1. CALL TO ORDER and STATEMENT ON REMOTE MEETINGS

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

3. APPROVAL OF BOARD MINUTES
   a. Regular monthly meeting (July 6) ................................................. pp. 3-12
   b. Special Board meeting for scheduling (July 27) ......................... pp. 13-14

4. RETURN TO SCHOOL UPDATE
   a. Instructional Committee meeting report (July 22) ......................... pp. 15-29
   b. Superintendent’s report: return to school plan ......................... pp. 30-37
      • Consider approval of return to school plan
      • Consider revision of 2020-2021 school year calendar ............... p. 38

5. PUBLIC COMMENT – agenda items only

6. UPDATE ON STEPS TO ADDRESS DISCRIMINATION

7. PERSONNEL
   a. CEA confirmations ........................................................................ pp. 39-40
   b. Coach confirmations ..................................................................... pp. 41-42

8. NEGOTIATIONS
   a. Committee meeting report (July 27)

9. COMMUNICATIONS and POLICY
   a. Committee meeting report (July 29) ............................................. pp. 43-48
      • Policy #415 Title IX Sexual Harassment Prohibited and .............. pp. 49-68
         Grievance Procedure (first reading)

10. OTHER BUSINESS
    a. Review and approve bond results

11. PROPOSED CALENDARS OF MEETINGS ........................................... pp. 69-70

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

13. ADJOURNMENT
Board members present: Jennifer Patterson, President; Gina Cannon, Tom Croteau, Chuck Crush, Barb Higgins, Liza Poinier, Jim Richards, Danielle Smith, David Parker
Administrators present: Superintendent Kathleen Murphy, Assistant Superintendent Donna Palley, Business Administrator Jack Dunn, Director of Facilities Matt Cashman, Director of Human Resources Larry Prince

Agenda Item 1. Call to Order

Board President Jennifer Patterson called the meeting to order at 7:00 p.m. and read the following statement:

As President of the Concord School Board, I find that due to the State of Emergency declared by the Governor as a result of the Covid-19 pandemic and in accordance with the Governor’s Emergency Order #12 pursuant to Executive Order 2020-04, this public body is authorized to meet electronically.

The business we intend to conduct today is necessary due to the need to hold the regular monthly meeting of the Board. This will include taking public comment as noted on the posted agenda by unmuting phone lines one by one during the public comment period. It would be helpful for those wishing to comment to indicate their names in the “comment” function of Microsoft Teams so we may call on you more easily. In accordance with Board Policy #136, public comments are limited to 5 minutes per person to allow all interested parties to comment. We encourage the submission of comments via e-mail at concordinfo@sau8.org

Please note that there is no physical location to observe and listen contemporaneously to this meeting. However, in accordance with the Emergency Order, we are:

a) Providing public access to the meeting by telephone, with additional access by other electronic means: We are utilizing Microsoft Teams for this meeting. All Board members have the ability to communicate contemporaneously through this platform, and the public has access to contemporaneously listen and, if necessary, participate in this meeting through dialing the following phone # (925) 391-1169, Conf ID: 678 433 53#, by clicking on the link provided on the sau8.org website. The meeting is being broadcasted contemporaneously on ConcordTV’s education channel (Comcast Channel 6 or www.youtube.com/ConcordNHTV), and a recording of the meeting will be posted on the ConcordTV website.

b) Providing public notice of the necessary information for accessing the meeting: We previously gave notice to the public of the necessary information for accessing the
meeting, including how to access the meeting using Microsoft Teams or telephonically. The meeting and pertinent instructions were posted on the District website, sau8.org, more than 24 hours prior to the meeting, and are highlighted at the top of the website.

c) Providing a mechanism for the public to alert the public body during the meeting if there are problems with access: If anybody has a problem, please call 603 513-9008.

d) Adjourning the meeting if the public is unable to access the meeting: In the event the public is unable to access the meeting, the meeting will be adjourned and rescheduled.

Ms. Patterson said she would confirm by roll call which Board members were participating, that participating members were able to speak and to hear each other, and whether anyone else was present in the room from which Board members were participating (a requirement of the Right to Know law). Any votes taken would be by roll call. The following Board members noted that they were present and that no one else was present in the room with them: Gina Cannon, Tom Croteau, Chuck Crush, Barb Higgins, David Parker, Liza Poinier, Jim Richards, Jennifer Patterson, Danielle Smith.

Interim Superintendent Kathleen Murphy, Business Administrator Jack Dunn, Assistant Superintendent Donna Palley, Director of Human Resources Larry Prince and Director of Facilities Matt Cashman were also present.

Agenda Item 2. Approval of Agenda

Tom Croteau made a motion to approve the agenda.

The Board voted by roll call 9-0 (Jennifer Patterson, Gina Cannon, Tom Croteau, Chuck Crush, Barb Higgins, Liza Poinier, Jim Richards, Danielle Smith, David Parker voted aye) to approve the agenda (motioned by Ms. Cannon, seconded by Mr. Crush).

Agenda Item 3. Approval of Board minutes

Ms. Patterson briefly reviewed the minutes of the Board meeting on June 1 and Special Board meetings on June 10, June 11, June 25, and June 29.

The Board voted by roll call 9-0 (Jennifer Patterson, Gina Cannon, Tom Croteau, Chuck Crush, Barb Higgins, Liza Poinier, Jim Richards, Danielle Smith, David Parker voted aye) to approve the minutes of the Board meeting on June 1 and Special Board meetings on June 10, June 11, June 25, and June 29 (moved by Ms. Higgins, seconded by Mr. Croteau).

Agenda Item 4. Recognitions/Reports

Superintendent Murphy discussed the preliminary report on plans to return to school in the fall, noting that families were anxious to know what the administration’s plans were. The focus was how to bring students back to school in a safe way. Very preliminary
information from the DOE had been received, which had then gone to the Governor’s office. She noted that NH Department of Public Health had terrific resources, along with CDC regulations about safety, to determine the best route if/when the students came back to school. Assistant Superintendent Donna Palley described the steps taken thus far, and the bases by which decisions would be made. She noted that the administration was relying on feedback from stakeholders; feedback and guidance from Governor’s office; best practices from experts and own experience. A number of groups had been formed to analyze return-to-school, including teaching and learning (with 9 sub-groups, which had created surveys for parents and staff); social-emotional needs; technology and infrastructure; physical well-being (buses, cleaning, playground, etc.). With documents produced by those groups in hand, the plan was broken down by elementary, middle, and high school levels in three models: in-person, remote, and hybrid. She noted that an update to the plan would come before the Instructional Committee in July, with a more defined plan presented for a vote at the August Board meeting.

The draft document included information about the District’s priorities: emotional/social, academic, and financial stability. The study groups were looking at physical distancing in classrooms; limiting group size; allowing only minimal movement within buildings; limitations on large group gatherings; and potentially restricting buildings, with no non-essential visitors. Remote and in-person instruction might need to occur at the same time. There was also information from families and staff about who may not be able to participate in person. They were examining models for transporting students to school. They were also looking at employee contracts; ensuring strong Internet support; aligning with other Districts (CRTC and other partnerships). She noted that many teachers were also parents; concerns about families of siblings who attend different schools were noted. The group focusing on curriculum was analyzing whether to limit to some extent what would be taught. A robust communications plan, including translators, was being developed.

Building operations issues were being closely examined. Ms. Palley said the administration was being as comprehensive as possible and that the next few weeks were critical at the “virtual table.” She also noted that much of this work was being shared with curriculum directors and Assistant Superintendents in other districts. She said that about 60 staff members were participating in this critical project.

Mr. Croteau commented that communication - how information would be conveyed to the school community such that everyone was on board and had had opportunities to provide input and knew what to expect.

Superintendent Murphy noted the plan would be ready by the middle of July for discussion by the Instructional Committee and would be presented at the August 3 Board meeting for the Board’s approval. She would be meeting with City officials in the next week. The plan would be presented in a remote setting that would give parents the opportunity to ask questions and give input. She would be sending letters from her office until it was time to go public with the plan, as she did not want to wait until August to let parents know that work was in development.
Chuck Crush said the Governor's office indicated it was up to Districts to make and present their own plan to their School Boards. Ms. Palley said they hoped for more detailed guidance from NH DHHS (for example, very detailed information had been issued re summer camps, etc.). She noted the administration was taking guidance from State Epidemiologist Dr. Benjamin Chan.

Mr. Crush recommended consulting with an infectious disease physician specializing in epidemiology. This physician could guide the District regarding students who could not physically distance or could not wear a mask. He said the sooner information got out to those parents the better, as the District needed to not discriminate against any population.

Mr. Richards suggested that the communication plan would need to be strong and use multiple channels, as it was critical for parents to have opportunities for input in July (before the August 3 meeting). He felt it was important to include what had been well done or not well done from the spring's remote learning. Ms. Palley noted that the parent survey was still available.

Superintendent Murphy provided an update on initial steps to address discrimination in the District, summarizing the two initial meetings as positive. Between 22 and 27 participants attended each session, including parents, students, teachers, administrators, invited School Board members, and outside experts. Recommendations included examining Board policies and procedures (sexual harassment, bullying and others) through an equity lens. Title IX protections needed to be reflected in policy; complaint procedure was necessary; it was critical to know who was in charge of the process and how to file a complaint. The groups indicated that professional development, both short-term and long-term, was critical, with implicit biases and "micro aggressions" necessary discussions. As schools are a microcosm of society, sharing training for parents and community members was considered. A needs assessment was suggested, as discrimination is not just racial but also includes gender, ethnic, religious discrimination. The groups recommended starting in the young grades to teach "cultural competencies." There was a suggestion that "New American" families' voices were not being heard. She said a venue to communicate with those families was needed. Superintendent Murphy noted that, as always, a communication plan was really important. The groups' intent was to create actionable items in a plan and strategy going forward. A number of actions would be focused on each year, with measurable metrics, and designees assigned responsibility. The group also suggested a review of discipline strategies, with the suggestion to consider "restorative justice." Disciplinary policies should be looked at with an eye to national and statewide data. At the second meeting, some recommendations from the first meeting were repeated. This group suggested forming a long-standing steering committee comprised of students, staff and parents, possibly including facilitators for some of the work. They also suggested examining the role of the School Resource Officer (SRO) in schools, and whether this was a necessary position. The group also felt anti-discrimination initiatives should be on the School Board agenda each month. Superintendent Murphy said one more meeting of this very large "advisory committee" was planned, to make sure all voices were heard, after which a structure would be created for next steps.
Ms. Patterson said these were difficult conversations, some pieces of which could be public, but some not due to the sensitivity of stories.

David Parker said he attended both meetings, noting that students wanted to be engaged at an adult level. He favored consideration of a restorative justice model to address student discipline, noting that in-school suspensions, out-of-school suspensions and expulsions might be imposed without questions, possibly based on an administrator's implicit bias at times. On the other hand, these options were not necessarily wrong in certain cases, and he did not want disruptive actions to interfere with learning. He asked why the District would retain discipline systems that were not particularly effective, suggesting that restorative justice cuts across boundaries of special education, cultural differences, etc. He noted that overhauling the disciplinary structure was a monumental task but said such an important piece of education was cultural and civic education. He said the Board was trying hard to be, if not leaders in this change, at least healthy facilitators in any ongoing discussion.

Mr. Richards commented that last summer, the Board intended to examine disciplinary procedures regarding suspensions, etc. He suggested placing this on a Communications & Policy Committee meeting agenda. Ms. Patterson noted that Title IX Coordinator Karen Fischer-Anderson was examining data on student discipline and asked for her initial thoughts on how she was going to approach that task.

Mr. Crush asked that the administration be mindful of inadvertently creating a culture of discrimination within the return-to-school plan.

Ms. Cannon noted that Ms. Fischer-Anderson was examining unintentional bias in data, suggesting the administration rely on her expertise to identify where this might happen.

Agenda Item 5. Public Comment– agenda items only. Ms. Patterson reviewed the relevant policy and gave guidance about input.

Concord resident Tina Philibotte said she felt the conversation was thoughtful, difficult and deliberate.

Concord resident and parent Sarah Robinson thanked the Board for taking anti-discrimination work seriously. She said that hiring more black, indigenous or other people of color would require a nurturing and supportive culture before those staff even arrived. She suggested the Concord community was ready and willing to do the work – the mental and emotional and physical labor work. She suggested the administration reach out to "Showing Up for Racial Justice," a group engaged in "undoing white supremacist structures." The group's email is concordnhsurj@gmail.com

RMS art teacher Somayeh Sashi said she appreciated supportive comments from Board members.

Concord resident and parent Melissa Hinebauch thanked the Board and administration for addressing all the ways people are discriminated against and made more vulnerable because of their particular status. She called for continued action and recognized efforts the
District was starting to make, noting that she could provide resources and accountability on this issue.

Agenda Item 6. Personnel

>Note: this is for the record.

Kathleen Murphy, Interim Superintendent of Schools, Concord School District, $155,000, one year only

*Education:* University of New Hampshire, Durham, NH CAGS Administration, 1994; Rivier College, Nashua, NH M.S. Educational Administration, 1976; Plymouth State College, Plymouth, NH, B.S. Education, 1971

*Certification:* Experienced Educator Certificate, exp. 06/30/22, Superintendent, Principal


Human Resources Director Larry Prince presented one professional leave of absence.

>The Board voted 9-0 by roll call (Jennifer Patterson, Gina Cannon, Tom Croteau, Chuck Crush, Barb Higgins, Liza Poinier, Jim Richards, Danielle Smith, David Parker voted aye to approve the professional leave of absence as presented (motioned by Mr. Croteau, seconded by Mr. Richards).

Mr. Prince presented one administrator confirmation.

Shawn White, Director of Special Education, Rundlett Middle School, $113,670, step II, M+30/CAGS. *Certification:* Experienced Educator Certificate, exp. 06/30/22: Principal, Special Education Administrator, General Special Education, Specific Learning Disabilities. Shawn replaces Kerry Finnegan (step III, M+30/CAGS = $118,067) – transfer. Budgeted at $118,067

>The Board voted 9-0 by roll call (Jennifer Patterson, Gina Cannon, Tom Croteau, Chuck Crush, Barb Higgins, Liza Poinier, Jim Richards, Danielle Smith, David Parker voted aye) to confirm the administrator hire as presented (motioned by Mr. Richards, seconded by Mr. Croteau).

Mr. Prince presented several confirmations of existing staff.

Donna Hillyer, Special Education Teacher, Concord High School, $47,548, B-2, one year only. *Certification:* Educational Intern License – Alternative 4, exp. 06/30/22. Donna held a one-year-only Special Education teacher position at Concord High School for the 2019-2020
school year. Donna has been employed with Concord School District since 2013. Donna replaces Lauren Orlen (M+30-14 = $88,304) – LOA. Budgeted at $88,304

Lauren Orlen, School Counselor, Concord High School, $88,304, M+30-14, one year only. Certification: Experienced Educator, exp. 06/30/23, General Special Education; Statement of Eligibility, effective 05/13/2020. Lauren is requesting a leave of absence from her full-time Special Education teacher position to accept this assignment. Lauren has been employed as a teacher with Concord School District since 2006. Lauren replaces Jocelyn Jerry-Wolcott (M-14 = $85,605) – retirement. Budgeted at $59,784

Kathryn Todd, Speech-Language Pathologist, Concord High School, $23,616, 30% of M-12, one year only. License: State of NH Licensing, exp. 12/31/2021, Speech-Language Pathologist. Kathryn is currently in this position as a one-year-only assignment. This is in addition to Kathryn’s 50% Speech-Language Pathologist position at Concord High School. Kathryn has been employed as a speech-language pathologist with Concord School District since 2012. Kathryn replaces Sara Hans (30% of M-14 = $26,491) – LOA. Budgeted at $26,491

Mr. Prince presented a number of new teacher confirmations.

