1. CALL TO ORDER

2. APPROVAL OF AGENDA ................................................................. pp. 1-2

3. CHS Robotics

4. PUBLIC COMMENT – agenda items only

5. APPROVAL OF BOARD MINUTES
   a. Regular monthly meeting (July 1) ................................................ pp. 3-11

6. RECOGNITIONS / REPORTS
   a. Data governance – Pam McLeod ................................................ pp. 12-14
   b. Superintendent's report

7. PERSONNEL
   a. Administrator confirmations ...................................................... pp. 15-16
   b. Staff confirmations .................................................................. pp. 17-18
   c. Coach confirmation ................................................................. p. 19

8. COMMUNICATIONS & POLICY
   a. Report of July 8 meeting .............................................................. pp. 20-26
   b. Report of July 22 meeting
      • Policy #431 Professional Expectations (1st reading) .................. pp. 27-28
      • Policy #432 Reporting Child Abuse and Neglect (1st reading) ... pp. 29-31
      • Policy #437 Employee – Student Relations (NEW - 1st reading) pp. 32-33
      • Policy #521 Sexual Harassment (1st reading) ......................... pp. 34-40
      • Policy #539 Student Safety and Violence (1st reading) .......... pp. 41-54
         Prevention – Bullying (and report forms)
      • Policy #812 Communication of Complaints (1st reading) ........ pp. 55-56
         about School District Employees
      • Memorandum of Understanding – Concord Police (1st reading) pp. 57-63
         Department and Concord School District

9. CITY & COMMUNITY RELATIONS
10. OTHER BUSINESS
   • Vote on revision of school year calendar 2019-2020 ........................................ p. 67
   • Vote to set a Public Hearing date for the elementary bond refunding

11. PROPOSED CALENDARS OF MEETINGS ............................................................... pp. 68-69

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

13. ADJOURNMENT
Concord School District  
Board of Education  
Regular monthly meeting  
July 1, 2019

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

Administrators: Superintendent Terri Forsten, Assistant Superintendent Donna Palley, Director of Facilities Matt Cashman

Agenda Item 1. Call to Order
Board President Jennifer Patterson called the meeting to order at 7:06 p.m.

Agenda Item 2. Approval of Agenda
Chuck Crush motioned to amend the agenda to allow public comment on any topic at the beginning of the meeting.

Ms. Patterson noted that, subject to Policy 132, she had planned to suggest amending the agenda to include a discussion of and vote on the proposed contracts with an independent investigator into how reports of concerning behavior on the part of a teacher had been handled in December 2014 and December 2018, and an attorney to act as liaison between the Board and the independent investigator. This amendment would allow public comment at the beginning of the meeting that would cover most of the items those in attendance were likely to speak to.

Mr. Crush tabled his motion.

Ms. Patterson motioned to amend the agenda to add an item of discussion at the end of the meeting following the second public comment session, whether the Board should enter into a contract with an independent investigator. Jim Richards seconded the motion.

The Board voted 9-0 to approve the amendment to the agenda made by Ms. Patterson to add the additional item described above (motioned by Ms. Patterson, seconded by Mr. Richards).

Mr. Crush withdrew his motion.

The Board voted 9-0 to approve the agenda as amended (motioned by Ms. Patterson, seconded by Ms. Higgins).
Ms. Patterson noted that public comment would not include discussion of any personnel by name. She drew attention to and read excerpts from Policy 136 Public Participation at Board Meetings and Policy 812 Communication of Concerns to School Officials, which describes the procedure to follow to bring concerns forward. She noted that the Communications Committee would be a more appropriate venue for some concerns. Mr. Richards said that although there is a 5-minute per-person limit on public comments, additional comments could always be submitted in writing.

