Prince presented two coach nominations.

David Levesque, Boys JV Assistant Football Coach, Concord High School, $4,484, Step 1, Group 6. David replaces Robert Bolton


**The Board voted 8–0 to approve the coach confirmations as presented (moved by Mr. Cogswell, seconded by Mr. Croteau).**

Mr. Prince presented five leave of absence requests.

**The Board voted 8–0 to approve the leave of absence requests as presented (moved by Mr. Croteau, seconded by Nathan Fennessy).**

Mr. Cogswell noted that Ms. Arsenault had resigned and then was allowed to come back. Mr. Prince and Superintendent Forsten noted that she had asked if she could rescind the resignation, as she needed a little more time to consider her options, and that this is a not-infrequent occurrence.

Mr. Prince noted the list of present vacancies; there are four interviews scheduled for some of these positions.

**Agenda Item 7. Negotiations Committee**

Jim Richards reported that the Negotiations Committee met on May 16 and recommended approval of a collective bargaining agreement with the Tutors group. Highlights of this agreement include a 2% salary increase in each of the next three years, at a total cost for salary of $85,948.98. The District will contribute 95% toward the cost of health insurance in the first year of the contract, 92.5% in the second and 90% in the third for existing employees. New employees will pay 15% of their health insurance premiums. Dental insurance will be available to those who work 30 or more hours per week.

**The Board voted 8–0 to approve the contract for the Tutors collective bargaining unit for 2016-2019 as presented (moved by Mr. Richards, seconded by Mr. Cofrin).**

Ms. Patterson noted that this is a new bargaining group and the first time the Board has had an agreement with this group. Mr. Cogswell noted that Mr. Prince did a very good
job negotiating, and that this group really did need representation. Mr. Richards noted that the health insurance plan offered to this group is the Consumer-Driven Health Plan that Mr. Dunn has arranged for district employees.

Agenda Item 8. Instruction

Ms. Patterson presented the report of the committee meeting on May 16, at which the committee discussed the Youth Risk Behavior Survey (YRBS) results. It is used to assess trends in youth risk behavior, particularly in light of the Safe Schools Grant. There was a positive movement in those trends in many areas. There may be a need for greater support in certain areas, and communication with parents.

The committee also discussed the work of an Early Childhood Education Steering Committee (ECESC) subcommittee to develop a survey seeking input on early childhood programming in Concord from district staff and the broader community; the survey will not be sent out at this time. The ECESC will present a summary of its findings to the committee at its next meeting in June. The committee is working to answer the questions “what are the best practices in kindergarten programming and how do these practices connect with early childhood programs in our school community?”

Mr. Croteau suggested additional ways to publicize the June meeting, including disseminating the information through the schools; posting the meeting on the website; perhaps asking the Concord Monitor to do an article. Mr. Fennessy said it is important to get community input and noted that the Board should make an extra effort to solicit input. Ms. Patteson noted that there will be additional opportunities for the public to receive information and for the Board to receive public input. Mr. Richards noted that the subcommittee will present its findings in the form of a report with considerable research, but not a specific recommendation to the Board. He asked that this report be posted on the website prior to the meeting.

Agenda Item 9. Capital Facilities

Mr. Cofrin presented the report of the committee meeting on May 18, which included discussion of the proposed RFP for educational programming and architectural feasibility services for Rundlett Middle School. Attorney John Teague presented the revised report, and further changes were made to this document, which was presented to the Board for its approval.

The Board voted 8-0 to approve the proposed RFP for educational programming and architectural feasibility services for Rundlett Middle School as amended (moved by Ms. Redmond-Scura, seconded by Mr. Cofrin).
Agenda Item 10. Communications and Policy Committee

Ms. Patterson presented the report of the committee meeting on May 25, noting that Policy #125 Student Representative, with several annotated changes, was coming before the Board for a second reading and vote. This policy was thoroughly vetted by the committee and discussed by the Board.

**The Board voted 8-0 to approve Policy #125 Student Representative(s) as revised (moved by Ms. Patterson, seconded by Mr. Fennessy).**

The committee also reviewed the Acceptable Internet Use policy for students; guidance from the US DOE and US Dept. of Justice on transgender and gender non-confirming student rights; adding the use of naloxone (Narcan) to the Health Procedures Manual (Policy #531). Other policies, as well as the reorganization of the policy manual to reflect the NHSBA structure, will be discussed at the committee’s June meeting. There was discussion about what expectations will be set and the sign-offs that would be required of students and parents next year with the distribution of new ChromeBooks relative to the Acceptable Internet Use policy for students.

Agenda Item 11. Proposed calendar of meetings

Superintendent Forsten discussed the proposed Board committee meetings for June. Adjustments were made to the July calendar.

Agenda Item 12. Public comment

There was no public comment.

Mr. Cofrin called for a moment of silence in memory of Board member Barb Higgins’ daughter Molly Banzhoff.

Agenda Item 13. Adjournment

**The Board voted 8-0 to adjourn (motioned by Ms. Redmond-Scura, seconded by Mr. Fennessy).**

The Board adjourned at 8:25 p.m.

Respectfully submitted,

Tom Croteau
Secretary
Board of Education, Concord School District

Special Board meeting
June 29, 2016

Board members: Rusty Cofrin, Clint Cogswell, Tom Croteau, Nathan Fennessy, Jennifer Patterson, Jim Richards

Absent: Barb Higgins, Alana Kimball, Maureen Redmond-Scura

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

The meeting was called to order at 6:30 p.m. Board President Clint Cogswell noted that the purpose of the meeting was to confirm the hiring of the interim Principal for Rundlett Middle School for the school year 2016-2017.

Mr. Prince presented the administrator confirmation.

James McCollum, Principal, Rundlett Middle School, $134,000. Jim replaces Tom Sica – resignation. Budgeted at $125,531.

Superintendent Forsten noted that she is familiar with Mr. McCollum’s work as a principal of both the middle and high schools in Laconia and said he would be an active principal. He will be a positive presence and influence. His experience with facilities (the building of Laconia Middle School) will also be an advantage for the District.

The Board voted 5-0 to approve the administrator confirmation as presented (moved by Mr. Fennessy, seconded by Mr. Cofrin).

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

Agenda Item 13. Adjournment

The Board voted 5-0 to adjourn (motioned by Mr. Fennessy, seconded by Mr. Croteau).