Magalie Lawrence, French Teacher, Concord High School, $8,997, 20% of B-1. Certification: Pursuing. New from reallocation. Budgeted at $17,121

Susan Gorham, School Nurse, District, $63,672, BSN-12. License: Registered Nurse, exp. 01/18/22. New position. Budgeted at $51,292


Julie Britton, Special Education Teacher, Rundlett Middle School, $55,285, B-5, one year only. Certification: Experienced Educator Certificate, exp. 06/30/21, General Special Education. New Position. Budgeted at $59,784

The Board voted 9-0 by roll call (Jennifer Patterson, Gina Cannon, Tom Croteau, Chuck Crush, Barb Higgins, Liza Poinier, Jim Richards, Danielle Smith, David Parker voted aye) to confirm the existing and new teacher hires as presented (motioned by Ms. Higgins, seconded by Ms. Smith).

Ms. Patterson moved that the Board approve the hiring of Dr. Bass to teach an independent study from mid-July to mid-November. Mr. Richards asked how any other student could
participate in this class, since this would be paid out of public funds. CHS Principal Mike Reardon noted that guidance counselors would be involved in registering students for the class, and additional students could be recruited up to the maximum class size.

The Board voted 9-0 by roll call (Jennifer Patterson, Gina Cannon, Tom Croteau, Chuck Crush, Barb Higgins, Liza Poinier, Jim Richards, Danielle Smith, David Parker voted aye) to hire Frank Bass as a teacher of two independent studies for a total payment of $3,000 (motioned by Ms. Patterson, seconded by Ms. Higgins).

Agenda Item 7. Negotiations

Mr. Crush reported that the Negotiations Committee met on June 9 and recommended approval of the CEAA collective bargaining agreement. Note: the Board voted on June 11 to approve the contract. Mr. Prince noted that a demand letter to negotiate had been received from the CEA.

Agenda Item 8. Capital Facilities/Finance

Mr. Richards reported that the two committees met jointly on June 11 to discuss summer projects, whether to encumber a significant portion of the unreserved fund balance from the FY20 budget above the $2.1 million needed for the FY21 budget [Note: this was voted in the affirmative at a Special Board meeting on June 25], and whether to reprioritize funding left over from bond proceeds that had been earmarked for the steam-to-gas conversion project and to use the balance of funds instead for site improvements to Concord High School, Beaver Meadow School, Central Office and Mill Brook School.

Mr. Dunn noted that all activities related to the trust funds were audited annually and could be examined by the public. He also noted two grants: the CARES ACT, part of Title I, of $953,000 in total (individual private schools were entitled to get a portion of that), 100% funded. From a FEMA grant: 75% paid by FEMA, 25% paid by District – restrictions related to Covid-19 (PPE, cleaning, etc.). There is no cap on the amount of money that had been announced at that point.

Mr. Parker observed that a large percentage of the budget was staffing. He recognized the caliber of incoming staff and faculty and said it cost the taxpayers more but was worth it.

Mr. Richards made a motion to reprioritize funding left over from the Feb. 15, 2017 bond proceeds that had been earmarked for the steam-to-gas conversion project ($9 million had been bonded; the project came in about $1.1 million under budget) and to use the balance of funds instead for site improvements to Concord High School, Beaver Meadow School, Central Office and Mill Brook School. Mr. Richards clarified that bonding laws required the funds be used on like projects that would have a 20-year life span. He read the following:

Move that the School Board reprioritize up to $1.1 million in savings from bond funds remaining from the $9 million steam-to-gas project originally voted on February 15,
2017 to do some or all of the following additions and/or replacements for projects with a lifespan of 20+ years:
- Replace Concord High School entrance, walkways, and site work
- Replace Concord High School stair treads and landings
- Replace Beaver Meadow sidewalk and pick-up lane
- Replace White Farm roof
- Add additional parking to Mill Brook School
- Replace Central Office parking lot and retaining wall

The Board voted 9-0 by roll call ((Jennifer Patterson, Tom Croteau, Chuck Crush, Liza Poinier, Jim Richards, Danielle Smith, Ms. Cannon, Ms. Higgins, and Mr. Parker voted aye) to recommend that the full Board reprioritize up to $1.1 million in funding left over from bond proceeds dating from 2017 that had been earmarked for the steam-to-gas conversion project and to use the balance of funds instead for site improvements to Concord High School, Beaver Meadow School, Central Office and Mill Brook School as presented (motioned by Mr. Richards, seconded by Mr. Croteau).

Agenda Item 9. Other Business

Superintendent Murphy proposed securing the services of a communication consultant to assist her with relaying messages to the public, focusing on the District’s response to Title IX sexual harassment, the return-to-school plan, and equity/anti-discrimination issues. She said she wanted to be consistent and clear to the public. The contract would be a limited-term (35 hours) at a cost of $10,000, paid on an hourly basis. After researching consultants with the required experience, she recommended Karen Schwartzman.

Mr. Croteau said it was important to have a consistent voice. Mr. Parker asked for clarification about who that person would be speaking for, as Board members were elected officials voted to speak their opinions and represent the public. Superintendent Murphy concurred with Mr. Parker that communication must be transparent; the consultant would not be speaking for the Board but would develop communication on behalf of the administration. Mr. Parker would not “lose his voice” over these matters. Ms. Patterson reiterated that consultant services would not take away from any Board member voice. Mr. Richards commented that $10,000 was a sizeable amount; he wanted assurance about deliverables. Superintendent Murphy said she would get exact deliverables to the Board. Ms. Poinier said she felt this was an important service, noting that the consultant would not speak for any administrator or Board member, but would develop a communications plan for the whole District. She also noted that Board members’ roles were not to speak for the District. Mr. Parker clarified that if he voted in favor of this consultant, it would be that this consultant would speak for the District, not the Board.

The Board voted 6-3 by roll call (Jennifer Patterson, Tom Croteau, Chuck Crush, Liza Poinier, Jim Richards, Danielle Smith, voted aye; Ms. Cannon, Ms. Higgins,
Mr. Parker voted no) to approve the hiring of a communications consultant for 35 hours at a cost of $10,000 (motioned by Ms. Patterson, seconded by Ms. Poinier).

Agenda Item 10. Proposed calendar of meetings
The proposed Board calendars for July and August were discussed, including meetings of the Instructional Committee on July 22, of the Communications & Policy Committee on July 29, and of the Negotiations Committee on July 27 and in August.

Agenda Item 11. Public comment on any topic
There was no public comment.

Agenda Item 12. Adjournment
The Board voted 9-0 to adjourn (motioned by Mr. Croteau, seconded by Ms. Higgins).

The Board adjourned at 9:30 p.m.
Respectfully submitted,

Barb Higgins, Secretary
Linden Jackett, Recorder
Board President Jennifer Patterson called the meeting to order at 5:00 p.m. and read the following statement:

As President of the Concord School Board, I find that due to the State of Emergency declared by the Governor as a result of the Covid-19 pandemic and in accordance with the Governor's Emergency Order #12 pursuant to Executive Order 2020-04, this public body is authorized to meet electronically.

The business we intend to conduct today is necessary due to the need to plan for the July 2020 monthly Board meeting and the calendar of meetings in July and August. The Board will not be taking public comment at this meeting.

We encourage the submission of comments via e-mail at: concordinfo@sau8.org. Please note that there is no physical location to observe and listen contemporaneously to this meeting. However, in accordance with the Emergency Order, we are:

a) Providing public access to the meeting by telephone, with additional access by other electronic means: we are utilizing Microsoft Teams for this meeting. All Board members have the ability to communicate contemporaneously through this platform, and the public has access to contemporaneously listen and, if necessary, participate in this meeting through dialing the following phone # (925) 391-1169, Conf ID: 915 756 393# by clicking on the link provided on the sau8.org website. The meeting will be broadcast contemporaneously on ConcordTV's education channel, and a recording of the meeting will be posted on the ConcordTV website.

b) Providing public notice of the necessary information for accessing the meeting: we previously gave notice to the public of the necessary information for accessing the meeting, including how to access the meeting using Microsoft Teams or telephonically. The meeting and pertinent instructions were posted on the District website, sau8.org, more than 24 hours prior to the meeting, and are highlighted at the top of the website.

c) Providing a mechanism for the public to alert the public body during the meeting if there are problems with access: if anybody has a problem, please call 603-513-9008.

All members will be participating remotely. No votes are anticipated, but any taken during this meeting shall be done by roll call vote. When each member states their presence, please also state whether there is anyone in the room with you during this meeting, which is required under the Right-to-Know law.

Board members present:            Gina Cannon, Barb Higgins, David Parker, Liza Poinier, Jim Richards, Jennifer Patterson
Board members absent:              Tom Croteau, Chuck Crush, Danielle Smith
Administrators present:  

Interim Superintendent Kathleen Murphy, Assistant Superintendent Donna Palley

Jennifer Patterson briefly described the meeting agenda, which was to review the draft agenda for the August 3 Board meeting and the calendar of meetings for August and September.

The Board discussed the agenda and made several modifications, focusing on the return to school plan, updates on steps to address discrimination, and the new required federal policy on sexual harassment and accompanying grievance process.

The Board discussed the calendars of Committee meetings in August and September. No changes were made to the previously published August calendar. Capital Facilities, Communications & Policy and Instructional Committee meetings were added to the September calendar.

Adjournment

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

The meeting adjourned at 5:40 p.m.

Respectfully submitted,

Barb Higgins, Secretary
Linden Jackett, Recorder
Committee Chair Barb Higgins called the meeting to order at 5:32 p.m. The agenda was to discuss the draft return-to-school plan. She read the following statement:

Due to the State of Emergency declared by the Governor as a result of the Covid-19 pandemic and in accordance with the Governor’s Emergency Order #12 pursuant to Executive Order 2020-04, this public body is authorized to meet electronically.

The business we intend to conduct today is necessary due to the need to discuss the preliminary return-to-school plan for the fall. We will not be taking public comment today, but encourage the submission of comments via e-mail at concordinfo@sau8.org

Please note that there is no physical location to observe and listen contemporaneously to this meeting. However, in accordance with the Emergency Order, we have:

a) Provided public access to the meeting by telephone, with additional access by other electronic means: We are utilizing Microsoft Teams for this meeting. All Committee members have the ability to communicate contemporaneously through this platform, and the public has access to contemporaneously listen by dialing the following phone # (925) 391-1169, Conf ID: 913 120 135#, by clicking on the link provided on the sau8.org website. The meeting is being broadcasted contemporaneously on ConcordTV’s education channel (Comcast Channel 6 or www.youtube.com/ConcordNHTV), and a recording of the meeting will be posted on the ConcordTV website.

b) Providing public notice of the necessary information for accessing the meeting: We previously gave notice to the public of the necessary information for accessing the meeting, including how to access the meeting using Microsoft Teams or telephonically.
The meeting and pertinent instructions were posted on the District website, sau8.org, more than 24 hours prior to the meeting, and are highlighted at the top of the website.

c) Providing a mechanism for the public to alert the public body during the meeting if there are problems with access: If anybody has a problem, please call 603 513-9008.

d) Adjourning the meeting if the public is unable to access the meeting: In the event the public is unable to access the meeting, the meeting will be adjourned and rescheduled.

Ms. Higgins confirmed by roll call which Committee members were participating, that participating members were able to speak and to hear each other, and whether anyone else was present in the room from which Committee members were participating (a requirement of the Right to Know law). She said no votes would taken at this meeting. The following Committee members noted that they were present and that no one else was present in the room with them: Barb Higgins, Danielle Smith, David Parker, Gina Cannon. The following Board members were also present: Tom Croteau, Chuck Crush, Liza Poinier, Jim Richards, Jennifer Patterson.

Superintendent Murphy then described the difficult decisions before the Board and the administration about returning to school, and recognized the anxieties and worries of staff, parents and students. She said the District had received heartfelt feedback, with many great suggestions that were much appreciated. She assured the Committee, and the public, that the administration was trying to make the best decisions in the best interests of children, and did recognize the pressures on families. She noted that the administration had been working with Dr. Chan of NH Department of Public Health, Dr. Noble of Concord Hospital, an infectious disease specialist, and the NH Department of Education, all of whom have comprised the broad scope of people helping to devise this plan.

**Guiding principles for back to school 2020-2021**

Ensure health, well-being and safety of students and staff; Support students toward attainment of grade and course competencies; Create positive school communities that foster social/emotional growth; Support the needs of vulnerable student populations; Ensure equity for students across schools; Provide clear communication to stakeholders; Provide supports/resources for staff success; Ensure operational and fiscal feasibility.

**Teaching and learning models 2020-2021**

Three return-to-school models were developed: fully remote; fully in-person; and a combination (hybrid). It was important to build in the ability to pivot from one model to another quickly should circumstances require. The eventual choice of model was based on virus data and the District’s ability to provide mitigation strategies, including social distancing. She noted that there would be students and staff who would need to remain in full-remote learning, for whatever reasons.

**Three surveys – June 2020**
Surveys were completed by 1,025 families, 642 students, and 365 staff members (including teachers/specialists, educational assistants, tutors). Feedback from the surveys helped inform the administration’s planning.

**Fully remote model**

Based on feedback, the remote learning model would incorporate the following revisions; more structured, live, face-to-face instruction; opportunities for students to interact regularly with peers; regular communication among teachers, students, and families; ongoing feedback to students about their learning; strong assessment models to track student progress; and close monitoring of student attendance with support for at-risk students and those not engaging.

**Fully in-person model**

Classroom space accommodations restrict the District’s ability to maintain proper distancing. Additional off-campus sites might be available; however, staffing and supervising those sites would not be practical. The number of students opting for fully remote learning would impact the ability to bring additional students into the building full-time. She noted that, from survey results, 25-30% of families would prefer remote learning.

**Combination (hybrid) model**

In this model, students would be assigned to an ‘A’ group or ‘B’ group. All siblings would be assigned to the same group across levels. “A” group would attend in-person on Monday and Thursday, while “B” group would in-person on Tuesday and Friday. Books and other materials would be taken home for work on stay-home days. On Wednesday, students would participate in remote activities, including some live meetings/instruction. Wednesdays would also be used for meetings, collaboration, planning and check-ins, as needed. Wednesdays would allow for additional cleaning of the buildings. Vulnerable/at-risk students could attend school to receive specialized instruction/support in addition to their group A or B day. Notification relative to student group A or B assignment would be communicated to parents by the building administration.

**Teaching and learning: calendar**

Superintendent Murphy proposed moving the start date for students to September 8, 2020 in order to provide staff time to prepare for opening models (6 days). According to DOE, three of these days could count as student days/hours of instruction. This time would also be used for professional development on issues related to new models, safety protocols and procedures, and on required areas including reporting, harassment, bullying and suicide prevention.

Committee and Board members then commented and posed questions. Ms. Higgins noted that if the model was to be fully remote, some students might need to have a place to access remote learning. Tom Croteau asked how the eventual plan would be chosen, noting the potential need to be “pivot” to another plan.
Superintendent Murphy remarked that it had not yet been decided which model to start
the year with, noting that there was an element of choice in that the District would honor
parent choice to keep their child(ren) at home; about 20% of students would likely not come
back but would attend remotely. She said the administration was leaning toward the
hybrid model as it offered both options, allowing teacher interaction with students and still
honoring CDC rules.

Danielle Smith asked what a student in an “A” group would be doing on Tuesday.
Superintendent Murphy noted that the Tuesday would be repetitive of the Monday class.
On the “remote day” students would work on lessons posted in their google classroom,
with additional reading work, art, music and specials. Teacher work would continue to be
supported by educational assistants.

Gina Cannon asked whether only half the curriculum would be completed if lessons were
repeated. Ms. Palley noted that teams of teachers were studying this very question and
that, while not a presentation for this meeting, the goal was to pay close attention to grade­
level and course competency expectations for the year. She noted that much greater detail
would be presented at the Board’s August meeting.

Ms. Cannon asked whether all instruction would be synchronous. Superintendent Murphy
stated that it was very clear that remote learning (6 to 7 hours) was almost impossible to do
throughout the entire day. Ms. Cannon asked about teacher office hours and preparation
time. Superintendent Murphy said a schedule for this was being developed. Ms. Higgins
commented that her charter school had supplemented synchronous learning with a live
element, questions and answer time, and some social time in class. Some teachers were
assigning a week’s worth of work, while others met with students every day. They noted
that this was not possible when the school went to complete remote learning in the spring.
Superintendent Murphy suggested that teachers needed more training to learn about the
tools they could use in the classroom to have more facetime with their students. She said
the fully-remote model would not duplicate a typical day pre-Covid-19, but that time
would be provided for instruction, work time, and time to be with peers within the day.
She said there might technically be ways to make the day totally synchronous, but teachers
were not online themselves every minute.