Agenda Item 3. Public Comment – agenda items only

Concord resident Kate Frey stated that she and her husband, Quentin Goble, have two girls at Concord High School. They have always been supporters of the Concord public school system, and often volunteered when their schedules allowed. She said that her daughter Ana had Mr. Leung in 7th grade in 2014-2015. As reported in the media his behavior around a certain group of girls made her uncomfortable but, when she voiced her concerns to a few girls, she was immediately suspended for three days by Principal Tom Sica. The District settled the family’s legal claim around this issue on June 5th. She said that they taught their kids to be respectful of their teachers and school administration, but now feel they need to make things right for their daughter and, now, for several other young women they’ve learned about recently in the media, who like her also reported concerns only to be marginalized and discredited by those in charge. She noted that she had hoped to say some of what she would say tonight in a private meeting promised to Ana and her family which would include an apology from the Principal and Superintendent. But nearly a month later, they have not had that meeting. She said she is glad that training on sexual misconduct and the proper way to address student complaints will be implemented for District teachers and administrators. She stated, however, that retaliation after reporting discrimination and sexual misconduct is also illegal under Title IX and after Ana spoke up and questioned her teacher, she was retaliated against in the months following, not just with a 3-day suspension. She detailed several of these acts: when “the predator” knew her daughter recognized his grooming tactics early in the school year, he demanded that she, an A and B student, undergo special education testing. She said that, in hindsight, they now believe he did this to discredit her as “behaviorally and emotionally troubled.” Whether true or not, her concerns should not have been valued any less. After she was suspended, she was left in the predator’s classroom even after the parents asked the Principal to move her, and endured six months of public degradation and humiliation by the predator in his classroom. She stated that other teachers, their daughter’s school counselor and the Principal all closed ranks with the predator and ignored incidents of bullying and unfair treatment against their daughter. Ms. Frey stated these were acts of retaliation on a 13-year-old girl, noting that the District must implement strong policies and trainings to protect victims and witnesses from retaliation and protect and support these victims/witnesses. She also spoke to the lack of transparency by the administration during this process. She stated that the Board hired a criminal defense attorney who specializes in...
defending perpetrators of sexual assault and works for the same firm that already represents them – as their independent investigator. She stated that missteps and mistakes will be made and bad things will happen but it is what is done to correct them that is important. She said that she and her husband did not push back as much as they should have by those in charge at Rundlett when their daughter was accused of spreading malicious and slanderous gossip while trying to protect her friends from a predator. She said they did not intervene as quickly when they should have when she was retaliated against and will always regret this; the first thing they did once they discovered all of this was to apologize to her, own their mistakes and promise her they would make things right going forward in order to earn back her trust. She urged the District to do the same: own its mistakes, apologize and earn back the trust of the kids and the community.

Concord resident Betsy McNamara thanked the volunteer Board for its work and expertise. Many people in this room have been champions of children for many years. She stated that Howie Leung was their son Sam’s case manager for 3 years at RMS and almost 3 years at CHS, and that they had email/phone or text communication daily with him. She said they are still struggling to reconcile the man they knew with the monstrous acts he is accused of. She said she was horrified to learn that he continued teaching for months after the allegations were brought forward in December. She stated she believed Mr. Leung used special education students as a lure to young girls. She said that, while she has spent a great deal of time trying to determine signs of his intent, it was not her family’s job to identify grooming strategies and predatory behavior. She said she believed District officials let his charisma and their friendship with Mr. Leung influence their reactions to reports of suspicious behavior. Ms. McNamara said she believes this administration could not lead this community out of the double crisis of sexual assault and of confidence on its own, and must seek professional guidance, or a citizen-led oversight committee.

Hopkinton resident Anne Mandh stated that she was 13 years old and had been a victim of sexual assault. She commented that the voices of the girls trying to report suspicious behavior had been muted, and that this was unacceptable. She stated that these girls were trying to get an education but might be falling behind because of these events. She commented about the story of a girl who reported being sexually assaulted while on a bus to CRTC.