The Board adjourned at 6:45 p.m.
Respectfully submitted,

Tom Croteau
Secretary
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: July 5, 2016
REFERENCE: Teacher Confirmations

Daniel Breen
Concord, NH
Social Studies Teacher
Education: Southern New Hampshire University, Manchester, NH, BA/14
Experience: Concord High School, Social Studies Teacher, 15-16

This is in addition to Dan’s 40% Social Studies position. Dan’s 90% Social Studies position was cut to 40% for 2016-2017. Dan replaces Kimberly Bleier-Woods (50% of M-14 = $47,450) – LOA Budgeted at $47,450

Thomas Bruno
Moultonborough, NH
Health Science Teacher
Education: Plymouth State University, Plymouth, NH, M.Ed./06
Experience: Clear Choice MD, Belmont, NH
- Paramedic, 09/15- present
- Fitness Edge, Meredith, NH
- Personal Trainer, 08/12- present
- Care Plus Ambulance, North Conway, NH/Merrimack, NH
- Paramedic, 07/12-09/15
- Grand Canyon Clinic, Grand Canyon, AZ
- Paramedic/Medical Technician, 04/10-10/11
- Grand Canyon National Park, Grand Canyon, AZ
- Search and Rescue EMT, 06/08-02/12
- Workout Club/Wellness Center, Londonderry, NH
- Personal Trainer/Aquatic Director, 01-03

New Position

$25,927

$59,518

M-7
<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Position</th>
<th>Salary</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courtney Connor</td>
<td>Concord High School</td>
<td>Mathematics Teacher</td>
<td>$21,198</td>
<td>40% of B-6, one year only</td>
</tr>
<tr>
<td>Bradford, NH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of New Hampshire, Durham, NH, BS/10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education:</td>
<td>Bow High School Bow, NH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience:</td>
<td>Mathematics Teacher, 15-16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concord High School</td>
<td>Mathematics Teacher, full-time, 10-13; part-time 13-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courtney replaces</td>
<td>Joseph Proulx (40% of M-14 = $31,633) - LOA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budgeted at $31,633</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Katherine Hosmer</td>
<td>Concord High School</td>
<td>French Teacher</td>
<td>$17,936</td>
<td>40% of M-1</td>
</tr>
<tr>
<td>Concord, NH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education:</td>
<td>Wheelock College, Boston, MA, MS/94</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of New Hampshire, Durham, NH, BA/91</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kate replaces</td>
<td>Jessica Burggraf (20% of B-4 = $9,620) - resignation and Lise Blais who was 20% one year only, in place of duty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budgeted at $25,274</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kirsten Woody</td>
<td>Concord High School</td>
<td>Mathematics Teacher</td>
<td>$61,963</td>
<td>M-8</td>
</tr>
<tr>
<td>Bow, NH</td>
<td></td>
<td></td>
<td></td>
<td>50% one year only</td>
</tr>
<tr>
<td>Education:</td>
<td>University of New Hampshire, Durham, NH, MA/92</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of New Hampshire, Durham, NH, BA/90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience:</td>
<td>Eopkinton Middle School, Contoocook, NH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics Teacher, 14-16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concord High School</td>
<td>Mathematics Teacher, 40%, 13-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Timberlane Regional High School, Plaistow, NH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kirsten replaces</td>
<td>Theo-Anne Winch (50% of B-13 = $35,874) - LOA and Graeme Crowther (50% of M-7 = $29,759) - transfer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budgeted at $65,633</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>School/Role</td>
<td>Salary</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------</td>
<td>--------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Christine Giacalone</td>
<td>Rundlett Middle School, Spanish Teacher</td>
<td>$55,439</td>
<td>80% of M+30-10</td>
<td></td>
</tr>
<tr>
<td>Concord, NH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education:</td>
<td>University of Texas at Austin, Austin, TX, Ph.D./08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middlebury College, Middlebury, VT, MA/02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of Mary Washington, Fredericksburg, VA/BA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience:</td>
<td>Rivier University, Nashua, NH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor, Coordinator of Modern Languages Program, 14-16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Saint Elizabeth, Morristown, NH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish Teacher, 12-14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>United States Military Academy College, West Point, NY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish Teacher, 08-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Girls’ School of Austin, Austin, TX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish Teacher, 07-08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Christine replaces Pamela Wroblewski (80% of B-13 = $57,398) - retirement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budgeted at $57,398</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------</td>
<td>--------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Somayeh Kashi</td>
<td>Rundlett Middle School, Art/Technology Education Teacher</td>
<td>$47,289</td>
<td>M-2</td>
<td></td>
</tr>
<tr>
<td>Bow, NH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education:</td>
<td>University of Phoenix, Tempe, AZ, M.Ed./05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Massachusetts College of Art and Design, Boston, MA, BFA/03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience:</td>
<td>Dunbarton Elementary School, Dunbarton, NH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art Teacher, 14-16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Somayeh replaces Betsy Gammons (M-14 = $79,083) - retirement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------</td>
<td>--------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Logan</td>
<td>Rundlett Middle School, Health Teacher</td>
<td>$69,299</td>
<td>M+30-10</td>
<td></td>
</tr>
<tr>
<td>Londonderry, NH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education:</td>
<td>University of New Hampshire, Durham, NH, M.Ed./11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Franklin Pierce University, Rindge, NH, BS/06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience:</td>
<td>Rundlett Middle School, Special Education Teacher, 08-16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New England Center for Children, Southborough, MA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education Teacher, 06-07</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biz replaces Janet Harris (B-13 = $71,747) – retirement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budgeted at $71,747</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------</td>
<td>--------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Lynda Masaites</td>
<td>Abbot-Downing School, Special Education Teacher</td>
<td>$40,765</td>
<td>B-1</td>
<td></td>
</tr>
<tr>
<td>Bow, NH</td>
<td></td>
<td></td>
<td>one year only</td>
<td></td>
</tr>
<tr>
<td>Education:</td>
<td>Southern New Hampshire University, Manchester, NH, BA/16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lynda replaces James Clute (M-14 = $79,083) – LCA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budgeted at $79,083</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Maria Isaak  
Beaver Meadow School  
Music Teacher  
New England Conservatory of Music, Boston, MA, MM/94  
New England Conservatory of Music, Boston, MA, BM/92  
Christa McAuliffe School  
Music Teacher, part-time, 15-16  
Manchester School District, Manchester, NH  
Music Teacher, part-time, 02-10  
San Francisco Unified School District, San Francisco, CA  
Music Teacher, 95-01  
This is in addition to Maria’s 40% music teacher position at Christa McAuliffe School.  
Maria replaces Philip Klose (50% of B-13 = $35,874) – LOA to CRTC Stagecraft teacher position  
Budgeted at $35,874

Meredith Shepherd  
Beaver Meadow School  
Classroom Teacher  
University of Rhode Island, Kingston, RI, MA/15  
Keene State College, Keene, NH, BA/11  
Meredith replaces Bethany Franz (B-5 = $50,548) – resignation  
Budgeted at $50,548