Jim Richards asked about parameters; for example, if a parent decided to start their child in
remote learning, then decided he or she would physically attend school, and whether that
would be allowed. Superintendent Murphy noted that she did not have answers for all
those questions yet. She commented that many districts were saying a student would either
be in school or remote learning, but this district was trying to meet parents halfway. She
said that students who wanted to return after the first 8 weeks would be in the same
situation as a student newly registering. However, they might not be in their neighborhood
school, as an appropriate seat would need to be found under distancing guidelines. She
said parents have asked if their student could come in the building for certain subjects only,
but due to the requirements of social distancing and the number of students who can be in
a given classroom, the administration might not be able to accommodate every request; it is
likely no district would be able to do that. Mr. Richards said he would like the District to be prepared for these requests, with health-related responses based on science and which reflect the well-being of students within and outside the schools. He would like the District to make decisions based on science and the District’s current buildings, air handlers available, etc. Ms. Higgins noted that other students might enroll in the hybrid model, then decide to move to the fully-remote model.

Jennifer Patterson asked if a parent requested fully remote learning, would their student be assigned to an actual classroom, or to an aggregated class of students at grade level who would all be remote. Superintendent Murphy noted that a class could be made up of students from any of the five elementary schools, as the District teamed remote learners with remote teachers.

Ms. Patterson suggested it would not be possible for everyone to change models constantly, particularly for students moving in/out of Concord. She asked if it was a possibility if the model selected could differ by grade levels, as it had been suggested that younger students were less likely to spread Covid-19. Could consideration be given to a more in-person model based on health factors. Ms. Palley noted that the teams were in discussions about a variety of models: breaking into groups of certain students; everyone coming in using an A/B approach, etc. The administration certainly wished for the ability to bring every student in for some period of time. Ms. Higgins suggested the elementary/middle school/high school models might be different, and expressed her appreciation for the thoughtfulness of the planning.

In response to a question from Chuck Crush, Superintendent Murphy noted that the first forum for parents was scheduled for July 30. After the Board’s review and vote on the revised plan at its August 3 meeting, with its additional opportunity for public input, the administration would once again review the plan, and condense any feedback and support recommendations. She said the public would have had ample opportunity to share their thinking. She said the second forum was to present plan and inform the public. Mr. Crush suggested this provided only two opportunities for parents to provide feedback and that, given the magnitude of this situation, with what parents need to decide and what arrangements they would need to make, he felt there was a need for an additional forum for public comment.

Regarding the remote model, Mr. Crush asked whether thought had been given to whether services would be provided to students in their homes; for example, whether an occupational therapist, an educational assistant or a social worker would go into the homes. Superintendent Murphy noted that she did not have those answers but would explore them further.

Mr. Parker noted that the District was working hard for people to come together and see each other, because to deprive them of that was painful. He noted that on the other hand, instructional modalities were highly functional for remote learning, as long as attention was paid to burnout. He said that PE, shop, and other classes could be taught online, and
taking time away from teachers was detrimental. Ms. Higgins commented that if different plans at the elementary, middle and high school were implemented, a family with children at different levels would be overwhelmed. Mr. Parker said he did not disagree; noting there are exceptions. He said he liked a hybrid model.

Ms. Cannon commented that if the school year calendar was revised, she would want the extra time devoted to strategic staff preparation.

**Social-Emotional well-being**

Ms. Palley briefly reviewed the need to address students’ social-emotional well-being: Focus first weeks of school on building relationships, classroom community, and introducing expectations; Plan transition events for students/families (kindergarten orientation, new students, transition grades 6 and 9); Strengthen school structures that support community and relationships (advisory programs at middle and high school, morning meetings, mentoring programs); Provide on-going opportunities for direct connections between staff and students and students with peers, whether in-person or remote models; Implement Multi-Tiered Systems of Support in all schools, in person, or remotely; Implementation of Tier 1 universal strategies, including screening; Early roll-out of Tier 2 supports; Review/refine/communicate regarding referral protocols, including remote referrals; Work with community partners to make connections for students/families in need; Provide social-emotional learning instruction to support student and staff transitions; Plan for increased need for social/emotional/behavioral supports, including heightened anxiety; Provide direct instruction around emotional regulation; Develop strategies for collaborating with all families: developing/maintaining close connections and providing support; Allow space for connection and healing among adults; Provide guidance to staff for talking to students about Covid-19; Monitor attendance/engagement and develop protocols for students who are not in attendance/not engaged, and refer for additional supports, as needed; Provide professional learning opportunities in summer and school year, including: impact of trauma on student learning, signs/risks and protective factors re: trauma, abuse and neglect, staff work/life balance and self-care strategies, strategies for supporting students in the remote or hybrid classroom, mindfulness/self-regulation strategies in the classroom, managing change amidst chaos, building and sustaining a classroom community, home visiting and support for youngest children (0-5), developing a plan for identified at-risk students from the spring and providing supports.

**Student Services**

Ms. Palley noted that staff were reaching out to every family to discuss their students’ IEP needs; in-person student services would be available, including special education and related services, English-Language Learning (ELL), and Title 1 services. She noted that some parents would opt for remote services. The team was contacting out-of-district placements and charter schools for information about their fall plans. She said that transportation would continue to be available, and that some parents were willing to transport their students. The District would provide assessments to gauge student learning
loss over the school closure period. Additional personal protective equipment (PPE) would be provided for students and staff, as needed. Meetings with parents would be held remotely, to have as few people as possible in the buildings. Translation services would continue, to communicate with families in their primary language. Counseling and other social/emotional supports would be available for students in need.

Ms. Higgins said she had received comments from parents who wanted to keep their children in a remote setting, and those who wanted to keep their children in school. She said equally important as academics were the needs of children who were hungry, non-verbal, weren’t in a safe home, or had special needs.

In response to a comment from Ms. Cannon whether thought had been given whether to outsource some services to very special-needs students, Ms. Palley noted that the District had significant staff of its own and contracted out behavioral supports and occupational therapy as needed. She said it was critical that special education teams were speaking with every single family to understand their needs.

In response to a question from Mr. Croteau about strategies to communicate the return-to-school plan with parents, Ms. Palley noted that many strategies had been discussed, including developing videos; one-on-one conversations; family forums to learn more about the plan; perhaps a “Family Night on Teams.” She said there were also parents working on the strategic teams. She also commented that monthly dates to evaluate the plan were being set, which would be data-based and would include staff, parents and students.

Ms. Higgins suggested including the Police Department to conduct child wellness checks for children who might not be in safe places. Ms. Palley noted that not nearly as many calls had been made to DCYF in the 3 months after school shut-down than in previous months, but that District administrators were closely connected to DCYF and police, and those groups are also connected.

In response to a question from Mr. Crush about IEPs and 504 goals and whether plans for achieving them were going to be amended, Ms. Palley said the administrators were responsible for those, and this was being done in a systemic way, at every school and at every level. She said special education meetings were happening every day; that notes were taken at every meeting and included in students’ special ed files. She suggested goals could change as the situation was certainly going to change.

**Technology**

Director of IT Pam McLeod went through the District’s technology capabilities for students: 1:1 devices in grades K-12; devices for staff, including educational assistants; a range of applications, including remote access for specialized courses (graphic design, computer-aided design – CAD); the capacity for deploying applications remotely for student and staff. She said IT had tended to rely on staff being on the District system but it now has a means of pushing out applications to all staff laptops. Staff would have access to phone service on their laptops and as a smartphone application (to obscure personal phone numbers and show a District number). The Help Desk would be available by phone or
email and in-person (at the District) by appointment. She said this plan had worked fairly well in the spring. Further there would be more opportunities for training for staff, students and families. IT was also exploring applications to support staff-to-parent communication (a website, School Messenger, remote media).

**Digital equity**

Assistance for families this spring: Comcast offered Internet Essentials free to new customers for two months; this offer will continue through December. After 2 months, the cost of Internet Essentials would be $9.95 per month. Comcast also opened all of its mobile hotspots for use through the end of the year. Comcast has a program for districts to pay for the Essentials program; funding would be used to pay for internet for those unable to afford it. She noted that many families needed tech support to help set up their wi-fi router and connect devices. IT often does not know who was in need of Internet services until remote learning began and teachers reported that the family was without internet at home. Some families would not qualify for Internet Essentials because they are not new Comcast customers. Once the 2-month free period ends some families would not be able to afford $9.95 per month. There was a concern that more families would be in a position of not having internet in the spring if they lost their jobs due to Covid-19. There was a question whether Internet Essentials bandwidth (25 Mbps down/3 up) were sufficient for synchronous learning.

In response to a question from Mr. Richards about the status of and cost of repairing devices, Ms. McLeod said much of this would be covered through the District’s insurance, and IT was still going through returned devices. He also asked whether IT would reach out to parents with technical assistance; Ms. McLeod replied that the Digital Learning Specialists were technology coaches for everyone in the District. She also noted that parents ad full access to the HelpDesk – help@sau8.org

Ms. Higgins suggested distributing refrigerator magnets with all IT contact emails and phone numbers, especially for families who were not internet-savvy.

**Assessment**

Students in grades 4-8 would take a fall screening assessment in math (30 minutes) and language arts (30 minutes); Juniors would take the SAT in school in the fall. Superintendent Murphy said the state was providing a free assessment.

**Concord Regional Technical Center**

Director Steve Rothenberg said reopening the Technical Center was very complicated, but that the majority of students were eager to come back. He and leaders of the nine sending schools, who share a unique dilemma, would be meeting the next day to adapt their programs on a common denominator. He noted that Merrimack Valley School District, sending 150 students, was a partner and not a customer of CRTC. MVD did not have a backup plan. CRTC was also a huge part of the educational options provided by Bow and Pembroke to its students. He noted that CRTC’s plan could be quite different from the rest
of the District plans. CRTC was planning to be open every day to support all students, including potential longer lab days. Sending-school transportation would be a challenge, and they were considering use of personal vehicles in the mix. 100% distance model would be a struggle for almost every program. The unique details of hybrid models across districts was very challenging, including the use of remote synchronous days. The group was exploring ways to provide other academic offerings for sending school students and the use of technology—additional specialized software. Ms. Higgins encouraged the Committee to be supportive of what would work for CRTC and follow Mr. Rothenberg’s guidance.

Operational considerations

Cohort grouping

Ms. Palley described the in-school combination model which would, to the extent possible, develop small cohorts of students, with limited cross-mixing of groups. To the extent possible, students would stay in small groups, with teachers moving into the groups rather than students moving. Students would be assigned permanent seating in classrooms and on buses. Student sharing of materials/supplies would be limited. Ms. Palley noted that some people were calling this “podding up;” keeping students in the smallest possible groups, or cohorts, which would also expose staff to the least extent. This would look different for each level (elementary, middle high school). She noted that art supply sets for each child last spring were purchased with monies from the CARES Act.

Liza Poinier suggested that schools create “pods” based on what was already occurring in the community: kids playing together, sharing nannies, etc. Mr. Crush asked whether provisions for contact tracing were involved as part of the cohort plan. Ms. Palley noted that the state would have a very specific contact tracing plan and specialists trained to work with schools.

Building set-up

Matt Cashman stated that the maintenance staff had done a very thorough job since the beginning of the pandemic, and described factors taken into consideration for the operation of schools in the fall: limit/repurpose the use of large spaces; use different doors for exiting/entering building; consider staggered start/end times; signage for reminders (distancing, hygiene, movement in halls); no large gatherings; encourage outdoor education/classrooms; tents on school grounds. He said tent rental quotes had been solicited.

Distancing

Mr. Cashman noted that physical distancing was key to mitigation efforts: all students and staff would be expected to maintain 6-foot distances; pathways through the buildings would be created to provide as little mixing of groups as possible; signage would support distancing and traffic patterns in the buildings; outside spaces would be used for learning as much as possible; large group meetings or events would not be held.

Masks
Regarding masks, Mr. Cashman noted that students and staff would be required to wear masks while in the buildings, understanding that some students would not be able to wear masks. Younger students (preschool and primary age) would not be asked to wear masks all day. Mask breaks would be provided throughout the day. Parents would be asked to help students get ready for school by practicing wearing masks.

**Personal protective equipment (PPE)**

Mr. Cashman made the following comments regarding PPE: students would be provided with masks. Classroom teachers would be provided with masks (clear), face shields and other supplies, as needed. Educational assistants, related service providers and others working in close proximity would be provided with needed protection. Nurses and custodians would be provided with a full array of PPE, including appropriate masks, shields, eye protection, gowns and gloves. Plexiglass protection would be installed in appropriate areas. In response to a question from Ms. Cannon whether there were provisions for masks with ties vs. ties behind the ears as not everyone can wear a mask that goes behind the ears, Mr. Cashman said options would be examined for individual students. In response to a question from Mr. Richards about use of elevators, Ms. Palley said her meeting with Dr. Noble would be about special circumstances. Mr. Crush made several suggestions about contractors and suggested plastic coverings for elevator buttons. Mr. Cashman said there was sufficient inventory currently, with five cloth face masks per student. Mr. Richards commented that minimizing the number of people touching doors would be important.

**Cleaning and disinfecting protocol**

In addition to school classroom cleaning routines: use of electrostatic sprayer: sprays disinfectant approved by the CDC on all hard surfaces; spray bottles of disinfectant in each classroom (need 10-minute period post-spraying in order to mitigate); Zamboni-style floor cleaning machines accelerate time to clean hallways; hand sanitizer stations wall-mounted in each classroom; custodial shift schedules would be adjusted based on school model

**CSD disinfectants used: approved by CDC**: Hyperfect256 (Genesan); Virotabs (Genesan)

**Handwashing/sanitizing**

Students will be asked to wash or sanitize their hands: when entering the building; when they touch someone else’s hands or face; after using the bathroom; before snack time and lunch time; when they return from the playground

**Additional cleaning protocols in the event of confirmed Covid-19**

If Covid-19 is confirmed in a child or staff member: areas used by the person who was sick would be closed off. If possible, the children remaining in the classroom would be moved to another environment until cleaning protocols can be implemented. Outside doors and windows would be opened, to increase air circulation in those areas. If possible, up to 24 hours would go by before cleaning or disinfecting, to allow respiratory droplets to settle, reducing the risk to individuals cleaning. All areas used by the person who was sick, such
as classrooms, offices, bathrooms, and common areas, would be cleaned and disinfected. Mr. Cashman noted that if more than seven days had passed since the person who was sick visited or used the facility, additional cleaning and disinfection would not be necessary.

Mr. Croteau suggested that children automatically be moved if there was a confirmed case, and asked if an isolation area had been designated if a student showed symptoms or nurses said there was a strong chance he or she was infected. Mr. Cashman responded that the above protocols were received from NH DHHS and CDC, and that some issues would be addressed later in the presentation. Ms. Cannon asked if rooms would be cleaned between cohorts; Mr. Cashman replied that it would be necessary to determine how much time between movements would be available. Stringent cleaning would be done daily, and especially on Wednesdays. Staff would address anything with an immediate need.

Mr. Cashman noted that, in general, other than in emergency situations, visitors would not be allowed to enter the buildings. All required and other parent meetings would be held remotely. Until such time that it was determined to be safe, volunteers would not be working in the buildings. In short-term situations, in an effort to limit exposure, building permanent substitutes, tutors and other personnel would be utilized to cover teacher absences. Long-term substitutes would be hired, as needed, based on District procedures.

Screening

Parents/guardians would be asked to screen children for risk factors daily before sending them to school. A screening checklist would be provided, based on medical guidance, and thermometers would be available to families in need. Each school would have no-touch thermometers. Staff would be screened at stations on school grounds. All students would be screened for fever before entering the buildings. If a student had a temperature at or above 100.4 F, the student would return home by private vehicle.