Hopkinton resident Darlene Gildersleeve stated that she was on the Board of Directors of Disability Rights Center, and that a number of Hopkinton students attend CRTC. As a parent of two children with disabilities, she was upset to hear a report that sexual abuse happened on a bus. She said that not only did bus driver not call DCYF as a mandated reporter, but that no one called the police. She said how the then-RMS student was treated likely discouraged other teens (and children with disabilities) from coming forward. She said she worked for a mental health agency and that calling DCYF is mandatory. She also stated that the independent investigator should not be “someone who is protecting criminals.” She stated she believed there were other victims of this predatory teacher who would be coming forward.
Concord resident Jennifer Pierson stated that she was the Program Director of the Crisis Center of New Hampshire. She noted that there is no exception to the mandatory reporting requirement and there should be no policy suggesting that one makes such report only to a supervisor. She stated that special needs children are a vulnerable population and that, as part of the “seven stages of grooming,” victims almost always part of a vulnerable population. She stated that her agency has spent many years working with new generations to prevent sexual assault, as proved by Ms. Frey’s daughter. She said she felt her agency may not have done a good job educating the adults, however: faculty, staff, and administration. She wondered why, if children know when something is wrong and have the ability to come forward and speak as teenagers, adults do not do the same. She encouraged the Board to bring in experts, noting that her agency’s services are free of charge; its entire mission is to eradicate sexual and domestic violence.

Ms. Patterson described the planned July 8 meeting, noting that the Superintendent was planning to bring experts to this work. She stated that the Board wanted participation from the public in this work, and noted that further discussion of this topic would occur later on the agenda.

Concord resident Gina Cannon commented that as a community member, the way these internal investigations took place is disappointing. She stated that she was concerned that, even if her special needs child with communication issues was able to tell her something bad was happening, she would not be taken seriously. Ms. Cannon stated that people with disabilities were twice as likely, and children with disabilities were three times as likely, to be victims of sexual assault. Further, children with communication issues were 63 times more likely to be victims. She stated that the decision not to comply with the law mandating reporting, made on multiple occasions, was a misdemeanor, punishable with jail time. She asked the Board how she could send her daughter to CHS next year and know that she would be safe. She noted that education was compulsory but stated that, while she had to give her child into the care of school personnel, she did not think she would be safe.

There was no further public comment.

Agenda Item 4. Approval of Board Minutes

Ms. Patterson asked for a motion to approve the draft minutes of the regular Board meeting on June 3. Mr. Crush pointed out that, apropos the discussion of student safety reflected in those minutes, the Superintendent planned to meet with both DOE and the Concord Police Chief over the summer. Ms. Patterson noted that there was significant discussion about policy review at that meeting. She stated that the June 17 Special Board meeting was held to review and accept the sale of a bond to support the roofing projects.

The Board voted 9-0 to approve the minutes of the regular Board meeting on June 3 and the Special Board meeting on June 17 (moved by Mr. Crush, seconded by Ms. Higgins).
Agenda Item 5. Recognitions

Superintendent Forsten presented a number of summer highlights, including the roofing projects at CHS and BGS, which were on target for completion.

The Behavior Taskforce Leadership Team has been mapping current District resources by school, undertaking a preliminary data review using data-driven questions; establishing guiding questions for the Task Force; creating a schedule of meetings for the fall; developing opportunities for Board and community input.

Summer programs for students included Title I programs; special education programs; CHS credit recovery programs; ELL Programs; CRTC summer camp for middle schoolers.

Summer Curriculum development for teachers included 62 teams of teachers (250 teachers in all); researching and developing curriculum from preschool to high school.

Curriculum topics included: Preschool Social Emotional Learning; Professional Learning Communities; Kindergarten Curriculum; Elementary Computer Science; Elementary performance ensembles; Young Inventors Program; 6th Grade Digital Citizenship; Engineering - Middle School; Green Screen Studio – Middle School; High School Advisory Program; High School World Languages; Earth Science/Astronomy; Street Law Extended Learning Opportunity; Cognitive Behavioral Intervention for Trauma in Schools.

Communications & Policy meeting on July 8 will focus on professional expectations; codes of conduct; sexual harassment; bullying, cyberbullying and harassment; and communication of concerns to school officials. She noted that student, staff and parent handbooks will be revised over the summer.

Superintendent Forsten also recognized teacher Adrienne Shoemaker, who was named distinguished educator by the National Federation of the Blind.

Agenda Item 6. Personnel

Superintendent Forsten presented one administrator confirmation for 2019-2020:

Timothy Herbert, Assistant Principal, Concord High School, $123,734, Step III, M+30/CAGS. Tim replaces Chali Davis (step III, M+30/CAGS = $123,734) - resignation.