Marley Martin  
Mill Brook School  
Preschool Special Education Teacher  
Southern New Hampshire University, Manchester, NH, BA/16  
Marley replaces Victoria Arsenault (B-8 = $57,886) – LOA  
Budgeted at $57,886
Concord School District  
Board of Education  
Communications and Policy Committee

Date: June 13, 2016  

Committee members present: Jennifer Patterson, Chair; Maureen Redmond-Scura; Tom Croteau  
Other Board member present: Clint Cogswell  
Administration: Terri Forsten, Superintendent; Donna Palley, Assistant Superintendent

Jennifer Patterson convened the meeting at 5:34 p.m. The purpose of the meeting was to develop a plan to review Concord School Board’s policies in a systematic way. Many of the policies have not been reviewed for a number of years. In addition, the Committee will work over time to compare the School Board’s policies with those offered by the New Hampshire School Boards Association (NHSBA), considering any additional policies needed, and aligning the School Board’s policies with the NHSBA organizational structure.

Superintendent Forsten provided the members with a chart listing policies by section, including the date of adoption or last review, reference to a duplicate policy, and a connection with a corresponding NHSBA policy, if one exists. This will assist the group as it begins to review the sections of the policy manual.

Some of the NHSBA policies in sections A and B have School Board counterparts in sections other than 100 and 200. Several of the NHSBA policy counterparts can be found in Concord’s Charter.

Superintendent Forsten gave each member a paper packet with all of the Section 100 and 200 policies, as well as the policies in Sections A and B of the NHSBA, plus their entire index.

Ms. Patterson noted that it might be useful to assign policies to each member to review before the next meeting, when they will discuss the similarities and differences between the School Board’s policies and those on the corresponding NHSBA list, and also look for missing policies. Superintendent Forsten noted that some of the policies have not been reviewed recently, and suggested that perhaps a review every ten years is a good practice.

Committee members will review the following assigned Section 100 policies:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Reviewer</th>
</tr>
</thead>
<tbody>
<tr>
<td>101.1/481</td>
<td>Save Harmless</td>
</tr>
<tr>
<td>110</td>
<td>Code of Ethics</td>
</tr>
<tr>
<td>111</td>
<td>Philosophy</td>
</tr>
<tr>
<td></td>
<td>Publicity Releases</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
</tr>
<tr>
<td>115</td>
<td>Filling a Vacancy</td>
</tr>
<tr>
<td>121</td>
<td>Election of Officers</td>
</tr>
<tr>
<td>122</td>
<td>Treasurer</td>
</tr>
<tr>
<td>123</td>
<td>Duties, Clerk</td>
</tr>
<tr>
<td>124</td>
<td>Standing Committees</td>
</tr>
<tr>
<td>125</td>
<td>Student Representative</td>
</tr>
<tr>
<td>131</td>
<td>Meetings</td>
</tr>
<tr>
<td>131.1</td>
<td>Agenda – Administration</td>
</tr>
<tr>
<td>132</td>
<td>Agenda/Preparation</td>
</tr>
<tr>
<td>133</td>
<td>Minutes</td>
</tr>
<tr>
<td>134</td>
<td>Executive Sessions</td>
</tr>
<tr>
<td>135</td>
<td>Rules of Order</td>
</tr>
<tr>
<td>140</td>
<td>School Board Policies</td>
</tr>
<tr>
<td>140.1/211</td>
<td>Superintendent Duties</td>
</tr>
<tr>
<td>140.2/213</td>
<td>Administrative Prerogative</td>
</tr>
<tr>
<td>141/241</td>
<td>Policy Development/Revision</td>
</tr>
<tr>
<td>142/810</td>
<td>Exceptions to Policy</td>
</tr>
<tr>
<td>150</td>
<td>School Board Electronic Communication</td>
</tr>
<tr>
<td>160/412/571/631</td>
<td>Non-Discrimination</td>
</tr>
<tr>
<td>170</td>
<td>Board Member Development</td>
</tr>
<tr>
<td>171</td>
<td>Board Member Conflict of Interest</td>
</tr>
<tr>
<td>180</td>
<td>Reports and Research</td>
</tr>
</tbody>
</table>

Maureen Redmond-Scura and Clint Cogswell are most familiar with the Charter and could examine those policies and others noted on page 4 of Superintendent Forsten’s chart at a later date.

Committee members will be prepared to discuss the above policies at the Committee’s July meeting. Also at the July meeting, the Committee will review documents related to allowing students to take home District-issued technology.

The Committee voted 3-0 to adjourn (motioned by Tom Croteau, seconded by Ms. Redmond-Scura).

The Committee adjourned at 6:04 p.m.

Respectfully submitted,

Jennifer Patterson, Chair
Donna Palley, Recorder
Board of Education, Concord School District
Instructional Committee

Date: June 22, 2016

Committee members present: Alana Kimball, Maureen Redmond-Scura, Jennifer Patterson

Committee member absent: Barb Higgins

Board members present: Rusty Coatin, Clint Cogswell, Tom Croteau, Nathan Fennessy, Jim Richards

Administrators: Superintendent Terri Forsten, Assistant Superintendent Donna Palley

Additional committee members: Mill Brook School Principal Phil Callanan, Christa McAuliffe School Principal Kris Gallo, Sarah Williams, Kindergarten teacher at Mill Brook School, Danielle Moran, Grade 1 teacher at Christa McAuliffe School, District Special Education Preschool Coordinator Barbara Hemingway, Preschool Coordinator, Safe Schools/Healthy Students Laurie Hart, Laura Milliken, Director of Spark New Hampshire, Mary Stuart Gile, former NHTI Early Childhood Education Professor and legislator, parents Madeleine Mineau, Karen Paddleford and Maria Lucia Petagna

Agenda Item 1. Call to Order

The meeting was called to order at 5:45 p.m. Acting chairperson Jennifer Patterson noted that this would be the first of several meetings to discuss early childhood education in the Concord School District. She noted that the agenda included presentation of the report, Board member questions and input, further comments from committee members, and then questions and input from the public.