Protocols for response to Covid-19-like symptoms at school

Staff would be educated about the symptoms of Covid-19 and would monitor students for any signs/symptoms of illness. Staff would be instructed on how to manage any student identified with symptoms of Covid-19. Any person who developed symptoms of Covid-19 while at the school would be masked if over two years of age and removed from close contact with others. If immediate medical care was needed, 911 would be called. The school nurse would record the symptomatic person's temperature and perform a brief assessment of the person's complaints or symptoms. Any brief assessment can be performed from at least six feet away with the nurse wearing a surgical face mask. If the school nurse needed to be in close contact with the individual (within six feet), they should have personal protective equipment (PPE) on hand. Following this brief assessment and recording of information, the student would immediately be sent home via private transportation. Ms. Palley said specific isolation spaces were recommended, and would be made available.

Protocols should an individual in the school be confirmed with Covid-19
Person(s) with suspected or confirmed Covid-19 must stay out of school until symptom-based criteria are met for discontinuation of isolation: at least 10 days have passed since symptoms first appeared, and at least 24 hours have passed since last fever (off fever-reducing meds), and symptoms have improved.

**Air handling/filtration**

Mr. Cashman noted that all air filters (over 1,000 in the District) were replaced every quarter by Trane Air Systems. The air flow in all systems (working with Siemens and Trane Air) would be maximized. The District was working with its HVAC experts to provide maximum air flow.

Mr. Richards asked whether vendors and delivery staff would be required to wear masks and not enter the buildings. Mr. Cashman verified this would be the case. In response to a question from Mr. Crush about who would take temperatures and screen every employee every morning, Ms. Palley noted that this specific protocol was in development. RMS Nurse Ann Lanney and Dr. Noble had indicated that using no-touch thermometers required no training. In response to a question from Mr. Crush about how to ensure people were not missed in the screening, she commented that it was not the recommendation to track temperatures, but that documentation that staff and students were screened would be kept.

In response to a comment from Mr. Crush about staff shared among the schools (occupational therapists, etc.), Ms. Palley said there was a surprisingly small number of District staff who had to travel. In response to another comment from Mr. Crush about how many more nurses might be needed, Superintendent Murphy said that would be addressed and she would get back to Mr. Crush. Mr. Crush asked that a list of the number of positions and position titles who travel among schools be made available for the August 3 meeting.

Asked by Ms. Higgins if LPNs could be hired for some functions, as the District could not hire 50 full-time nurses, Superintendent Murphy noted that LPNs practice under the license of an RN and she would be concerned about supervision.

Asked about protocol when a child is suspected to have Covid-19, Ms. Palley said this protocol would be in place by the August 3 meeting; Mr. Richards noted there were HIPAA concerns related to this. Superintendent Murphy noted that suspicion of Covid-19 obligated staff to contact NH DHHS, which would guide District staff. Ms. Cannon said this was a very sensitive and important topic to be transparent about, as parents would need to know that their child was not going to be at increased risk from exposure at school.

**Food Service**

Distancing in cafeterias, if possible; otherwise, students would eat in classrooms or outside. Breakfast and lunch would be provided as ‘grab and go.’ Waivers for details on delivery of food into community were pending. All PPE protocols would be followed by food service staff. Ms. Palley commended Food Service Director Donna Reynolds and her staff for getting meals out into the community.
Transportation

Superintendent Murphy noted that transportation conversations had included Director of Transportation Terry Crotty, and the following protocols had been developed: buses cleaned/disinfected before and after pick-up and drop-off; windows to be open; 6-foot distance will be maintained at bus stops. Parental oversight at bus stops would be sought, to assist students with social distancing. The District has asked parents to transport their students, if possible, to further limit the number of bus riders. Students would be assigned permanent seats on buses. There would be no field trips which require transportation. Superintendent Murphy commented that recommendations for spacing on buses had fluctuated; now every other seat was allowed, but this could change. Ms. Higgins suggested two children from the same family could sit in the same seat.

Consultation and training

The administration was consulting with infectious disease medical expert Dr. James Noble, M.D., FACP, Medical Director, Infection Prevention, Section Chief, Infectious Diseases, Concord Hospital. Ongoing training would be provided to all custodians by Mr. Cashman. Webinars will be provided by the cleaning vendor, Clean O Rama. All staff in the building would be provided with safety protocols training. District nurses would implement guidance from the Department of Health and Human Services and receive all necessary training. The District would continue to respond to all guidance and updates from the NH Department of Education, the Governor’s Office, and the CDC.

Family supports

The District would provide technology support and training to families; learning opportunities for families to support academics and social-emotional well-being; and referrals to families for additional community services (food, social/emotional). The District would also provide translation services as needed; support access to the internet, and maintain two-way communication channels between school and home.

Communication plan

The District planned to deploy various communication tools to ensure stakeholder access: the District website and social media platforms; ConcordTV, School Messenger, and media outlets. Should the District have a suspected or confirmed case of Covid-19 at school, Central Office administration would coordinate with NH Department of Health and Human Services, Department of Public Health. The District would convene public forums to inform the community about plans, protocols and procedures on July 30 and August 6 from 5-8 pm. Messages would be translated into the languages of our community. Plans would be shared with all local government agencies and community partners. Ongoing messaging to staff, students and families would include an emphasis on safety procedures and protocols.

Athletics at Concord High School
Superintendent Murphy said NHIAA held off for quite a while before making decisions about spring sports; the District was waiting for its further recommendations. In the meantime, conditioning skills and drills had been ongoing since approximately July 6, after the state’s recommendations came out. All activities are outdoors, with no use of locker rooms. A liability waiver and health questionnaire had to be completed before any student participated. Daily screening were conducted, including temperature taking. There was no congregating of large groups. Coaches must wear masks if they cannot distance. Students wear masks until on the field. Coaches have received training in protocols and procedures. Anticipated available sports programs included cross-country, soccer, football, basketball, cheerleading, field hockey, and Nordic. The Department was evaluating safety protocols, starting with intra-squad work.

Parent and staff surveys

Surveys were sent to parents and staff during the week of July 13, with a reminder a few days later. Data was still being collected. Parents were being asked to indicate their preference of model, and their current thinking about their child(ren)’s return to school. In addition, parents who live outside the school walk zone were asked whether they would be able to provide transportation for their child. Staff were asked about their preference of model, and whether there were any special circumstances that would prevent them from returning to in-person work. Ms. Palley noted that 6% of parents indicated they would definitely not send their children back to school in-person; 20% definitely would send their children back to school in-person; 25% were in favor of a 100% in-person model. A large percentage of parents who live outside the walk zone, 70%+, indicated they could transport their children.

Staff surveys

Staff were asked, “If we are back in our buildings in the fall, would you be in a position to return to your assignment in your school/building department?” Ms. Palley noted a variation among elementary, middle and high school staff (this includes preschool); about 25% prefer a hybrid model.

Staff were also asked, “If we are back to in-person learning in the fall, are there special circumstances that would prevent you from returning to your school?” Ms. Palley noted that, at the middle and high school, about half the teachers said there were. Teachers were also very concerned about childcare; for example, in cases of two teachers with several children of their own. Some staff have family members who teach in other districts, with plans that differ from the District’s. Teachers also had medical concerns. Ms. Palley noted that 34 teachers, or about 9%, were 60 years or older. Ms. Palley noted that the parent survey was ongoing, and that accurate student enrollment numbers were needed.

Ms. Higgins invited Kim Bleier-Woods to speak as a representative of Concord Educators Association (CEA). Ms. Bleier-Woods stated that meetings with Superintendent Murphy had been collaborative and positive, but she felt the District had fallen short on many of the union’s concerns. She said the union was anxious to bargain return-to-school conditions for
teachers, but because they did not have answers to many questions, CEA was not currently in favor of any plan for face-to-face model.

Mr. Richards commented that transportation should look closely at school drop-off and pick-up areas, with more parents dropping off their students. He encouraged Mr. Cashman to contact City engineers and the Fire Department to address any traffic conditions. Mr. Parker noted that the numbers of variables were overwhelming, and was concerned about helping staff feel comfortable being at work. Ms. Higgins said faculty wanted to protect their families, their students, and their own children. Ms. Poinier thanked the community and staff for their efforts in creating this plan. She asked about advice from the state/science/statistics that would make people feel like they were ready to go to a hybrid model: if Merrimack County had no new cases for the next 28 days, for example, would that be enough. Ms. Patterson thanked Committee members, staff and community members, noting there was time to refine the draft plan before the August 3 meeting, which likely would need to change in the future as pandemic numbers changed. Ms. Cannon thanked those who had worked on the plan for their substantial work. Mr. Croteau asked Ms. Bleier-Woods if the teacher union could provide a specific list of situations about which they had concerns to Superintendent Murphy. Mr. Crush acknowledge the huge amount of work done on the plan and asked of other union groups were involved. Superintendent Murphy noted that she had meetings with other collective bargaining groups scheduled (CEOPA, CEAA) and that Mr. Cashman was working with the custodians and transportation staff.

Still to come

Superintendent Murphy noted that further discussion was ongoing regarding after-school clubs/activities; after-school care (21C; Boys and Girls Club; YMCA); grading; substitutes for transportation, Food Service, and administrative assistants. She said the most important element was communication, and to that end had met with the CEA every single week, where most of the points in the presentation had been discussed. She said she had had great conversations with Karen McCormack, Kim Bleier-Woods and Mike Macri and was confident that there were answers to those questions. She reminded Board members of the two groups that comprise the District’s mission: students, and staff, and said they should be proud of the work done by staff and administrators. She asked Board members to seriously consider moving the start date of school back by a number of days.

The Committee voted 4-0 to adjourn (motioned by Ms. Higgins, seconded by Ms. Cannon).

The meeting adjourned at 8:42 p.m.

Respectfully submitted,

Barb Higgins, Chair  
Linden Jackett, Recorder
Concord School District
Back to School 2020-2021

Guiding principles for Back to School 2020-2021

• Ensure health, well-being and safety of students and staff
• Support students’ attainment of grade and course competencies
• Create positive school communities that foster social/emotional growth
• Support the needs of our vulnerable populations
• Ensure equity for students across schools
• Provide clear and ongoing communication to all stakeholders
• Provide supports/resources for staff success
• Ensure operational and fiscal feasibility

Surveys conducted in June and July 2020
Surveys were completed by:
• 1,025 families in June; close to close to 3,000 in July
• 642 students
• 365 staff members (teachers/specialists, educational assistants, tutors) in June
Feedback from the surveys helped inform our planning.

Teaching and learning models 2020-2021
Three options:
• Fully remote
• Fully in-person
• Combination (hybrid)

Full In-Person model
• Classroom space accommodations restrict the District’s ability to maintain proper physical distancing.
• Additional off-campus sites might be available; however, staffing (nursing and support services) and supervising those sites would not be practical
• The number of students opting for full remote learning will impact the ability to bring additional students into the building full-time
• The impact of state guidance
Full Remote model

Based on feedback, the remote learning model will incorporate the following revisions:

- More structured, live face-to-face instruction
- Opportunities for students to interact regularly with peers
- Regular communication among teachers, students, and families
- Ongoing feedback to students about their learning
- Strong assessment models to track student progress
- Close monitoring of student attendance
- Support for at-risk students and those not engaging

Combination (Hybrid) model

- Students assigned to ‘A’ group or ‘B’ group
  - All siblings assigned to same group across levels
- A group attends in-person on Monday and Thursday
- B group attends in-person on Tuesday and Friday
- Books and other materials will be taken home for work on stay-home days
- On Wednesday, most students participate in remote activities, including some live meetings/instruction and other on- and off-line assignments.
- Vulnerable/at-risk students may attend school to receive specialized instruction/support in addition to their group A or B day.
- Notification relative to student group A or B assignment will be communicated to parents by the building administration.

Combination (Hybrid) model

In the classroom:

- Students and staff will be required to wear masks while in the building:
  - Some students will not be able to wear masks
  - Younger students (preschool and primary age) will not be asked to wear masks all day (on buses; when entering or exiting the classroom)
- Mask breaks will be provided throughout the day
- Parents will be asked to help students get ready for school by practicing wearing masks
- Class size will likely be 8-12
- All students and staff will be expected to maintain 6-foot distances inside
- Students will be assigned permanent seats in class
- Student sharing of materials/supplies will be limited
- Pathways through the building will be created that provide as little mixing of groups as possible
• Outside spaces will be used for learning as much as possible. (tents will be on-site)
• We will not hold large group meetings or events

Modified school year calendar

Tuesday, September 8: School begins for students

August 26-27 and August 31-September 3 (6 days): Staff return for professional development, preparing for remote/hybrid learning, training on protocols and procedures

We will fully plan for remote and combination learning models. We will carefully monitor circumstances and modify our plans based on:

• Status of Covid-19 in our community and in New Hampshire
• Medical guidance
• State and federal guidance
• Efficacy of our protocols and procedures (i.e., can those in school be compliant)

Social-emotional well-being

• The first weeks of school, whether in-person or remote, will include focus on social-emotional well-being. An emphasis will be on building relationships, classroom community, and introducing and modeling new expectations.
• Back-to-school events, remote or in-person, as appropriate, will be developed at the building levels, including kindergarten screening/orientation.
• Students will be closely monitored for any additional supports and services they may require.

Student Services

• Staff are reaching out to every family to discuss students’ IEP needs.
• In-school student services will be available, including special education and related services, English-Language Learning, and Title 1 services.
• Some children will opt for remote services. We are unable to offer in-home services.
• We are reaching out to our out-of-district placements and charter schools for information about their fall plans.
• The District will provide assessments to gauge student learning loss over the school closure period.
• Additional PPE (gowns, shields, gloves) and plexiglass partitions will be provided for students and staff, as needed.
• Meetings with parents will be held remotely.
• We will continue to use translation services to communicate with families in their primary languages. Counseling and other social/emotional supports will be available for students in need.
Technology
- 1:1 devices, Kindergarten through grade 12
- Times/days for technology pick-up will be established by the schools
- Help Desk for students/parents will be available, remotely and in-person
- Technology training will be provided for students and families
- Support will be provided for Internet connectivity, as needed

Assessment
- Students in grades 4-8 will take a fall screening assessment in math (30 minutes) and language arts (30 minutes)
- Juniors will take the SAT in school in the fall. At this point, SAT is not available remotely

Concord Regional Technical Center
- Working with regional partners (9 schools) to develop a coherent plan
- Planning to be open every day to support all students, including potential longer lab days
- Sending school transportation is a challenge. Considering use of personal vehicles in the mix
- 100% distance model will be a struggle for almost every program

Screening procedures at home
- Parents/guardians will be asked to screen children for risk factors daily before sending students to school, based on a checklist provided by the District
- A screening checklist will be provided, based on medical guidance
- Thermometers will be available to any family in need.
- Any child with a temperature above 100 degrees, or with any Covid-19 symptoms, must remain home and will participate in remote learning, if able
- If a student is exposed to Covid-19, the student must stay home and follow guidelines for return.

Screening Procedures at School
- Every staff member and student will be screened before entering the building.
- Each school will have no-touch thermometers.
- All staff and students will be screened for fever before entering the building. Anyone with a temperature at or above 100 degrees must return home.
- Students will return home by private vehicle.
Hand-washing/sanitizing
Students will be asked to wash or sanitize their hands:
• When entering the building
• When they touch someone else’s hands or face
• After using the bathroom
• Before snack time and lunch time
• When they return from the playground
Sanitizing stations will be in every classroom.

Cleaning and disinfecting protocol
In addition to school classroom cleaning routines:
• Daily cleaning of every classroom, and deep cleaning on Wednesday
• Use of electrostatic sprayer: sprays disinfectant approved by the CDC on all hard surfaces.
• Spray bottles of disinfectant in each classroom
• Middle/high school students and staff will be encouraged to wipe down their desks before leaving class
• Hand sanitizer stations wall-mounted in each classroom
Custodial shift schedules will be adjusted based on school model.

CSD disinfectants used: approved by the CDC
• Hyperfect 256 (Genesan)
• Virotabs (Genesan)
• Contact 256 (Genesan)

Visitors/meetings
• In general, other than in an emergency situations, visitors or vendors will not be allowed to enter the buildings.
• All required and other parent meetings will be held remotely.
• Until such time that it is determined to be safe, volunteers will not be working in our buildings.