Budgeted at $123,734

The Board voted 9-0 to approve the confirmation as presented (moved by Tom Croteau, seconded by Ms. Higgins).

Mr. Croteau noted that he served on the search committee for this position and was pleased with the candidate pool and this Mr. Herbert specifically, who had good knowledge about CRTC and would hit the ground running.

Superintendent Forsten presented several teacher confirmations for 2019-2020:

John Hatab, Art Teacher, Concord High School, $25,177.80, 30% of M-14, one year only. John was a full-time Music Teacher at Beaver Meadow School until his retirement in June.
John had been employed by Concord School District since 1997. This is a new position funded through reallocation. Budgeted at $25,971.60

Alyson Holt, Science Teacher, Concord High School, $23,153.70. 30% of M-12, one year only. Alyson replaces Frank Harrison (20% of M-14 = $16,785.20) – LOA and Lyn Vinskus (10% of M+30-14 = $8,657.20) – LOA. Budgeted at $25,442.40

Kathleen Allard, Music Teacher, Rundlett Middle School, $68,711, M-9. Kathleen replaces Kevin Greene (M-14 = $83,926) – retirement. Budgeted at $58,612

Kara Gilson, Grade 6 Classroom Teacher, Rundlett Middle School, $51,688, B-4. Kara replaces Susan Gamache (M-14 = $83,926) – retirement. Budgeted at $58,612

Leanne Van Horn, Science Teacher, Rundlett Middle School, $56,715, B-6, one year only. Leanne replaces Jenifer O’Sullivan (M-14 = $83,926) – LOA. Budgeted at $83,926

Paige Belanger, Classroom Teacher, Abbot-Downing School, $48,512, M-1. Paige replaces Sophia Ellis (M-14 = $83,926) – retirement. Budgeted at $83,926

Nicole LeCour, Classroom Teacher, Broken Ground School, $48,512, M-1. Nicole replaces Lindsey Elefante (M-8 = $66,197) – resignation. Budgeted at $66,197

Chuck Crush – what about the RMS Special Education Coordinator? Terri – have re-opened the search. Also opened up RMS Assistant Principal search.

The Board voted 9-0 to approve the confirmations as presented (moved by Ms. Higgins, seconded by Nancy Kane).

Agenda Item 7. Capital Facilities

Mr. Richards reported that the Committee met on June 5 to discuss several aspects related to the future middle school project. The project history was reviewed, including the “visioning” sessions and the demographic study; grade configuration; and options to renovate the current building or to build new. The Committee recommended to the full Board that a new middle school be built, and renovation of the existing facility be removed from consideration. Business Administrator Jack Dunn presented three property options, along with their advantages and disadvantages: the existing site, a site on Curtisville Road, and One Monitor Drive. The Committee then recessed into non-public session under RSA 91-A:3 II (d) to consider “acquisition, sale or lease of real or personal property.” Mr. Croteau noted that the Committee would not be proposing building a wing, but re-building the entire school. In doing otherwise, disruption to students for three years would be insurmountable. Mr. Richards pointed out that the existing building is out of code (both safety code and educational expectations) and would be gutted to essentially a cinder-block shell. Ms. Patterson asked whether Board members had heard from anyone with concerns about building new. Mr. Croteau noted the editorial in the Concord Monitor that did not speak favorably about the Monitor site, which had been an...
option the Board looked into. He stated the Board would make the best decision possible based on the expertise of architects, builders and experts on middle schools.

The Board voted 9-0 that, regarding the middle school project, a new facility should be built and renovation of the existing facility be removed from consideration (moved by Mr. Richards, seconded by Mr. Crush).

Agenda Item 8. Communications & Policy
Ms. Patterson noted that the Committee met on June 10 to discuss existing policies and referenced state statutes related to student safety. The Committee discussed the development of a framework and process to review these policies over the course of the summer; create professional development for all employees; and review all student and parent handbooks. Public input had been offered with a focus on the special education population. Mr. Crush asked for clarification whether the Committee would engage community partnerships starting at the July 8 meeting. Superintendent Forsten said that experts would both be present, and contributing to the work at the meeting.