Superintendent Forsten listed the members of the subcommittee: educators including Superintendent Terri Forsten, Assistant Superintendent Donna Palley, Mill Brook School Principal Phil Callanan, Christa McAuliffe School Principal Kris Gallo, Stacy Macri, Kindergarten teacher at Abbot-Downing School, Sarah Williams, Kindergarten teacher at Mill Brook School, Barbara O'Brien Lane, Grade 2 teacher at Beaver Meadow School, Danielle Moran, Grade 1 teacher at Christa McAuliffe School, District Special Education Preschool Coordinator Barbara Hemingway; and Preschool Coordinator, Safe Schools/Healthy Students Laurie Hart; early childhood experts Laura Milliken, Director of Spark New Hampshire, Mary Stuart Gile, former NHTI Early Childhood Education Professor and legislator, and Mary Jane Wallner, Director, Merrimack Valley Day Care Center and legislator; parents Lauren Mercier, Madeleine Mineau, Karen Paddleford and Maria Lucia Petagna; and School Board members Nathan Fennessy, Clint Cogswell, Barbara Higgins and Jennifer Patterson.
She noted that the committee was guided in its work by this essential question: What are the best practices in kindergarten programming and how do these practices connect with early childhood programs in our school community?

The committee's work had three parts (and three subcommittees):


2. Connect with Early Childhood Programs – subcommittee members included Mary Jane Wallace, Jennifer Patterson, Danielle Moran, Madeleine Mineau, Kris Gallo, and Nathan Fennessy.

3. District and Community Impact – subcommittee members included Barbara Hemingway, Clint Cogswell, Lauren Mercier, Sarah Williams, Laura Milliken, and Barbara O'Brien-Lane.

The steering committee used a number of sources for its work, including the National Association for the Education of Young Children, NH Kindergarten readiness indicators, early childhood education in Concord, and the work of its subcommittees: Research, Connections, and Impact. Each of the subcommittees then briefly reported on their work.

Research on Early Childhood Education subcommittee

Phil Callanan noted that the work of this subcommittee resulted in realizations that early childhood curriculum must be of high quality and developmentally appropriate; there are immediate positive outcomes for all students in full-day kindergarten; high-quality preschool has a positive impact on early learning; early childhood education is critical for children in poverty, dual language learners, and students with disabilities; the impact of preschool on academic performance fades over time; and an investment in preschool shows long-term impact for students.

In response to a question from Ms. Patterson whether the research and results distinguished between preschool and kindergarten, Mr. Callanan noted that both were included.

Ms. Patterson noted what seemed like conflicting information from the research regarding the fading of academic benefit versus the long-term impact on students.

Superintendent Forsten noted that some research supported the long-term impact of early childhood programming, while other research showed that the impact faded by third grade. The fading impact is largely connected to improvements in academic achievement and is particularly connected to research on the part- versus full-day kindergarten program. Long-term benefits, cognitive, social/emotional and behavioral, have been noted related to children’s multi-year participation with full-time quality preschool programming.
In response to a question from Tom Croteau whether this long-term “fading” was particular to certain subgroups of students or overall, Mr. Callanan replied that the answer depended on which research was being examined. In general, stronger outcomes are noted for vulnerable populations, including children with disabilities, children living in poverty and English learners. Maureen Redmond-Scura noted that some research showed children having been in full-day kindergarten had negative feelings about school going forward. Mr. Callanan noted that a serious pitfall of moving to full-day kindergarten was when kindergarten programming began to look like a first-grade classroom, lacking critical social/emotional development pieces.

Ms. Stuart Gilk commented that the long-term studies of early childhood program models, including those developed in Chicago, involved rigorous and well-designed research that identified long-term positive impacts. Those program models have not been emulated. In recent years, individual states have developed their own programs. She also noted that, relative to the fading of early childhood gains, there is also evidence of the “latency effect” – the effects of a high-quality childhood education program are seen later in the child’s life.

Mr. Callanan noted that, in the early childhood education research reviewed by the subcommittee, four key areas must be addressed:

1. Program is developmentally appropriate
2. Program addresses social-emotional development
3. Program promotes positive teacher and student relationships
4. Program provides meaningful opportunities for learning

He noted that, for example, our current morning kindergarten ends at 10:30 a.m., which may not allow for meaningful learning opportunities.

Ms. Redmond-Scura noted that it is important to realize that kindergarten teachers have a higher number of students in total than other classroom teachers. They must plan for and get to know double the number of students.

**Connections with Early Childhood programs subcommittee**

Christa McAuliffe Principal Kris Gallo noted that 170 school districts in New Hampshire serve kindergarteners; more than half offer full-day kindergarten (96 out of 170). The subcommittee sent a survey to principals who are part of a listserv in New Hampshire, and 19 responded. The questions addressed the type of programs offered; whether tuition was charged; what happened for families that could not afford the tuition; whether families could opt out of full-day kindergarten; and how the schools used the additional time in the day.

Thirteen of the 19 responding schools offer full-day kindergarten. There was a very wide variety of responses to the questions.

Five districts charge tuition ($1500-$4500 for a school year); some offer a fee waiver to families; some offer free to Title I-eligible students; some have an application process
for tuition waivers; some offer tuition waivers for those students eligible for the Free and Reduced-Price Lunch program.

One principal noted that he felt it was a disservice to charge tuition because families that need it the most are often those who can afford it the least.

Several schools did not allow opt-outs if full-day kindergarten was available; several allowed families to send their children for half-days.

The extra time in kindergarten was spent on academics; social/emotional components; naps and rest time; art/music/PE/technology.

The New Hampshire School Administrators Association (NHSAA) surveyed 86 districts in 2015. Of these, 58 reported full-day kindergarten for all students; 10 provided for some. The remainder offered a variety of options ranging from part-day kindergarten for all students to full-day kindergarten for all students.

The subcommittee looked at several local districts’ experience with full-day kindergarten. Merrimack Valley’s program began in 2014-2015. Bow’s program began in 2015-2016. Hopkinton began a pilot in 2013-2014 with a total of 16 students, and has now gone to full-day kindergarten for all students. Laconia began its full-day kindergarten program in 2008-2009, which was totally Title I grant-funded.

In terms of teacher planning, Ms. Gallo explained that this subcommittee had wondered that if opt-out is offered, whether separate full-day and half-day kindergarten programs would be needed, and asked what kind of impact this might have on children whose parents opt out of full-day kindergarten if their peers have full-day kindergarten and they have half-day kindergarten.

Mr. Croteau asked whether, considering lunch time, recess time, and perhaps a special, how much of the hoped-for extra time will actually be gained.

Mr. Fennessy noted that children are not getting the full 2.5 hours for academics in the half-day program, with time needed for transitioning, for example, and just by extending the day, more learning opportunities are available.

Ms. Stuart Gile noted that the report references young children being able to engage in complex and complicated play. She said she would hope that would be pursued in Concord’s kindergarten programming and that this kind of learning would be stressed. She said she feels this would have significant implications for teacher development and teacher training.

Ms. Patterson noted that the reference to “academics” makes it sound like the time was spent exclusively on academics, but that academics encompasses more than narrowly-defined reading, writing and mathematics.

Ms. Gallo noted that this subcommittee read the survey responses but did not visit the full-day kindergarten programs in the state.