Protocols for response to Covid-19-like symptoms at school
• Staff will be educated about the symptoms of Covid-19 and will monitor students for any signs/symptoms of illness.
• Any person who develops symptoms of Covid-19 while at school will be masked if they are over two years of age and removed from close contact with others and brought to an isolation area. If immediate medical care is needed, 911 will be called.
• Parents will be immediately contacted and asked to come to school to pick up their student.
• The school nurse will record the symptomatic person’s temperature and perform a brief assessment of the person’s complaints or symptoms. Any brief assessment can be performed from at least six feet away with the nurse wearing a surgical face mask. If the school nurse needs to be in close contact with the individual (within six feet), they will have personal protective equipment (PPE) on hand.

School response protocol in the case of a Covid-19 diagnosis
• Communicate immediately with public health officials to notify staff and families, in accordance with proper legal and privacy rights.
• Inform students, families, and staff about the possible symptoms of Covid-19.
• Sick staff members and students who test positive for Covid-19 are not to return to school until they have met CDC criteria to discontinue home isolation.
• NH Public Health will inform those who have close contact with a person diagnosed with Covid-19 to cooperate with State or local public health officials and to stay home and self-monitor for symptoms for 14 days after their last exposure to the person with Covid-19, and follow CDC guidance if symptoms develop. If a person does not develop symptoms, follow appropriate CDC and state public health guidance for home quarantine and testing after an identified Covid-19 exposure.
• Per CDC and NH Public Health guidance, a building where an employee or student has been diagnosed with Covid-19 may be closed for 2-5 days. Impacted students and staff will participate in remote learning.
• Families and staff will be provided with information reminding them of the importance of physical distancing and good hygiene practices.

When an individual in the school is confirmed with Covid-19
Person(s) with suspected or confirmed Covid-19 must stay out of school until symptom-based criteria are met for discontinuation of isolation:
1. Up to 10 days have passed since symptoms first appeared, AND
2. At least 24 hours have passed since last fever (off fever-reducing meds), AND
3. Symptoms have improved

Air handling/filtration
• Every quarter, all air filters (over 1,000 in the District) are replaced by Trane Air Systems
• We will maximize the air flow in all systems.
• We are working with our HVAC experts to assess and provide increased air flow.
• Windows will be opened, when possible and if needed.
Food Service
- Distancing in cafeterias, if possible
- Otherwise, eat in classrooms or outside
- Breakfast and lunch will be provided as ‘grab and go’
- We are awaiting waivers for details on delivery of food into the community
- All protocols will be followed by food service staff regarding PPE requirements

Transportation
- Parents are encouraged to provide their own transportation, if possible.
- The number of passengers on a bus will be reduced to allow for physical distancing.
  - Only 1 student per seat in a specified arrangement.
  - Siblings can sit together
  - Seats will be assigned
  - Masks/face coverings on buses will be required
  - Windows will be open
- Buses will be cleaned/sanitized daily.
- No field trips that require busing.

Consultation and training
- Administration is consulting with infectious disease medical expert from Concord Hospital:
  - Dr. James Noble, M.D., FACP, Medical Director, Infection Prevention, Section Chief, Infectious Diseases, Concord Hospital
- All staff in the building will be provided with training in safety protocols
- District nurses will implement guidance from the NH Department of Health and Human Services and will receive all necessary training
- The District will continue to respond to all guidance updates from the NH Department of Education, the Governor’s Office, and the CDC

Communication plan
- The District will deploy various communication tools to ensure stakeholder access:
  - District website
  - Social media
  - ConcordTV
  - School Messenger
  - Media outlets
• Should the District have a suspected or confirmed case of Covid-19 while at school, Central Office administration will coordinate with NH Department of Health and Human Services, Department of Public Health
• The District will continue to convene public forums to inform the community about plans, protocols, and procedures.
• Messages will be translated into the languages of our community.
• Plans will be shared with all local government agencies and community partners.
• Ongoing messaging to staff, students and families will include an emphasis on safety procedures and protocols.

Athletics at Concord High School
• Conditioning skills and drills have been going on since approximately July 6, after the state's recommendations came out
• All activities are outdoors, with no use of locker rooms
• Liability waiver and health questionnaire to be completed before student participates
• Daily screening will be conducted, including temperature taking
• No congregating of large groups
• Coaches wear masks if they cannot distance
• Students wear masks until on the field
• Coaches have received training in protocols and procedures
• Sports: Cross-country, Soccer, Football, Basketball, Cheerleading, Field Hockey, Nordic
• Evaluating safety protocols, starting with intra-squad work
• Details for the fall are still under discussion and awaiting NHIAA recommendations

Resources
New Hampshire Department of Health and Human Services, Covid-19
New Hampshire Department of Education Back-to-School Guidance
Centers for Disease Control and Prevention (CDC) Guidelines
Pandemics Explained: Unlocking Evidence for Better Decision Making
# Concord School District

## 2020-2021 Student/Staff Calendar

### August/September

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>(24)</td>
<td>(25)</td>
<td>(26)</td>
<td>(27)</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **17 Days**

### October

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>(9)</td>
</tr>
<tr>
<td>X</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

- **20 Days**

### November

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>X</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>X</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **16 Days**

### December

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

- **16 Days**

### January

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>X</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>(25)</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
</tbody>
</table>

- **18 Days**

### February

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

- **15 Days**

### March

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>(19)</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **22 Days**

### April

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

- **17 Days**

### May

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **20 Days**

### June

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **12 Days**

---

**Notes:**

- **Curriculum Work Time:** [3:00-5:00 PM]
- **Professional Day:** no school for students
- **Parent-Teacher Conferences:** (tentative)
- **X:** Days out for students and staff

---

**Additional school days needed due to inclement weather will be added in June.**
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: August 3, 2020
REFERENCE: Teacher Confirmations 2020-2021

Megan Birch
Holderness, NH
Education:
Concord High School
Michigan State University, East Lansing, MI, Ph.D./08
University of Maryland, College Park, MD, M.Ed./02
The Pennsylvania State University, University Park, PA, B.S./94
Certification:
Experienced Educator Certificate, exp. 06/30/23
English Education (5-12), Curriculum Administrator
Experience:
Plymouth State University, Plymouth, NH
Professor and Discipline Coordinator, English, 2019-present
Associate Professor, English Education, 2013-2019
Assistant Professor, English Education, 2007-2013
The Pennsylvania State University, University Park, PA
Coordinator of Field Experiences, 2006-2007
Assistant Coordinator of Field Experiences, 2004-2006
Montgomery County Public Schools, Rockville, MD
English Teacher, 1999-2002
Prince George’s County Public Schools, Upper Marlboro, MD
English Teacher, 1995-1999
Megan replaces Heidi Crumrine (40% of M+30-14 = $35,322) – LOA
and Kristen Houghton (20% of M-14 = $17,121) – LOA
Budgeted at $52,443
<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Position</th>
<th>Education</th>
<th>Certification</th>
<th>Experience</th>
<th>Budgeted at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth O’Neil</td>
<td>Concord High School</td>
<td>English Teacher</td>
<td>Boston College, Boston, MA, M.Ed./18</td>
<td>Beginning Educator Certificate, exp. 06/30/23</td>
<td>Dover High School, Dover, NH, English Teacher, 2018-present, Elizabeth replaces Zachary Procek (60% of M-2 = $31,228) - transfer, Kaileen Chilasuskas (20% of M-14 = $17,121) - transfer to CAA, and Kristen Houghton (20% of M-14 = $17,121) - LOA</td>
<td>$54,611</td>
</tr>
<tr>
<td>Rebecca Dutcher</td>
<td>Abbot-Downing School</td>
<td>Guidance Counselor</td>
<td>Capella University, Minneapolis, MN, M.S./18</td>
<td>Beginning Educator Certificate, exp. 06/30/22</td>
<td>Salisbury Elementary School, Salisbury, NH, School Counselor, 2019-present, Rebecca replaces Melanie McSteen (M+30-14 = $88,304) - retirement</td>
<td>$52,046</td>
</tr>
</tbody>
</table>
TO: Members, Concord School Board  
FROM: Larry Prince, Director of Human Resources  
DATE: August 3, 2020  
REFERENCE: Fall Coach Nominations

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Position</th>
<th>Salary</th>
<th>Step/Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bienvenu Kigugu</td>
<td>Concord High School</td>
<td>Boys Freshman Soccer Coach</td>
<td>$2,474</td>
<td>Step 2, Group 11</td>
<td>5.5%</td>
</tr>
<tr>
<td>Amy Montanez</td>
<td>Concord High School</td>
<td>Girls JV Soccer Coach</td>
<td>$3,149</td>
<td>Step 3, Group 9</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

**Bienvenu Kigugu**  
Concord, NH  
Education: New England College, Henniker, NH, B.A./18  
Profession: Spaulding Youth Center, Northfield, NH  
Paraprofessional, 2020-present  
Experience:  
Concord High School  
Boys JV Basketball Volunteer Coach, 2019-2020  
Bienvenu replaces Simon Parsons

**Amy Montanez**  
Washington, NH  
Education: New England College, Henniker, NH, M.Ed./16  
New England College, Henniker, NH, B.A./14  
Profession: Weare Middle School, Weare, NH  
Teacher, 2019-present  
Experience:  
Concord High School  
Girls Freshman Soccer Coach, 2019-2020  
Hillsborough-Deering High School, Hillsborough, NH  
Amy replaces Sarah Fuhrmeister
<table>
<thead>
<tr>
<th>POSITION</th>
<th>SALARY</th>
<th>NAME</th>
<th>Elected</th>
<th>Group</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONCORD HS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BOYS SPORTS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross Country</td>
<td>4,273</td>
<td>Zachary Procek</td>
<td>X</td>
<td>6</td>
<td>Step 3</td>
</tr>
<tr>
<td>Football (Head)</td>
<td>8,547</td>
<td>Eric Brown</td>
<td>X</td>
<td>1</td>
<td>Step 3</td>
</tr>
<tr>
<td>Football (Asst)</td>
<td>5,848</td>
<td>Kevin Nyhan</td>
<td>X</td>
<td>4</td>
<td>Step 3</td>
</tr>
<tr>
<td>Football (Freshman)</td>
<td>5,846</td>
<td>Colin Brown</td>
<td>X</td>
<td>4</td>
<td>Step 3</td>
</tr>
<tr>
<td>Football (JV)</td>
<td>5,848</td>
<td>Hamilton Munnell</td>
<td>X</td>
<td>4</td>
<td>Step 3</td>
</tr>
<tr>
<td>Football (JV)</td>
<td>5,848</td>
<td>David Levesque</td>
<td>X</td>
<td>4</td>
<td>Step 3</td>
</tr>
<tr>
<td>Football (Freshman Asst)</td>
<td>4,273</td>
<td>Brian Beane</td>
<td>X</td>
<td>6</td>
<td>Step 3</td>
</tr>
<tr>
<td>Golf</td>
<td>2,924</td>
<td>Mark McDonough</td>
<td>X</td>
<td>10</td>
<td>Step 3</td>
</tr>
<tr>
<td>Soccer (Head)</td>
<td>5,848</td>
<td>Scott Dunlop</td>
<td>X</td>
<td>3</td>
<td>Step 3</td>
</tr>
<tr>
<td>Soccer (JV)</td>
<td>3,149</td>
<td>Andrew Baldwin</td>
<td>X</td>
<td>9</td>
<td>Step 3</td>
</tr>
<tr>
<td>Soccer (Freshman)</td>
<td>2,474</td>
<td>Bienvenue Kaneza</td>
<td>X</td>
<td>11</td>
<td>Step 2</td>
</tr>
<tr>
<td>Intramural Strength Training</td>
<td>1,350</td>
<td>Nicholas Zeras</td>
<td>X</td>
<td>14</td>
<td>Step 3</td>
</tr>
<tr>
<td>Ticket Manager (annually)</td>
<td>2,249</td>
<td>Andrea Bacher</td>
<td>X</td>
<td>12</td>
<td>Step 3</td>
</tr>
<tr>
<td><strong>GIRLS SPORTS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheerleading (Head)</td>
<td>4,273</td>
<td>Laura Norwalt-Owen</td>
<td>X</td>
<td>6</td>
<td>Step 3</td>
</tr>
<tr>
<td>Cheerleading (JV)</td>
<td>1,799</td>
<td>Hannah Linguata</td>
<td>X</td>
<td>13</td>
<td>Step 3</td>
</tr>
<tr>
<td>Cross Country</td>
<td>4,273</td>
<td>Allison Davis</td>
<td>X</td>
<td>6</td>
<td>Step 3</td>
</tr>
<tr>
<td>Field Hockey (Head)</td>
<td>4,273</td>
<td>Andrew Briers</td>
<td>X</td>
<td>6</td>
<td>Step 3</td>
</tr>
<tr>
<td>Field Hockey (JV)</td>
<td>2,699</td>
<td>Nicole Armaganian</td>
<td>X</td>
<td>11</td>
<td>Step 3</td>
</tr>
<tr>
<td>Soccer (Head)</td>
<td>5,848</td>
<td>Philip Tuttle</td>
<td>X</td>
<td>3</td>
<td>Step 3</td>
</tr>
<tr>
<td>Soccer (JV)</td>
<td>3,149</td>
<td>Amy Montanez</td>
<td>X</td>
<td>9</td>
<td>Step 3</td>
</tr>
<tr>
<td>Soccer (Freshman)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball (Head)</td>
<td>4,273</td>
<td>Jonathan Flower</td>
<td>X</td>
<td>6</td>
<td>Step 3</td>
</tr>
<tr>
<td>Volleyball (JV)</td>
<td>2,699</td>
<td>Jennifer Ross-Ferguson</td>
<td>X</td>
<td>10</td>
<td>Step 2</td>
</tr>
<tr>
<td><strong>CHS COED SPORTS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer Unified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RUNDLETT MS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RMS Athletic Facilitator</td>
<td>8,547</td>
<td>Scott Owen</td>
<td>X</td>
<td>1</td>
<td>Step 3</td>
</tr>
<tr>
<td><strong>BOYS SPORTS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer (7 &amp; 8 Grade) A</td>
<td>2,699</td>
<td>Kerry Clock</td>
<td>X</td>
<td>11</td>
<td>Step 3</td>
</tr>
<tr>
<td>Soccer (7 &amp; 8 Grade) B1</td>
<td>2,699</td>
<td>Michael Serard</td>
<td>X</td>
<td>11</td>
<td>Step 3</td>
</tr>
<tr>
<td>Soccer (7 &amp; 8 Grade) B2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer (7 &amp; 8 Grade) B3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross Country B/G (6-8) Head</td>
<td>2,699</td>
<td>Shawn Moseley</td>
<td>X</td>
<td>11</td>
<td>Step 3</td>
</tr>
<tr>
<td>Cross Country B/G (6-8) Asst</td>
<td>1,350</td>
<td>Michelle Bartlett</td>
<td>X</td>
<td>14</td>
<td>Step 3</td>
</tr>
<tr>
<td>Cross Country B/G (6-8) Supp.</td>
<td>1,350</td>
<td>Angela (Jill Dater)</td>
<td>X</td>
<td>14</td>
<td>Step 3</td>
</tr>
<tr>
<td><strong>GIRLS SPORTS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Hockey (6,7,8 Grade) A</td>
<td></td>
<td>TBA</td>
<td>X</td>
<td>11</td>
<td>Step 3</td>
</tr>
<tr>
<td>Field Hockey (6,7,8 Grade) B</td>
<td>2,474</td>
<td>Kara Gilson</td>
<td>X</td>
<td>11</td>
<td>Step 2</td>
</tr>
<tr>
<td>Field Hockey (6,7,8 Grade) Intra</td>
<td></td>
<td>N/A</td>
<td>X</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Soccer (7 &amp; 8 Grade) A</td>
<td>2,699</td>
<td>Kevin Parsons</td>
<td>X</td>
<td>11</td>
<td>Step 3</td>
</tr>
<tr>
<td>Soccer (7 &amp; 8 Grade) B1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer (7 &amp; 8 Grade) B2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball (6,7,8 Grade) A</td>
<td>2,699</td>
<td>Joan Griffin</td>
<td>X</td>
<td>11</td>
<td>Step 3</td>
</tr>
<tr>
<td>Volleyball (6,7,8 Grade) B</td>
<td>1,350</td>
<td>Kate Amrol</td>
<td>X</td>
<td>14</td>
<td>Step 3</td>
</tr>
<tr>
<td>Volleyball (6,7,8 Grade) Intra ($1,350)</td>
<td>675</td>
<td>Kristen Curran/Kristine Nyhan</td>
<td>X</td>
<td>14</td>
<td>Step 3</td>
</tr>
</tbody>
</table>
Concord School District  
Board of Education Communications and Policy Committee

Date: July 29, 2020

Committee members present: Jennifer Patterson, Chair; Gina Cannon, Tom Croteau (arrived late). Liza Poinier was appointed a member of the committee for this meeting. Chuck Crush arrived later in the meeting (noted) but did not vote as a member of the committee.