Mr. Cogswell noted that changes in kindergarten programming over the decades have been dramatic, including moving more academics into the classroom. He said he felt
strongly that, if by adding full-day kindergarten, the district ends up with a program that looks like a first-grade classroom, it will have defeated the purpose.

Mr. Callanan noted that one can see the differences from kindergarten to first grade classrooms simply by observing the furniture in the room. A kindergarten room, for example, must include opportunities for play.

**District and Community Impact subcommittee**

Assistant Superintendent Palley noted that the initial cost to set up full-day kindergarten programming in Concord is estimated to be $1.2 million (salaries, supplies, furnishings), with an estimated ongoing annual cost of $1 million. This would translate into an $83 projected tax impact on a home valued at $250,000. These estimates did not include increasing the number of specialists (art, music, PE, etc.). There would be a potential savings in transportation costs of $74,198, although it was noted that most of this would be lost if an additional bus was needed in the early morning or the late afternoon because of the additional students at these times of day.

The impact on families included potential savings on costs associated with preschool, child care, or private kindergarten. Before and after-school care cost were not factored in, as families may need these services at any grade level. She noted that teachers embraced the option of having more time with their students.

She noted that space was a very big consideration in this subcommittee’s work; at this point all four elementary schools that offer kindergarten have sufficient classroom spaces to accommodate full-day kindergarten.

Adding full-day kindergarten at Mill Brook School would likely result in a need to move some or all of the preschool programming there to Beaver Meadow School, which already houses part of the preschool program. A move of the Mill Brook School preschool to Beaver Meadow School would likely result in increased transportation costs for preschoolers, many of whom live in the Mill Brook neighborhood. In addition, it has historically been easier to fill tuition-paying slots at Mill Brook versus Beaver Meadow, so a move could impact tuition revenue. In addition, the Crimson Tide Preschool, affiliated with Concord High’s Regional Technical Center program, is currently housed at Abbot-Downing School. Depending on enrollment at Abbot-Downing, this program could be impacted.

Ms. Palley noted that the subcommittee looked at scheduling options for full-day (to 2:30 p.m.) or nearly full day (to 1:45 p.m.). “Nearly full day” would not require hiring specialists, and the district could encourage its afterschool providers to start their programs at 1:45 p.m.

The subcommittee also considered the impact of preschool program expansion for ELL, Title I, and special education students. Ms. Palley noted that there is good research on the positive effects of quality preschool programming for these student groups. Grant funding, including state entitlements for Title I and Special Education, could potentially be used to support preschool programming.
Ms. Palley noted that preschool and child care providers in the community have already begun planning for changes as a result of full-day kindergarten. She noted that several providers did state that there would be significant financial impacts on them if Concord moved to full-day kindergarten.

Ms. Palley noted that the Board could consider redistricting between Mill Brook and Beaver Meadow, to move additional students to Beaver Meadow, especially once the Sewalls Falls bridge work is completed.

In response to a question from Jim Richards about the numbers of preschoolers in each program, Ms. Hemingway noted that there are 90 students at Mill Brook 40 at Beaver Meadow.

Mr. Fennessy noted that kindergarten screening resulted in a determination that 91% of incoming kindergarteners attended child care or preschool programs, and asked whether it would be the district’s expectation that 91% of incoming kindergarten students would need additional care before or after school. Ms. Palley noted that the 173 students who came to the kindergarten screening events might be different from the 150 who did not attend. Ms. Hemingway noted that she is continuing to get a few more survey results.

Mr. Richards asked about the impact on cafeterias or other large-group spaces. It was noted that the subcommittee did not discuss how many lunch periods would need to be added to schools’ schedules.

Ms. Redmond-Scura noted that the estimates did not include specials, but she asked, if the Board decided to extend the kindergarten day to 2:30 p.m., would specialists need to be hired? Teachers are scheduled for daily 45-minute planning periods, per their contract. Depending on the overall student population, additional specialists may be needed, especially at Mill Brook School, for 45-minute daily classes for the students.

Ms. Patterson asked whether savings on transportation would be lost if children left at 1:45 p.m. Additional busses might be needed at that time if parents or private child care providers couldn’t pick up students.

All elementary schools offer after-school child care programs. The Boys and Girls Club run programs at Mill Brook and Broken Ground in partnership with the District’s 21C Program. The Boys and Girls Club also runs a child care program at Christa McAuliffe School. The YMCA runs after-school child care programs at Beaver Meadow and Abbot-Downing Schools, in conjunction with the District’s 21C Program. Kindergarteners can attend after school child care programs at all of the schools except Christa McAuliffe School.

Ms. Stuart Gile noted that the report indicates that space is available “in the short term” to accommodate classes, and asked whether the district was anticipating more students in the future. Superintendent Forsten noted that projections indicate declining enrollment, but that this is hard to predict.
In response to a question from Mr. Richards about the number of the 130 total preschool children who ride the bus, Ms. Hemingway responded that families that pay tuition must transport their children; busing is not available. Students receiving special education services are eligible for transportation and, of these, about two-thirds use district transportation.

Sara Williams, a kindergarten teacher at Mill Brook, noted that there is a mix of needs for transportation among the students in her class—some are picked up/dropped off by parents, some ride district transportation, and others are transported by private care providers.

Ms. Palley noted that Director of Transportation Terry Crotty has taken a close look at the transportation impacts of such a large additional group at the beginning and end of day at Mill Brook School, and has noted that with the unknown factors, this is difficult to predict.

Superintendent Forsten provided a summary of the steering committee’s work.

- Research has pointed to positive outcomes for young children experiencing high-quality programs
- A critical element in creating high quality early childhood programs is understanding and implementing developmentally appropriate practices

- The research focused mostly on academic achievement impact; challenges to assess for social emotional impact remain
- Concord School District and community providers offer a wide range of programs, supports, and services for preschoolers and their families.
- The Concord community provides a menu of various options for parents, including all-day child care, part- and full-day kindergarten and before- and after-school care.
- The cost for implementing a full-day kindergarten program is projected to be approximately $1 million annually.
- In the short-term it appears that space is available, although this would require some disruption to existing preschool programs.
- Loss of tuition revenue by community providers would negatively impact some preschool and child care centers.

Comments/questions from Board members, steering committee members, and the public

Ms. Patterson noted that this meeting would be the beginning of the Board’s consideration of full-day kindergarten programming, to begin in the fall. The Board may decide to direct the administration to develop a proposal that the Board will then consider as part of the budget process going forward.
Mr. Croteau noted that kindergarten teachers would be expected to do more teaching differentiation (with more children), and that the Board would need to preserve their planning time, as well as provide and consider the cost of more training for kindergarten teachers to help them with the larger load. He said it would be tough to meet children at their individual levels, and still get the other children in the class to come at their own pace. He suggested that Concord kindergarten teachers visit some schools with full-day kindergarten programs.