Administration: Kathleen Murphy, Interim Superintendent, Donna Palley, Assistant Superintendent, Karen Fischer-Anderson, Student Safety Compliance Officer

Committee chair Jennifer Patterson called the meeting to order at 5:33 p.m. and read the following statement:

As Chair of the Concord School Board’s Communications and Policy Committee, I find that due to the State of Emergency declared by the Governor as a result of the Covid-19 pandemic and in accordance with the Governor’s Emergency Order #12 pursuant to Executive Order 2020-04, this public body is authorized to meet electronically.

The business we intend to conduct today is necessary due to the need to review a new Title IX Sexual Harassment policy in compliance with a federal law that takes effect on August 14, 2020.

Please note that there is no physical location to observe and listen contemporaneously to this meeting. However, in accordance with the Emergency Order, we are:

a) Providing public access to the meeting by telephone, with additional access by other electronic means: We are utilizing Microsoft Teams for this electronic meeting. All members of the Committee have the ability to communicate contemporaneously during this meeting through this platform, and the public has access to contemporaneously listen and, if necessary, participate in this meeting through dialing (925) 391-1169, Conference ID: #542 494 580#; by clicking on the link provided on the sau8.org website; or by watching the meeting on ConcordTV’s YouTube channel, www.youtube.com/ConcordNHTV. A recording of the meeting will also be posted on ConcordTV’s website.

The Committee does not intend to take public comment during this meeting. We do encourage the submission of citizen comments via e-mail at: concordinfo@sau8.org

b) Providing public notice of the necessary information for accessing the meeting: We previously gave notice to the public of the necessary information for accessing the meeting, including how to access the meeting using Microsoft Teams or telephonically. The meeting and pertinent instructions were posted on the District website, sau8.org.
more than 24 hours prior to the meeting, and are highlighted at the top of the website.

c) Mechanism for the public to alert the public body during the meeting if there are problems with access: If anybody has a problem, please call 603-513-9008.

d) Adjourning the meeting if the public is unable to access the meeting: In the event the public is unable to access the meeting, the meeting will be adjourned and rescheduled.

Ms. Patterson took attendance by roll call, noting that all committee members would participate remotely, and any votes would be taken by roll call. She asked each Committee member to state their presence and whether anyone was in the room with them during the meeting, which is required under the Right-to-Know law. She asked that microphones be muted, when not speaking, and that Committee members wait to be recognized.

Ms. Patterson, Gina Cannon and Liza Poinier (appointed) indicated their presence.

Ms. Patterson briefly reviewed the work of the Communications & Policy Committee, noting that it reviews policies word by word before they are adopted or revised. The Committee then makes recommendations to the full Board on new or revised policies, which are posted on the Board agenda for a first reading, with no vote taken. The full language of each policy is included in the monthly Board packet. A second reading and vote is taken at the next monthly meeting.

Due to the need to review a new, federally-mandated sexual harassment policy required to be implemented by August 14, 2020, this process may be expedited, with a possible waiver of the first reading.

Ms. Patterson noted that the Committee spent time last year reviewing the District’s policies on student safety, sexual harassment, and reporting; those policies related to the H. Leung arrest. These involved community members and experts, and some policies were adopted in an expedited manner without having a first reading before the Board. The Committee’s intention prior to the Covid-19 pandemic had been to return the work on student safety-related policies. She indicated the Committee would discuss a timeframe for that work at the end of this meeting.

District Title IX Coordinator and Student Safety Compliance Officer Karen Fischer-Anderson presented new Policy #415, Sexual Harassment Prohibited Title IX Policy Reporting and Grievance Process. She noted that she had been working with staff from the NH School Boards Association (NHSBA), who were developing a model policy from the US Department of Education rules. The District would adapt the model policy.

She referred to the nine directives in NH Dept of Ed Rules Ed 303.01(j), School Board Substantive Duties, paragraph J. Ms. Fischer-Anderson noted that this new policy will address all of these directives.

Tom Croteau joined the meeting.

Ms. Fischer-Anderson noted that the District currently has a non-discrimination policy [Note: All four numbers - 160/412/571/631 - are the same policy; they are simply placed in
different sections of the online policy listing. This, as well as Policy 521 Sexual Harassment, will need revision to be made consistent.

She stated that the new Title IX policy did not include race, religion, or other categories, but was specifically and narrowly tailored to sexual harassment on the basis of gender, gender identity and gender orientation, and only when it involves an educational program or activity in a district receiving federal funds. She stated that US DOE Secretary DeVos has been inflexible about the implementation date. In addition to putting the policy on the District website in several places, it must be physically posted in appropriate areas and be accompanied by appropriate training and awareness for staff and students. She said the reporting requirements were stringent and were in addition to mandatory reporting of other incidents to DCYF and to law enforcement under the Safe Schools Act.

Ms. Patterson recapped the meeting to that point, for Committee member Tom Croteau.

Ms. Fischer-Anderson went through the draft model policy in some detail, noting that its language needed to be reader-friendly and making suggestions to tailor it to Concord School District, including opening with the CSD mission.

She presented definition of terms and application of the policy. Among these were:

- every year the Superintendent must appoint a Title IX Coordinator and communicate the policy and who the Coordinator is to students, staff, and union representatives. She suggested creating a video for the website, posters, announcements, emails, etc.
- School or District is the “recipient” of any formal complaint
- The definition of sexual harassment is much narrower and less survivor/victim friendly than previous Title IX rules. For example, sexual harassment must be “severe, pervasive and objectively offensive,” and examples are required.

She said there could be a possible chilling effect with the requirement related to release of records and other concerns. She said that while the administration might hope that staff would cooperate, penalties against them could not be brought against them if they did not, as that would be considered retaliation. She commented that if there was any retaliation that was separate and distinct from the new policy, it would be handled separately. She noted that state law was confusing, and the model policy used this phrase, “consistent with state law.” She asked if the committee wanted additional behaviors to be specified.

Chuck Crush joined the meeting at 6:10 pm.

Ms. Patterson said she would like to have some draft of the policy in the Board book, for the first reading, noting it would not be voted on at the August 3 meeting. In the event there was no federal stay before the August 14 implementation date, another vote of the Board would be scheduled specifically for this policy. Superintendent Murphy commented the Board would have opportunities to amend the policy as it sees fit, including changes to strengthen the policy.

Other specifics were presented, including that the policy and process would not apply outside the US or if the District not have control over the activity. She noted that when
student made a report, whether a formal complaint or not, the District must provide free, non-punitive, individualized support services to complainant, and sometimes the respondent, and what was offered must be documented. She discussed the duties and responsibilities of the Title IX Coordinator; for example; if was unavailable for a disqualifying reason, the Superintendent would need to find a trained, appropriate individual to take over. That training must include the Title IX Coordinator, decision maker, investigators, and anyone who facilitated informal resolutions. She noted that confidentiality would be protected; those with “need to know” would be the lowest possible number of people. She reiterated that staff have obligations to report incidents they become aware of out of school: to DCYF, DOE re Code of Conduct, law enforcement. Ms. Fischer-Anderson reviewed retaliation; conflict of interest; dissemination and notice; records and record keeping, and indicated the policy must be included in student and employee handbooks. She said the policy emphasized maintaining records of investigations for at least seven years. Written materials for training must be available to the public, on the website. She reiterated that anyone could report sexual harassment, at any time: in person, by mail, by email, telephone, verbally or written. Although the report could be anonymous, that would be discouraged. She discussed training. She defined “actual notice” to report, which would trigger response obligations. This reporting is in addition to DCYF, DOE, law enforcement. The District must respond to any report obtained by any means above, and has an affirmative obligation to reach out to student or employee to discuss how to file a formal complaint, the formal and informal grievance procedures, and supportive measures.

She noted that under the new policy, disciplinary action against respondent cannot be taken until the investigation is complete. There is a clause for emergency removal if a student is found to present danger to staff or students, but there still must be a risk and safety analysis, which the student has right to appeal. The District would have a paid administrative leave provision for staff, but a safety risk analysis would still be required, and staff can file an appeal/ask for reconsideration. She described the grievance process in detail, noting that the Title IX Coordinator could move forward in certain circumstances; certain factors could trigger investigation. She the described the reporting process, after which the Committee discussed the District’s obligation to inform a parent if a student was 18 or older, had disabilities, or whose parent was not the legal guardian.

The new rules require details about the people involved, date, location, and behaviors related to reports of sexual harassment. The respondent must be notified not to be presumed responsible for the alleged conduct; any staff member is entitled to a union representative if a member of a collective bargaining unit. She said investigators could not ask any questions that are legally protected under privilege. If multiple complainants include the same facts/circumstances, complaints can be consolidated.

Ms. Fischer-Anderson reviewed the available remedies; a range of disciplinary sanctions and remedial actions on final determination of responsibility. Timeframes would be measured in calendar days. She would need to keep parties informed for reasons for delays. She noted that if she was the investigator, she could not then advise or be part of an investigation. She noted that both parties were entitled to see the investigation before it
was completed, including evidence such as videos, inculpatory or exculpatory. Preponderance of the evidence (51% true) is the standard. This was determined as the better standard, because the same standard must be used for students as staff. The Title IX Coordinator is not allowed to advise either party, and the ability of either party to discuss the allegations cannot be restricted. Written, timely notice of any hearing must be provided, with sufficient time for complainant or respondent to prepare. She discussed reasons a complaint could be dismissed: it would not constitute sexual harassment even if proved; it didn’t occur against a person in the US; it didn’t occur in the District’s education program or activity; the complainant wanted to withdraw; respondent was no longer employed by recipient. In these cases, another policy could still be implemented.

She discussed the appeal process, the role of the decision makers, the finality of the determination, the implementation of remedies and disciplinary sanctions. She particularly noted that any allegation of sexual action by a staff member against any student could not qualify for the informal resolution process. A complainant cannot file a formal complaint if s/he had already agreed to informal resolution process. Ms. Fischer-Anderson noted that a bypass provision was needed; if, for example, a student did not want to meet with someone in District, s/he could go to Office of Civil Rights, etc.

Ms. Patterson asked that a policy be prepared for the August 3 Board meeting, with a special Board meeting on August 10 scheduled to vote on this policy, at which time public comment would be taken. She noted that she had reviewed Communications & Policy Committee minutes and created a list of “unfinished work” which would continue at a later meeting. She noted that the NHSBA model policy might need to be adopted as-is for now, as it has the full force and effect of law. Specific configurations could be made at a later date.

Ms. Patterson invited Kate Frey to speak, who acknowledged and thanked Ms. Fischer-Anderson for her work on this policy. She asked for more information about training—who within the District had been trained. Ms. Fischer-Anderson said she had provided an overview of Title IX to building Principals, and “how to be an investigator” (part of Policy #521) training for administrators on that list. She also had provided training on bullying, boundary violations and grooming behaviors. Guidance counselors would be trained, and parents and community members were welcome to be trained.

Ms. Cannon requested adding a summary sheet, or flow chart of the grievance process made available to everyone so expectations were clear. Ms. Fischer-Anderson said she would not put that in the policy per se, but such a chart could be used as a training tool. Ms. Fischer-Anderson said a Title IX website would be developed, to include that policy, video, training materials, Q & A, flow chart; it would also potentially be included in handbooks.

Mr. Crush abstained from voting as a member of the Committee, as he had arrived late.

The committee voted 4-0 by roll call (Ms. Cannon, Mr. Croteau, Ms. Poirier and Ms. Patterson voted aye) to recommend to the full Board for a first reading as Policy #415 Sexual Harassment Prohibited Title IX Policy Reporting and Grievance Process, the most recent version available by Friday July 31 of the
model policy from NHSBA, with the understanding that it will be modified for Concord's needs at the August 10 Special Board meeting for a second reading and vote (motioned by Ms. Cannon, seconded by Ms. Patterson).

The Committee discussed a schedule and timeframe for future policy work; a meeting was scheduled for September 16.

A motion was made to adjourn.

Committee members voted 4-0 to adjourn (motioned by Mr. Croteau, seconded by Ms. Cannon).

The meeting adjourned at 7:36 p.m.

Respectfully submitted,

Jennifer Patterson, Chair
Linden Jackett, Recorder
Concord School District Policy #415

Sexual Harassment Policy and Grievance Process

The definition of “Sexual Harassment” is found in Section II.B of this policy. Instructions for making a report or complaint of sexual harassment are found in Section II.I. The “Title IX grievance process,” is Section III, and procedures for filing a formal complaint to initiate the grievance process is found in Section III.A.

I. Restatement of policy prohibiting discrimination on the basis of sex.

Per Board policy AC, Title IX of the Education Amendments Act of 1972 (“Title IX”), as well as RSA 193:38, among others, the District does not discriminate on the basis of sex in its educational programs and activities, including employment and admissions. All forms of sex-based discrimination, including sexual harassment are prohibited in the District.

II. Title IX sexual harassment policy

A. Application of this policy.

While all forms of sex-based discrimination are prohibited in the District, the purpose of this policy is to address, and only to address, sexual harassment as defined in Title IX and Sec. II.B, below, that occurs within the educational programs and activities of the District, and to provide a grievance process for investigating and reaching a final determination of responsibility for a formal complaint of sexual harassment. The “Title IX grievance process” is set out in Sec. III below. While the District must respond to all “reports” it receives of sexual harassment, the Title IX grievance process is initiated only with the filing of a formal complaint.

The purpose of this policy, however, is to address, and only to address, sexual harassment as defined in Title IX that occurs within the educational programs and activities of the District. For harassing conduct which does not meet the definition of sexual harassment under Title IX and this policy, the District’s response will be governed under other applicable laws and policies per Board policy [**]AC, and policies referenced therein.

This policy shall apply to all students, employees, and any third party who contracts with the District to provide services to District students or employees, upon District property or during any school program or activity.

Nothing in this policy will be construed to confer on any third party a right to due process or other proceedings to which student and employee respondents are entitled under this policy unless such right exists under law. Volunteers and visitors who engage in sexual harassment will be directed to leave school property and/or be reported to law enforcement, the NH Division of Children, Youth and Families (DCYF), as appropriate. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate.
The Superintendent shall have overall responsibility for implementing this policy, and shall annually appoint a District Title IX Coordinator as that position is described in Section II.C, below. The name and contact information for the Title IX Coordinator is set forth in Board Policy [**]AC-E, which policy shall be updated and disseminated annually with the Title IX Coordinator’s name as set forth in Board policy [**]AC.

B. Definitions.

As used in this policy and the Title IX grievance process, the terms below shall have the meaning ascribed.

“Actual knowledge” occurs when the District’s Title IX Coordinator or any employee of one of the District’s schools (other than a “respondent” or alleged harasser) receives a notice, report or information or becomes aware of sexual harassment or allegations of sexual harassment.

“Complainant” is an individual who is alleged to be the victim of conduct that could constitute sexual harassment, whether or not that person files a report or formal complaint.

“Days” shall mean calendar days, but shall exclude non-weekend days on which the SAU office is closed (e.g., holidays, office-wide vacations), or any weekday during the school year on which school is closed (e.g., snow days).

“Decision maker” means persons tasked with: the responsibility of making initial determinations of responsibility (at times referred to as “initial decision maker”); or the responsibility to decide any appeal (at times “appeals decision maker”) with respect to formal complaints of sexual harassment in accordance with the Title IX grievance process.

“Determination of responsibility” is a formal finding of the decision maker on each allegation of sexual harassment contained in a formal complaint that the respondent did or did not engage in conduct constituting sexual harassment under Title IX.

“Formal complaint” means a document filed by a complainant, the complainant’s parent/guardian, or the Title IX Coordinator, alleging sexual harassment against a respondent, and requesting that the District investigate the allegation of sexual harassment.

“Respondent” is an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” prohibited under Title IX and by this policy is conduct on the basis of sex (including, without limitation, gender, sexual orientation, and/or gender identity), occurring in a school system education program or activity that satisfies one or more of the following:

1. A District employee conditioning an aid, benefit, or service of an education program or activity on an individual’s participation or refusal to participate in sexual conduct irrespective of whether the conduct is welcomed by the student or other employee;

2. Unwelcome sex-based/related conduct determined by a reasonable person to be so severe, pervasive, AND objectively offensive that it effectively denies a person
equal access to the education program or activity (this standard requires consideration of all the facts and circumstances, including, but not limited to, the ages and disability statuses of the harasser and victim and the number of individuals involved and their authority; OR

3. Sexual assault, dating violence, domestic violence, or stalking as defined in state or federal law.

Behaviors that constitute sexual harassment may include, but are not limited to:

i. Sexually suggestive remarks or jokes;

ii. Verbal harassment or abuse;

iii. Displaying or distributing sexually suggestive pictures, in whatever form (e.g., drawings, photographs, videos, irrespective of format);

iv. Sexually suggestive gesturing, including touching oneself in a sexually suggestive manner in front of others;

v. Harassing or sexually suggestive or offensive messages that are written or electronic;

vi. Subtle or direct propositions for sexual favors or activities; and

vii. Touching of a sexual nature;

viii. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct.

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

The context of behavior can make a difference between conduct falling within the technical definition of sexual harassment Under Title IX, and conduct of a sexual nature that is offensive or hostile in itself, but which does not arise to the level within that definition. District policies prohibit both, but for purposes of its Title IX obligations the District must address reports or complaints of conduct which may constitute sexual harassment as defined above, under this specific, limited scope policy and Title IX grievance process. Except as used in other laws (e.g., Title VII) or policies (e.g., Board policy JICK(∗∗)) pertaining to harassment, including of a sexual nature, other than Title IX sexual harassment, all references to “sexual harassment” in this policy mean sexual harassment that meets the above definition.

Conduct that satisfies this definition is not sexual harassment for purposes of this policy if the conduct occurred (1) outside the United States or (2) under circumstances in which the school system did not have substantial control over both the harasser/respondent and the context in which the harassment occurred.
NOTE: re concurrent enrollment, extended learning opportunities, 3rd party distance learning and other alternative learning programs: under federal regulations, in order for the District to have jurisdiction over conduct that would otherwise meet the definition above of sexual harassment, the District must have substantial control over both the respondent and the context in which the harassment occurred.

"Supportive measures" are free, non-disciplinary, non-punitive, individualized services and shall be offered to the complainant, and may be offered to the respondent, as appropriate. These measures may include, but are not limited to, the following:

1. Counseling;
2. Course modifications;
3. Schedule changes; and
4. Increased monitoring or supervision

Such measures shall be designed to restore or preserve equal access to the District's education programs and activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment and/or deter sexual harassment. Supportive measures shall remain confidential with exclusive exceptions stated required in Sec. II.E, below.

C. Title IX Coordinator.

The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of sexual harassment. The Title IX Coordinator shall receive general and specific reports of sexual harassment, and coordinate the District's responses to both reports and formal complaints of sexual harassment so that the same are prompt and equitable. In addition to any other specific responsibilities assigned under this policy, or as assigned by the Superintendent, the Title IX Coordinator will be responsible for:

1. meeting with a complainant, and informing the parent/guardian once the Title IX Coordinator becomes aware of allegations of conduct that could constitute sexual harassment as defined in this policy;
2. identification and implementation of supportive measures;
3. signing or receiving formal complaints of sexual harassment;
4. engaging with the parents/guardians of parties to any formal complaint of sexual harassment;
5. coordinating with District and school-level personnel to facilitate and assure implementation of investigations, and remedies, and helping to assure that the District otherwise meets its obligations associated with reports and complaints of sexual harassment;
6. coordinating with the Superintendent with respect to assignment of persons to fulfill the District's obligations, both general and case specific, relative to this policy (e.g.,
investigator, decision makers, etc.; this may involve the retention of third party personnel.); 

7. coordinating with District and school-level personnel to assure appropriate training and professional development of employees and others in accordance with Sec. II.D of this policy; and 

8. helping to assure that appropriate systems are identified and maintained to centralize sexual harassment records and data.

In cases where the Title IX Coordinator is unavailable, including unavailability due to a conflict of interest or other disqualifying reason (see Sec. II.G, below), the Superintendent shall ensure that another person with the appropriate training and qualifications is appointed as acting Title IX Coordinator for that case, in such instances “Title IX Coordinator” shall include the acting Title IX Coordinators.

D. Training.

All District employees shall receive regular training relative to mandatory reporting obligations, and any other responsibilities they may have relative to this policy.

Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment, this policy the scope of the District’s education program or activity, and how to conduct an investigation (including the requirements of the reporting and the Title IX grievance process, including hearings, appeals, and information resolution processes). The training must also include avoiding prejudgment of the facts at issue, conflicts of interest and bias.

Decision makers must also receive training on issues of relevance of questions and evidence, including when questions about the complainant’s sexual predisposition or prior sexual behavior are not relevant.

Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, must promote impartial investigations and adjudications of formal complaints of sexual harassment, and must be made available to the public as provided in Sec. II.H of this policy.

E. Confidentiality.

The District will respect the confidentiality of the complainant and the respondent as much as possible, however, some information may need to be disclosed to appropriate individuals or authorities. All disclosures shall be consistent with the District’s legal obligations and the necessity to investigate allegations of harassment and take disciplinary action. Examples of required disclosure include:

1. information to either party to the extent necessary to provide the parties due process during the Title IX grievance process;
2. information to individuals who are responsible for handling the District’s investigation and determination of responsibility to the extent necessary to complete the District’s grievance process;

3. mandatory reports of child abuse or neglect to DCYF or local law enforcement (per Board policy JLF(4));

4. information to the complainant’s and the respondent’s parent/guardian as required under this policy and or the Family Educational Rights and Privacy Act ("FERPA"); and


Additionally, any supportive measures offered to the complainant or the respondent shall remain confidential to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

Except as specified above, the District shall keep confidential the identity of:

1. Any individual who has made a report or complaint of sex discrimination;
2. Any individual who has made a report or filed a formal complaint of sexual harassment;
3. Any complainant;
4. Any individual who has been reported to be the perpetrator of sex discrimination;
5. Any respondent; and
6. Any witness.

Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

F. Retaliation prohibited.

Retaliation against any person who makes a report or complaint, or against any person who assists, participates, or refuses to participate in any investigation of an act alleged in this policy is prohibited. Actions taken in response to materially false statements made in bad faith, or to submitting materially false information in bad faith, as part of a report or during the Title IX grievance process do not constitute retaliation. A finding of responsibility alone is insufficient to conclude that a person made a materially false statement in bad faith. Complaints of retaliation with respect to reports or formal complaints of sexual harassment shall be filed under the District’s general grievance process.

G. Conflict of interest.

No person designated as a Title IX Coordinator, investigator, decision maker, nor any person designated by the District to facilitate an informal resolution process, may have a conflict of
interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

H. Dissemination and notice.

The District shall include in all student and employee handbooks, and shall make [publicly available on the District’s website] the following information:

1. The District’s policy of non-discrimination on the basis of sex (included in Board policy AC[*]*).
2. the title, name, office address, email address, and telephone number of the Title IX Coordinator (to be provided pursuant to Board policy AC[*]* and its addendum, updated annually, ACE[*]*);
3. the complaint process;
4. how to file a complaint of sex discrimination or sexual harassment;
5. how the District will respond to such a complaint; and
6. a statement that Title IX inquiries may be referred to the Title IX Coordinator or to the Assistant Secretary for Civil Rights.

The same information shall be provided to all persons seeking employment with the District, or seeking to enroll or participate in the District’s educational programs or activities.

Additionally, the District will make this policy, as well as any materials used to train personnel as required under Sec. II.D, publicly available on the District’s website.

I. Records and record keeping.

1. For each report or formal complaint of sexual harassment, the District, through the Title IX Coordinator, must create, and maintain for seven (7) years, record of:
   a. Any actions, including any supportive measures,
   b. The basis for the District’s conclusion that its response was not deliberately indifferent; and
   c. Documentation which:
      - If supportive measures were provided to the complainant, a description of the supportive measures taken designed to restore or preserve equal access to the District’s education program or activity; or
      - If no supportive measures were provided to a complainant, explains the reasons why such a response was not clearly unreasonable in light of the known circumstances.

2. In addition, the District shall maintain the following records for a minimum of seven (7) years:
   a. Records for each formal complaint of sexual harassment, including:
• Any determination regarding responsibility, including dismissals;
• Any disciplinary sanctions imposed on the respondent;
• Any remedies provided to the complainant designed to restore or preserve equal access to the District’s education program or activity;
• Any appeal and the result therefrom;
• Any informal resolution process and the result therefrom;

b. All materials used to train Title IX Coordinators, investigators, and decision makers.

J. Reports of sexual harassment, formal complaints and District responses.


NOTE: A report does not initiate the formal Title IX grievance process. That process is begun only upon the filing of a formal complaint under the procedures set out in II.I.3. and III.A, below.

Any person may report sexual harassment whether relating to her/himself or another person. However, if any District employee who is not the Title IX Coordinator receives information of conduct which may constitute sexual harassment under this policy, s/he shall, without delay, inform the Title IX Coordinator of the alleged sexual harassment. Failure to report will subject the employee to discipline up to and including dismissal.

A report of sexual harassment may be made at any time, in person, by mail, by telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Additionally, while the District strongly encourages reports of sexual harassment to be made directly to the Title IX Coordinator, the report may be made to any District staff member, including, for instance, a counselor, teacher or principal.

If the Title IX Coordinator is the alleged respondent, the report or formal complaint may be made directly to the Superintendent, who shall thereafter fulfill the functions of the Title IX Coordinator regarding that report/complaint, or delegate the function to another person.

NOTE: For any allegation of sexual assault on a student under the age of 18, such conduction shall be reported immediately to the DCYF per Board policy (**)]LE. If the alleged respondent (perpetrator) is a person holding a license or credential from the New Hampshire Department of Education (i.e., “credential holder”), then a report shall also be made pursuant to Board policy [**]GBEAJ.

2. District response to report of sexual harassment.

The District will promptly respond when there is actual knowledge of sexual harassment, even if a formal complaint has not been filed. The District shall treat complainants and respondents equitably by providing supportive measures to the complainant and by following the Title IX grievance process prior to imposing any
disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

As soon as reasonably possible after receiving a report of alleged sexual harassment from another District employee or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

1. discuss the availability of and offer supportive measures;
2. consider the complainant’s wishes with respect to supportive measures;
3. inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
4. explain to the complainant the process for filing a formal complaint.

3. Formal complaints.

Pursuant to federal regulations, and this policy, a formal complaint of sexual harassment, alleging sexual harassment, and requesting that the District investigate the allegations is required before the District may conduct a formal investigation of sexual harassment or take any action (other than supportive measures) against a person accused of sexual harassment. Once a formal complaint of sexual harassment is received by the Title IX Coordinator, s/he shall commence the Title IX grievance process set out in Sec. III below. The process for filing a formal complaint is set forth in Sec. III.A.

4. Limitation on disciplinary action.

In no case shall the District impose disciplinary consequences or sanctions against a respondent who has been accused of conduct which may constitute sexual harassment, until the Title IX grievance process has been completed.

5. Emergency removal and administrative leave.

At any point after receiving a report or formal complaint of sexual harassment, the Title IX Coordinator (or other District official charged with a specific function under this policy or the Title IX process: e.g., investigator, decision maker, etc.) may request the Superintendent to direct that an individualized safety and risk analysis be performed to determine whether a respondent student is an immediate threat to the physical health or safety of any person. In the event that the safety and risk analysis determines that the respondent student does present an immediate threat to the physical health and safety of any person, the District may remove that student, provided that such removal is in full compliance with the IDEA, a student’s IEP and or 504 plan if applicable. Such emergency removal shall not be disciplinary. However, the District must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal, and shall continue to offer educational programming until a final determination is made pursuant to the Title IX grievance process.
The Title IX Coordinator shall keep the Superintendent informed of any employee respondents so that he/she can make any necessary reports to the New Hampshire Department of Education in compliance with applicable administrative rules and the New Hampshire Code of Conduct for Educational Professionals. In appropriate cases, the Superintendent may place an employee respondent on non-disciplinary administrative leave pursuant to RSA 189:31.

III. Title IX grievance process.

The Title IX grievance process is used only upon the filing of a formal complaint of sexual harassment as described in Sec. III.A, below. The provisions of Section I of the policy are incorporated as part of the Title IX grievance process. Upon receipt of a formal complaint of sexual harassment, the Title IX Coordinator will coordinate the District’s efforts to comply with its responsibilities related to the Title IX grievance process.

A. Process for filing a formal complaint of sexual harassment.

The Title IX grievance process is initiated by way of a formal complaint (“complaint” or “formal complaint”) filed by the complainant, the complainant’s parent/guardian, or the Title IX Coordinator. The complainant may file a complaint or choose not to file a complaint and simply receive the supportive measures. If the complainant does not file a complaint, the Title IX Coordinator may sign a formal complaint, but only if initiating the grievance process against the respondent is not clearly unreasonable in light of the known circumstances, and in other cases where, in the exercise of good judgment and in consultation with the District’s attorney as appropriate, the Title IX Coordinator determines that a grievance process is necessary to comply with the obligation not to be deliberately indifferent to known allegations of sexual harassment (e.g., reports of sexual assault, employee on student harassment, repeat reports, or the conduct in the complainant’s report has not been adequately resolved through the provision of supportive measures). If the complaint is filed by the Title IX Coordinator, he/she is not a party to the action, and the District must comply with all of the provisions of the Title IX grievance process relative to respondents and complainants.

If no formal complaint is filed by the complainant or the Title IX Coordinator, no disciplinary action may be taken against the respondent based upon conduct that would constitute sexual harassment under this policy.

Although there is no time limit per se to filing a formal complaint, for complaints initiated by the complainant or his/her parent/guardian, the complainant must be employed by the District or participating in or attempting to participate in the education program or activities of the District at the time of filing. Additionally, although the District will initiate the Title IX grievance process regardless of when the formal complaint is submitted, delays in reporting may significantly impair the ability of school officials to investigate and respond to the allegations.

At a minimum, a formal complaint must:
1. contain the name and address of the complainant and the student's parent or guardian if the complainant is a minor student;
2. describe the alleged sexual harassment,
3. request an investigation of the matter, and
4. be signed by the complainant or otherwise indicate that the complainant is the person filing the complaint.

The complaint may be filed with the Title IX Coordinator in person, by mail, or by email. Complaint forms may be obtained from the Title IX Coordinator or on the District and school websites.

B. Initial steps and notice of formal complaint.

1. The Title IX Coordinator will provide notice to the complainant and the complainant's parent/guardian (if the complainant is a non-eligible student under FERPA), and to the respondent (if known) and the respondent's parent/guardian (if the respondent is a non-eligible student under FERPA), as well as to any other known parties, of the following:
   a. this Title IX grievance process, including any informal resolution process;
   b. the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview; "sufficient details" shall include to the extent known identities of persons involved, the conduct allegedly constituting sexual harassment, and the date and location of the incident;
   c. a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
   d. that each party may have an advisor of their choice, who may be, but is not required to be, an attorney;
   e. that each party is entitled to inspect and review evidence; and
   f. a reference to any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

2. The Title IX Coordinator will contact the complainant to discuss and offer supportive measures.

3. The Title IX Coordinator may contact the respondent to discuss, and or impose, non-disciplinary supportive measures.

4. The Title IX Coordinator will examine the allegations in the formal complaint, even if assumed true, are sufficient to sustain a finding of sexual harassment under this policy. If the Title IX Coordinator was not involved with preparing the formal complaint, the
Title IX Coordinator will contact the complainant to discuss the complaint and whether amendment is appropriate, in which case the process of Sec. III.C.4 will apply.