Ms. Stuart Gile noted that she found the steering committee process enlightening, sensitive, and very well-planned. She said the report is informative and comprehensive, with data-rich appendices. She reminded the committee of Robert Fulghum’s adage, “All I Ever Needed to Know I Learned in Kindergarten.”

Betty Hoadley noted that she attended every committee meeting, and asked if the presentation would be available to the public. She pointed out several discrepancies between the PowerPoint and the full report, and noted she would prefer the full report only be posted online. Superintendent Forsten noted that the report will be posted online.

Kristen Van Ostern thanked the committee for its work and its informative report. She said that, while the committee discussed the potential negative impact on providers with loss of tuition, it should also discuss the positive impact on families that would be able to save the cost of care/tuition.

Ms. Palley noted that Mary Jane Wallner, Director of Merrimack County Day Care Services, was clear that costs could potentially rise for families with children under 5 if full-day kindergarten is implemented, as costs for class size/teacher ratios for 5-year-olds help offset the higher costs for children who are younger. Ms. Palley noted that the subcommittee was not able to quantify that impact.

Ms. Hart noted that she and Ms. Hemingway reached out to providers, who are being thoughtful about the potential changes; looking at their programs creatively. Many are already currently adapting their programs, making things more flexible for families. She did note that before- and after-care costs, involving small amounts of time in the morning and in the afternoon, would be higher than maintaining a full-day slot.

Ms. Hemingway noted that local providers asked that the Board let them know as soon as possible if full-day kindergarten will be implemented.

Mr. Richards noted that 63 students are in private kindergarten programs in Concord, and not all may opt to attend public school for kindergarten even if it is available.

Ms. Paddleford noted that, while care costs for the first four years of a child’s life would be more expensive, this could also mean that parents could go back to work full-time one full year earlier, if full-day kindergarten were implemented.

Rusty Cofrin noted that there is little discussion yet about the tax impact, but that consideration of this would play a significant role in Board discussions.
Mr. Cogswell noted that the estimated costs’ impact on the tax rate is a factor the Board must take into consideration, and he, being on a fixed income himself, is cognizant of this.

Elizabeth McCormick noted that full-day kindergarten implementation has been done throughout the state. She said she also supports businesses, and would like to know how other districts did this, and whether it was to the detriment of local businesses.

Ms. Patterson noted that Concord is a larger district than many of the surrounding communities, and impacts of full-day kindergarten might be felt differently in other communities.

Mr. Richards said that he would assume that Hopkinton’s and Bow’s full-day kindergarten programs would have impacted Concord preschools already to a degree, and suggested that the private providers should be queried about this.

Mr. Callanan noted that parents have the option to choose the best programs for their children.

Mr. Cogswell suggested that everyone on the steering committee be notified when the Board discusses this issue further in the fall.

Ms. Stuart Gile noted that at a recent talk at Heritage Heights, a number of prominent Concord residents noted that they had moved to Concord because of the excellent school system.

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

The committee adjourned at 7:25 p.m.

Respectfully submitted,

Jennifer Patterson
Acting Committee Chair
Concord School District
Board of Education
Finance Committee Minutes

Date: June 29, 2016
Finance Committee members: Tom Croteau, Chair, Nathan Fennessy, Jim Richards
Committee members absent: Barb Higgins
Other Board member(s) present: Rusty Cofrin, Clint Cogswell, Jennifer Patterson
Administrators: Superintendent Terri Forsten, Business Administrator Jack Dunn,
Director of Human Resources Larry Prince

Committee Chair Tom Croteau called the meeting to order at 5:33 p.m., noting that the agenda for the meeting was to review this year's budget.

Business Administrator Jack Dunn reviewed the agenda, including a summary of the FY16 budget, a review of the Nutrition Services year-end numbers and upcoming projects, and a brief look to FY18 to see what is on the horizon. He noted that the presentation was “real time” and contained financial data as of June 29, and that the final numbers will be presented in September. Mr. Dunn clarified that “encumbered” means some monies are already committed via PO, but the District has not yet received invoices for these committed funds. Mr. Dunn reviewed the following highlights:

- Concord Steam—the District has paid Concord Steam all the money that was due without a contract in place and will be paying tariff rates next year at the high school.
- Out-of-district and homeless transportation are very high this year
- Healthcare premium holiday: $363,000 (FY17, $84,000)
- Transfer of $941,000 to the Facilities and Renovation Trust Fund
- Transfer of $100,000 to the Nutrition Services Fund

Mr. Dunn reviewed the FY16 General Fund numbers, followed by the FY16 revenue. He highlighted the projected vs. actual numbers:

Mr. Dunn presented a summary of FY16 spending and FY17 needs; specifically, $1.9 million will be needed, with an estimated surplus of $309,950. He also noted that the budget is expected to be increased by $250,000 due to Concord Steam in FY16.

Nathan Fennessy asked when the $1.9 million referenced above will be used to pay salaries; Mr. Dunn clarified that while the $1.9 million is leftover money that was not used this fiscal year, it is already factored into next year’s budget, and that spending it would create a deficit for FY17.
Mr. Dunn reviewed the FY17 proposed budget. Mr. Dunn emphasized that while the District may not have official confirmation of the FY16 unreserved fund balance, it is comfortable that we will hit the $1.9 million required for FY17. The finalized auditor numbers will be presented in September.

<table>
<thead>
<tr>
<th>FUND</th>
<th>March 30th</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td></td>
</tr>
<tr>
<td>- Operations Excluding Debt Service</td>
<td>$70,969,804</td>
</tr>
<tr>
<td>- Operations Debt Service</td>
<td>$5,765,143</td>
</tr>
<tr>
<td>- Transfer Facilities and Renovation Trust Fund</td>
<td>$486,813</td>
</tr>
<tr>
<td>- Transfer to Vocational Reserve*</td>
<td>$142,102</td>
</tr>
<tr>
<td>- Transfer to the Food Service Fund</td>
<td>$75,000</td>
</tr>
<tr>
<td>Total General Fund</td>
<td>$77,438,862</td>
</tr>
<tr>
<td>Food Service Fund</td>
<td>$1,725,876</td>
</tr>
<tr>
<td>Grant Fund</td>
<td>$4,277,553</td>
</tr>
<tr>
<td>CRTC Capital Projects Fund</td>
<td>$118,000</td>
</tr>
<tr>
<td>TOTAL APPROPRIATIONS</td>
<td>$83,560,291</td>
</tr>
</tbody>
</table>

**PROJECTED TAX IMPACT SUMMARY**

<table>
<thead>
<tr>
<th>Tax Valuation</th>
<th>.80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Rate (local and state combined)</td>
<td>$15.18 per thousand</td>
</tr>
<tr>
<td>Percentage increase over prior year</td>
<td>2.85%</td>
</tr>
</tbody>
</table>

Mr. Dunn reviewed the list of impacts for the FY18 budget, highlighting technology upgrades for the elementary schools, as the current supply of iPads is four years old. Mr. Cogswell corrected the technology addition for 9th and 12th grade, rather than the 11th and 12th grades. Mr. Croteau, noted the need to review the RMS Feasibility Study, and how to proceed.

- NHRS increase
- Technology upgrades for elementary
- Technology – additional for 11th and 12th
- Full day kindergarten
- Concord Steam conversion (bond payment)
- Reduction of premium holidays
- Copier lease
- Unreserved Fund Balance for FY17
- Negotiation of five agreements
- Other?

Mr. Dunn reviewed the Nutrition Services numbers and highlighted changes in the various breakfast and lunch consumption levels per school. Mr. Prince asked what a
supplemental sale is; Mr. Dunn clarified that this means any additional non-meal food item reimbursable by neither the state nor the federal government.

Mr. Dunn reviewed the high supplemental sales at RMS and CHS, noting that much of this was likely due to the high school’s coffee bar and external “grab and go” merchandiser. Mr. Cofrin asked why Beaver Meadow School’s numbers were so low; Mr. Dunn explained that one of the cooks was working reduced hours and that the school’s overall enrollment is down, along with RMS. Mr. Cogswell asked about Abbot-Downing School; Mr. Dunn explained the new cafeteria procedure, which minimizes time spent handling cash and processing students’ cards. Mr. Cofrin noted that the “grab and go” is a good system that would allow more children to get breakfasts given limited time. Mr. Fennessey asked about cost and expenses. Mr. Dunn reviewed the Nutrition Services Status slides. Mr. Cofrin asked about year-to-year trends, and Mr. Dunn showed that the deficit is decreasing year to year. Mr. Prince pointed out that with new Food Service Director Donna Reynolds on board, Food Service staff morale has improved; they feel more empowered and supported, which consequently has improved performance. Mr. Richards echoed his impressions of the improved morale and noted several examples where he had lunch at the high school and was impressed by the great sense of pride and commitment demonstrated by the Food Service staff.

Mr. Dunn reviewed the following list of planned staffing, equipment, and services upgrades for FY17:

- Three new Head Cooks
- Vending (linked to student accounts)
- Soup
- Smoothie machine
- Equipment upgrades for efficiency
- Wellness Committee
- “Grab N Go” express at CHS and RMS
- Additional “Power Bar”
- Updated CHS serving area (signage, lights and serving equipment)

Mr. Dunn also noted that three long-time head cooks are leaving, and that hiring their replacements will be an important focus. He discussed the benefits of installing a new vending machine in the high school as a way to increase the hours of Food Service availability and to increase revenue. He noted that the District would need to buy and stock the machine. Ms. Patterson noted that this would be a huge boon for students who stay for after school activities. Mr. Fennessey asked whether these would be considered reimbursable meals and what the vending sales are currently; Mr. Dunn noted that many of these items would be considered reimbursable, and that the District currently receives 15% of the profit vs. 100%. Mr. Dunn noted that smoothies are popular and would likely be popular items at the middle and high schools if smoothie
machines were installed. He also noted that the high school is adding more electrical plugs and lighting in the cafeteria to allow students to charge their devices.

Mr. Dunn noted that the next budget meetings will be in September and October.

Mr. Croteau and Mr. Cofrin thanked Mr. Dunn for his enthusiasm and commitment to the Nutrition Services program and commented on the improvements they have noted to the quality of these programs.

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

The Committee adjourned at 6:17 p.m.

Respectfully submitted,

Tom Croteau, Committee Chair
Jack Dunn, Recorder
## STATUS OF FY16 – GENERAL FUND

<table>
<thead>
<tr>
<th>DESCRIPTION OF EXPENDITURE</th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>ENCUMBERED</th>
<th>REQUISITIONS</th>
<th>PROJECTED</th>
<th>BUDGET AVAILABLE</th>
<th>USED (%)</th>
<th>REMAINING (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[610000] - SALARIES</td>
<td>39,825,232.50</td>
<td>38,873,285.63</td>
<td>0.00</td>
<td>0.00</td>
<td>38,873,285.63</td>
<td>951,946.87</td>
<td>97.61%</td>
<td>2.39%</td>
</tr>
<tr>
<td>[620000] - BENEFITS</td>
<td>18,399,918.08</td>
<td>17,025,268.34</td>
<td>65,100.45</td>
<td>0.00</td>
<td>17,090,368.79</td>
<td>1,309,549.29</td>
<td>92.88%</td>
<td>7.12%</td>
</tr>
<tr>
<td>[630000] - PROFESSIONAL SERVICES</td>
<td>2,104,490.27</td>
<td>1,900,285.30</td>
<td>203,095.45</td>
<td>0.00</td>
<td>2,103,324.75</td>
<td>1,165.52</td>
<td>99.04%</td>
<td>0.06%</td>
</tr>
<tr>
<td>[640000] - PURCHASED PROPERTY</td>
<td>2,201,281.89</td>
<td>2,005,667.60</td>
<td>71,334.32</td>
<td>49,852.00</td>
<td>2,126,853.92</td>
<td>74,427.88</td>
<td>96.62%</td>
<td>3.38%</td>
</tr>
<tr>
<td>[650000] - PURCHASED SERVICES</td>
<td>2,799,465.84</td>
<td>2,759,603.02</td>
<td>95,528.09</td>
<td>210.00</td>
<td>2,885,341.11</td>
<td>(55,875.27)</td>
<td>102.00%</td>
<td>-2.00%</td>
</tr>
<tr>
<td>[660000] - SUPPLIES, BOOKS AND UTILITIES</td>
<td>3,601,246.93</td>
<td>3,652,329.30</td>
<td>217,260.37</td>
<td>0.00</td>
<td>3,869,589.67</td>
<td>(268,342.74)</td>
<td>107.45%</td>
<td>-7.45%</td>
</tr>
<tr>
<td>[670000] - EQUIPMENT</td>
<td>389,117.47</td>
<td>345,118.64</td>
<td>48,547.58</td>
<td>2,264.00</td>
<td>395,930.22</td>
<td>(6,812.75)</td>
<td>101.75%</td>
<td>-1.75%</td>
</tr>
<tr>
<td>[680000] - DUES, FEES &amp; INTEREST</td>
<td>2,970,374.11</td>
<td>2,912,506.61</td>
<td>100.00</td>
<td>0.00</td>
<td>2,912,606.61</td>
<td>57,767.50</td>
<td>98.06%</td>
<td>1.94%</td>
</tr>
<tr>
<td>[690000] - PRINCIPAL AND TRANSFERS</td>
<td>4,030,550.00</td>
<td>2,967,584.14</td>
<td>0.00</td>
<td>1,041,300.00</td>
<td>4,008,884.14</td>
<td>21,665.66</td>
<td>99.46%</td>
<td>0.54%</td>
</tr>
<tr>
<td>EXPENSES Total</td>
<td>76,321,677.00</td>
<td>72,441,648.58</td>
<td>700,910.26</td>
<td>1,093,626.00</td>
<td>74,236,184.84</td>
<td>2,085,492.16</td>
<td>97.27%</td>
<td>2.73%</td>
</tr>
</tbody>
</table>
## STATUS OF FY16 – GENERAL FUND