5. If the formal complaint fails to satisfy the definition of sexual harassment in this policy, the complaint shall be dismissed as provided in Sec. III.G, below.

6. If the complaint is not dismissed, then Title IX Coordinator will consult with the Superintendent as to whether the Title IX Coordinator should act as the investigator or whether a different District or other employee shall act in that capacity. At the same time, the Title IX Coordinator and the Superintendent shall appoint the person who shall make the initial determination of responsibility (initial decision maker). In all cases, the investigator and the initial decision maker must be properly trained and otherwise qualified (see Sec. II.D “Training”, and Section II.G “Conflict of Interest”).

7. If the report alleges sexual harassment by the Superintendent, the Title IX Coordinator will inform the School Board President and the Assistant Superintendent, the latter of whom shall have authority to seek guidance from the District’s general counsel, but shall not delay the District’s response to the report as outlined in this policy.

C. General provisions and additional definitions relative to Title IX grievance process.

1. Copies and notices. Except as specifically stated elsewhere in this policy, for any document, information or material required to be delivered to a party or to a person assigned with responsibility under the Title IX grievance process, the manner of transmittal may be by electronic mail, regular mail or such other manner reasonably calculated to assure prompt delivery with evidence thereof (commercial carrier or other receipted delivery). Hand delivery will only be permitted if made to District officials charged with specific function under this policy (e.g., Title IX Coordinator, Superintendent, investigator, decision maker(s), etc.). Any document required to be delivered to a minor or other non-eligible student, must also be delivered to the minor’s parent/guardian. Copies should also be sent to a party’s advisor if the information for the advisor has been previously communicated to the sending party. (Under federal regulations, copies of the investigative evidence, as well as the investigative report, must be forwarded to a party’s advisor. See Sections III.E.3, and III.E.4).

2. Risk analysis and emergency removal. At any point during the Title IX grievance process, the Title IX Coordinator may arrange for an individualized safety and risk analysis as described in Sec. II.J.5, following which a student may be removed.

3. Administrative leave. At any point during the Title IX grievance process, the Superintendent, and at his/her own discretion, and with or without consulting the Title IX Coordinator, may place an employee on administrative leave pursuant to RSA 189:31.

4. Additional allegations. If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that were not included in the previous notice, the District shall simultaneously provide notice of the additional allegations to the parties whose identities are known.
5. No interference with legal privileges. At no point in process will the Title IX Coordinator, the investigator, any decision maker, or any other person participating on behalf of the District, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege (e.g., doctor/patient, attorney/client, clergy, etc.), unless the person holding such privilege (parent/guardian for minor student) has waived the privilege in writing to use the information with respect to the Title IX grievance process.

6. Consolidation of complaints. The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.

7. Remedies: range of disciplinary sanctions and remedial actions upon final determination of responsibility.

   a. “Disciplinary sanctions” are consequences imposed on a respondent when s/he is found responsible for sexual harassment under this policy. Remedial actions are actions intended to restore or preserve a complainant’s equal access to the educational programs and activities of the District.

   b. “Disciplinary sanctions” against an employee respondent may include any available sanction available for the discipline of employees, up to and including dismissal or non-renewal for any other violation of Board policy, NH Code of Conduct for Educational Professionals, applicable individual or collective bargaining contract, or state or federal laws or regulations.

   c. “Disciplinary sanctions” against a student may include any available discipline or sanction, up to and including expulsion, under the policies, rules and procedures that establish the District’s comprehensive student code of conduct.

   d. “Remedial actions” as to a respondent after a final finding of responsibility, whether employee or student, may include the imposition upon a responsible respondent of any additional non-disciplinary measures appropriate to effecting a remedy for sexual harassment, and may include such measures as no-contact requirements, scheduling adjustments, removal or exclusion from extracurricular activities, class reassignments, limits on future class registrations, restrictions on access to various spaces in the school buildings, reassignment of attendance, and similar measures fine-tuned to respond appropriately to the circumstances surrounding a successful complainant’s right to access the District’s program and activity.
Additional remedial actions may include recommendations that a school-wide or system-wide response is needed in order to respond to the sexual harassment in a way that is not clearly unreasonable under the circumstances. In such cases, the Superintendent shall provide additional staff training, harassment prevention programs, or such other measures as determined appropriate to protect the safety of the educational environment and/or to deter sexual harassment.

D. Timeframe of grievance process.

The District shall make a good faith effort to conduct a fair, impartial grievance process in a timely manner designed to provide all parties with a prompt and equitable resolution. It is expected that in most cases, the grievance process will be concluded through at least the determination of responsibility decision within 80 days after filing the formal complaint. In more complex cases, the time necessary to complete a fair and thorough investigation or other circumstances mean that a determination of responsibility cannot reasonably be made within that timeframe.

1. Summary of grievance process timeline.
   a. Investigation 20 +/- days as the complexity of the case demands (Sec. III.E.1)
   b. 10 days for reviewing information prior to conclusion of investigation
   c. 10 days after receiving report to respond to report
   d. 10 days for decision maker to allow initial questions
   e. 10 days for responses to questions
   f. 10 days for questions and responses to follow-up questions.
   g. 10 days for determination of responsibility decision
   h. 10 days for appeal (6 additional days for administrative steps)
   i. 10 days for argument/statement challenging or supporting determination
   j. 10 days for decision on appeal

2. Delays and extensions of time. At any stage of the grievance process, the District (through the Superintendent, or if the Superintendent is the respondent, the Title IX Coordinator or designee) may for good cause allow for temporary delays or extensions of time upon request of either party, or on his/her own initiative. Examples of good cause may include such things as availability of parties or witnesses, school or school administrative office holidays or vacations, referral back to an earlier stage of the grievance process, concurrent law enforcement or other agency activity, or need to obtain interpreters or accommodation of disabilities. For any such delay or extension of time, the Superintendent or the Title IX Coordinator will provide written notice to the parties of the delay/extension and the reason(s).
E. Investigation.

The Title IX Coordinator will coordinate the investigation. The investigator shall be appointed pursuant to Sec. III.B.5.

1. The Title IX Coordinator may conduct the investigation, or, in consultation with the Superintendent, designate another qualified person to investigate. The investigation and investigator must:

   a. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. (Evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such evidence about the complainant's prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the evidence concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and is offered to prove consent.)

   b. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not on either of the parties;

   c. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence;

   d. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

   e. Provide the parties with the same opportunities to have others present during any interview or other part of the investigation, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. The investigator may restrict any others from participating, as long as the restrictions apply equally to both parties;

   f. Provide, to a party (e.g., respondent or complainant – and parent/guardian as appropriate) whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate within the timeframes established in Sec. III.D, below.

   g. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint;

2. Prior to completion of the investigative report, the District, through the Title IX Coordinator, must send to each party and party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;
3. The investigator must prepare a written investigative report that fairly summarizes relevant evidence, including, without limitation, witness credibility, discrepancies, inculpatory and exculpatory information, and relevant District policies, rules and regulations, and the manner in which the same were made known to the pertinent school populations or specific parties. The investigative report shall include a description of the procedural steps taken, starting with the receipt of the formal complaint, and continuing through the preparation of the investigative report, including any notifications to the parties, interview with parties and witness, site visit, and methods used to gather evidence.

4. The investigator shall provide the investigative report in hard copy or electronic format to the Title IX Coordinator, to each party and each party’s advisor, if any. Each party will have 10 days from receipt to provide the Title IX Coordinator a written response to the investigative report.

5. It serves all parties when investigations proceed diligently and conclude within a reasonable time, which may vary case by case. In most cases, it is expected that the investigator will conclude the initial investigation, and provide the parties the evidence and other information required under Sec. III.E.2. Not more frequently than every other week, any party may request the Title IX Coordinator to obtain and provide the parties with a basic status report on the investigator’s progress toward completion. In most cases, the investigator should conclude the investigation.

F. Determination of responsibility and initial decision maker.

The determination of responsibility of the respondent shall be made by the initial decision maker as appointed pursuant to Section III.B.5.

1. Prior to making a determination of responsibility, the initial decision maker will afford each party 10 days to submit written, relevant questions to the initial decision maker that the party wants asked of any party or witness.

2. The initial decision maker must explain to the party proposing the questions any decision to exclude a question as not relevant. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

3. The initial decision maker will provide the questions to the party/witness, with copies to each party, and provide no less than 10 days for written responses, likewise to be provided to each party.

4. The initial decision maker will provide 5 days each for supplementary, limited follow-up questions and 5 days for answers, and may provide for additional rounds of follow-up questions, as long as the provision is extended to both parties equally.
5. The initial decision maker may not make any credibility determinations based on the person's status as a complainant, respondent or witness.

6. The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

7. The initial decision maker may impose disciplinary sanctions and remedies as described in Section III.C7, above.

8. The standard to be used for formal complaints in determining whether a violation has occurred and/or that the respondent is responsible is the preponderance of the evidence standard, which is only met when the party with the burden convinces the fact finder (the initial decision maker) that there is a greater than 50% chance that the claim is true.

9. The initial decision maker must issue a written determination/decision within 10 days after the close of the period for responses to the last round of follow-up questions. The written "initial determination of responsibility" must include:
   a. Identification of the allegations potentially constituting sexual harassment;
   b. A description of the procedural steps taken from the receipt of the formal complaint through the initial determination of responsibility, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
   c. Findings of fact supporting the determination;
   d. Conclusions regarding the application of the District's applicable codes of conduct, policies, administrative regulations or rules to the facts;
   e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether or not the respondent is responsible for sexual harassment), and any disciplinary sanctions or remedies; and
   f. The District's procedures and permissible bases for the complainant and respondent to appeal (as set forth in Section III.H, below).

10. The decision maker shall provide the initial determination of responsibility to the Title IX Coordinator, the Superintendent and the parties simultaneously.

G. Dismissal of a formal complaint.

1. The District must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:
   a. Would not constitute sexual harassment, even if proved;
   b. Did not occur in the District's education program or activity; or
   c. Did not occur against a person in the United States.
2. The District may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or determination of responsibility stage(s):
   a. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
   b. The respondent is no longer enrolled or employed by the District; or
   c. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

3. Prior to dismissal of a complaint, the person responsible at that stage shall consult with the Superintendent.

4. Upon dismissal of a formal complaint, the District must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

   The dismissal of a formal complaint under Title IX does not preclude the District from continuing any investigation and taking action under a different process or other District policies, code of conduct or administrative rules/regulations. The District may have an obligation to continue an investigation and process under a different process.

H. Appeals process.

1. Either party may appeal the initial determination of responsibility or the dismissal of a formal complaint or any allegation in a formal complaint by notifying the Superintendent in writing (“written appeal”), with a copy to the Title IX Coordinator. If there are multiple determinations of responsibility, the written appeal shall specify which ones are included in the appeal. The written appeal must be received by the Superintendent within 10 days of the initial determination of responsibility or written notice of dismissal being communicated to the parties.

2. An appeal under this policy may only be based upon one or more of the following bases, which must be stated specifically in the party’s written appeal:
   i. Procedural irregularity that affected the outcome of the matter;
   ii. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
   iii. The Title IX Coordinator, investigator(s), or decision maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

   Appeals for any other reason or upon any determination of responsibility not included in the written appeal will not be heard.

   Appeals pertain only to the determination of responsibility and non-disciplinary remedies. Once a determination of responsibility is final per Sec. III.I, below, appeals of disciplinary sanctions may be made pursuant to the District’s ordinary review process.
for discipline, or, to the extent applicable, any statutory or other processes provided under collective bargaining agreements or individual contracts.

3. Within 3 days of receipt of the written appeal, the Superintendent shall appoint a decision maker for appeal ("appeals decision maker"), who must have adequate training as provided in Section II.D, be free from conflict of interest as provided in Section II.G, and may not be the same person as the initial decision maker, the person who ordered dismissal, the investigator(s), or the Title IX Coordinator. Upon the appointment of the appeals decision maker, the Superintendent shall provide a notice of appeal to each party and to the Title IX Coordinator, with a copy of the written appeal. The notice of appeal must include information about all deadlines and timeframes in the appeal stage.

4. Each party shall have 10 days from the date the notice of appeal is delivered to the parties to submit to the appeals decision maker a written statement, with copies to the Superintendent, Title IX Coordinator, and other party a statement ("appeal statement") in support of, or challenging, the determination of responsibility or dismissal.

5. Each party shall provide copies of the appeal statement to the other party, the Superintendent, and the Title IX Coordinator at the same time the appeal statement is given to the appeals decision maker. If the basis of the appeal is newly available evidence affecting the outcome, the party shall submit such evidence or a summary of such evidence along with the party’s appeal statement.

6. The appeals decision maker may refer an appealed issue back to a prior point in the grievance process, with written notice to the parties, the Superintendent and the Title IX Coordinator.

7. The appeals decision maker shall provide a written appeals decision after considering the record and the parties’ appeal statements. The written appeals decision will describe the result(s) of the appeal and the rationale, with copies provided to the parties, Superintendent and Title IX Coordinator, no more than 10 days after receiving the last of the parties’ written statements per Section III.H.5.

I. Finality of determination of responsibility. The determination regarding responsibility becomes final either on the date that the recipient, through the Superintendent, provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal of the initial determination of responsibility would no longer be considered timely. The final determination shall be identified as the Title IX decision.

Once the Title IX decision is final, the District may implement remedies and disciplinary sanctions. The Title IX Coordinator is responsible for effective implementation of any non-disciplinary remedies, with the assistance of building and District administrative personnel, while disciplinary sanctions will be imposed by persons charged with such responsibilities under other Board policies, regulations or administrative procedures. The District may also proceed against the respondent or complainant pursuant to the District’s applicable code of conduct or other Board policies, collective bargaining agreement, individual contract or
administrative rules/regulations/procedures. The issue of responsibility for the conduct at issue shall not be subject to further review or appeal within the District.

J. Informal resolution.

At any time prior to reaching a determination regarding responsibility (but only after the filing of a formal complaint), the District may offer an optional informal resolution process (e.g., mediation, arbitration), provided that the District:

1. Provides written notice to the parties disclosing:
   a. The allegations of the formal complaint;
   b. The requirements of the information resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to an informal final resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
   c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

2. Obtains the parties' voluntary written consent to the informal resolution process; and

In no event may the District offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Legal References:
Title IX of the Education Amendments of 1972, 20 U.S.C 1681, et seq
20 U.S.C §1232g, Family Educational Rights and Privacy Act
34 CFR Part 99, Family Educational Rights and Privacy Act Regulations
34 CFR 106.8, Designation of responsible employee and adoption of grievance procedures.
34 CFR 106.30, Definitions
34 CFR 106.44, Recipient’s response to sexual harassment
34 CFR 106.4, Grievance process for formal complaints of sexual harassment
34 CFR 106.71, Retaliation
RSA 193:38, Discrimination in Public Schools
NH Dept of Ed. Rules Ed 303.01 (i), School Board Substantive Duties
Ed 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy

Adopted __________ 2020
Corresponds to NHSBA policies ACAC, AC, AC-E, ACAA, ACAB, GBEAB, JICK & JLF
August 2020 Board Meetings

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>7:00 p.m.</td>
<td>School Board meeting</td>
<td>5:30 p.m.</td>
<td>Negotiations Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This is a non-public meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>5:30 p.m.</td>
<td>Special Board meeting</td>
<td></td>
<td>5:30 p.m.</td>
<td>City &amp; Community Relations Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy #415 Title IX Sexual Harassment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>Special Board meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for scheduling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Day of School for Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# September 2020 Board Meetings

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>LABOR DAY</td>
<td>7:00 p.m. School Board meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>5:30 p.m. Capital Facilities</td>
<td>5:30 p.m. Communications &amp; Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Facilities Summer projects update; potential facility upgrade</td>
<td>Continued policy work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>5:00 p.m. Special Board meeting for scheduling</td>
<td>5:30 p.m. Instructional Update on return-to-school plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>