<table>
<thead>
<tr>
<th>DESCRIPTION OF EXPENDITURE</th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>ENCUMBERED</th>
<th>REQUISITIONS</th>
<th>PROJECTED</th>
<th>BUDGET AVAILABLE</th>
<th>USED (%)</th>
<th>REMAINING (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[510000] - LOCAL REVENUE SOURCES</td>
<td>(46,605,457.00)</td>
<td>(46,283,188.04)</td>
<td>0.00</td>
<td>0.00</td>
<td>(46,283,188.04)</td>
<td>(322,268.56)</td>
<td>99.31%</td>
<td>0.69%</td>
</tr>
<tr>
<td>[530000] - STATE REVENUE SOURCES</td>
<td>(24,372,023.30)</td>
<td>(24,509,792.31)</td>
<td>0.00</td>
<td>0.00</td>
<td>(24,509,792.31)</td>
<td>137,769.01</td>
<td>100.57%</td>
<td>-0.57%</td>
</tr>
<tr>
<td>[540000] - FEDERAL REVENUE SOURCES</td>
<td>(1,935,717.70)</td>
<td>(1,902,931.72)</td>
<td>0.00</td>
<td>0.00</td>
<td>(1,902,931.72)</td>
<td>(32,785.98)</td>
<td>98.31%</td>
<td>1.69%</td>
</tr>
<tr>
<td>[560000] - OTHER REVENUE SOURCES</td>
<td>(1,181,232.00)</td>
<td>(1,074,007.69)</td>
<td>0.00</td>
<td>0.00</td>
<td>(1,074,007.69)</td>
<td>(107,224.31)</td>
<td>90.92%</td>
<td>9.08%</td>
</tr>
<tr>
<td>REVENUE Total</td>
<td>(74,994,430.00)</td>
<td>(73,769,919.76)</td>
<td>0.00</td>
<td>0.00</td>
<td>(73,769,919.76)</td>
<td>(324,510.24)</td>
<td>99.56%</td>
<td>0.44%</td>
</tr>
</tbody>
</table>
## STATUS OF FY16 – GENERAL FUND

<table>
<thead>
<tr>
<th>DESCRIPTION OF EXPENDITURE</th>
<th>BUDGET</th>
<th>ACTUAL</th>
<th>ENCUMBRED</th>
<th>REQUISITIONS</th>
<th>PROJECTED</th>
<th>BUDGET AVAILABLE</th>
<th>USED (%)</th>
<th>REMAINING (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FXPD/MFFS Total</td>
<td>76,321,677.00</td>
<td>72,441,648.58</td>
<td>700,910.26</td>
<td>1,093,626.00</td>
<td>74,236,184.84</td>
<td>2,085,492.16</td>
<td>57.27%</td>
<td>2.73%</td>
</tr>
<tr>
<td>REVENUE Total</td>
<td>(74,094,430.00)</td>
<td>(73,769,919.76)</td>
<td>0.00</td>
<td>0.00</td>
<td>(73,769,919.76)</td>
<td>(324,510.24)</td>
<td>59.56%</td>
<td>0.44%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2,227,247.00</td>
<td>(1,228,271.18)</td>
<td>700,910.26</td>
<td>1,093,626.00</td>
<td>466,265.08</td>
<td>1,760,981.92</td>
<td>20.93%</td>
<td>79.07%</td>
</tr>
</tbody>
</table>

**NHRS**

Vocational
Tuition

Release of FY15 Encumbrances

ESTIMATED UNRESERVED FUND BALANCE

FY17 – Need $1.9 million

Estimated Surplus: $309,950
# TOTAL PROPOSED APPROPRIATION FOR 2016-2017

<table>
<thead>
<tr>
<th>FUND</th>
<th>March 30th</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td></td>
</tr>
<tr>
<td>- Operations Excluding Debt Service</td>
<td>$70,969,804</td>
</tr>
<tr>
<td>- Operations Debt Service</td>
<td>$5,765,143</td>
</tr>
<tr>
<td>- Transfer Facilities and Renovation Trust Fund</td>
<td>$486,813</td>
</tr>
<tr>
<td>- Transfer to Vocational Reserve*</td>
<td>$142,102</td>
</tr>
<tr>
<td>- Transfer to the Food Service Fund</td>
<td>$75,000</td>
</tr>
<tr>
<td>Total General Fund</td>
<td>$77,438,862</td>
</tr>
<tr>
<td>Food Service Fund</td>
<td>$1,725,876</td>
</tr>
<tr>
<td>Grant Fund</td>
<td>$4,277,553</td>
</tr>
<tr>
<td>CRTA Capital Projects Fund</td>
<td>$118,000</td>
</tr>
<tr>
<td>TOTAL APPROPRIATIONS</td>
<td>$83,560,291</td>
</tr>
</tbody>
</table>

**PROJECTED TAX IMPACT SUMMARY**

- Projected City Valuation: 0.80%
- Tax Rate (local and state combined): $15.18 per thousand
- Percentage Increase Over Prior Year: 2.85%

* - Revenue from State and Local Districts | ** - Based on Estimated Valuation. Final Valuation Determined in October.
<table>
<thead>
<tr>
<th>SUN</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HOLIDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:00 p.m. Executive Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:30 p.m. Joint Capital Facilities / Finance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>Sun</td>
<td>Mon</td>
<td>Tue</td>
<td>Wed</td>
<td>Thu</td>
<td>Fri</td>
<td>Sat</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7:00 p.m. Board Meeting</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10:30 p.m. Communications &amp; Policy</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5:30 p.m. Joint Capital Facilities/Finance</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Labor Day weekend NO SCHOOL</td>
</tr>
</tbody>
</table>