Agenda Item 9. City & Community Relations
Ms. Poinier reported that the Committee met with City administrators and City Council members on June 14. They discussed the City and District budgets, the upcoming middle school project, the Stable Building proposal, maintenance and financial issues related to Memorial Field, and the Committee’s discussion with the City’s Public Information Officer. Councilor Fred Keach expressed concern about the public’s perception of recent communication from the District, and the safety of students.

Agenda Item 10. Proposed calendar of meetings
Superintendent Forsten presented draft Board calendars for July and August, highlighting the Communications & Policy Committee meetings on July 8 and July 22 to review policies related to student safety.

Jack Dunn said the District would start the process of refinancing the elementary school bond, which will be up in October 2020; he wanted the Board to be ready to tap the market if the time was right. He wanted to start the process at the August 5 Board meeting so the Board could take advantage of low interest rates.

Agenda Item 11. Public comment
Concord resident Kerrie Diers commented that the new middle school project has piqued her interest. She encouraged the Board to think about the value of a “walkable community school.” She said that this was, to her, a very important consideration and asked that the
Board put a high priority on it. She said she hoped for many opportunities for public engagement on this project.

Concord resident Susan Lauze and Board member of the Concord Administrators Association (CAA) noted that she has served the District for four decades, the last 17 years as a building administrator, and said she was speaking on behalf of the CAA. Other members of the CAA executive board – Kris Gallo, Steve Rothenberg and Steve Mello – were also present. She noted that no input from CAA on this matter has yet been considered. She said the CAA welcomes an independent investigator to look into how the incidents related to concerns about Mr. Leung had been handled, with the expectation that all conclusions would be shared. She noted that due to privacy laws, the CAA is not able to comment on what has been reported in the news, or in the Board’s proceedings, but that knowing the full story was essential. She stated that the investigator must have full access to all people and all records, to ensure a fair and just process. The CAA asked the Concord community as a whole to be patient, and allow the independent investigation to be conducted in a thorough and professional manner. She stated that the District cares for its students, their families and the greater good.

Concord resident Amy Girouard said she hoped the independent investigation would shed light on this issue. She said that children with special needs who are not able to communicate, like her daughter, are vulnerable. She said she wanted to trust that her child was safe and would get a good education, and that if something happened, the District respond quickly, appropriately, and with a trauma-appropriate specialist. She also asked several questions about the goal of the “Behavior Task Force;” whether it was to eradicate behaviors, or understand why behaviors are occurring. She invited the CSD Board and all staff, families and students to see the movie “The Kids We Lose” on September 26 and 28 at the Red River Theatre, about the trauma inflicted on children when in restraint and seclusion.

Agenda Item 12. Other Business

Ms. Patterson noted that the Board was contemplating hiring Attorney Steven Bennett as its liaison to the independent investigator, Attorney Djuna Perkins of Massachusetts. Ms. Perkins was an Assistant Attorney General and has extensive experience with sexual assault investigations.

The Board voted 9-0 to enter into an agreement with Attorney Bennett to act as a liaison (scheduling witnesses, obtaining documents, etc.) and to enter into an agreement with Attorney Djuna Perkins to conduct the independent investigation into how Board policies and procedures had been followed in December 2014 and December 2018 (motioned by Ms. Patterson, seconded by Mr. Croteau).
Mr. Crush noted that the investigator is from Massachusetts and had no connection with this story in New Hampshire. Ms. Patterson noted that Attorney Bennett would be a point person – a liaison to the Board.

Mr. Richards clarified that Attorney Bennett would keep the investigation at arm’s length from the Board. Mr. Croteau noted that the Board wants what the community wants – collaborative community support and safety for students.

Agenda Item 13. Adjournment

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

The Board adjourned at 9:25 p.m.

Respectfully submitted,

Jim Richards, Secretary
Linden Jackett, Recorder
To: Concord School Board  
From: Pam McLeod, Director of Technology / CISO  
Date: August 5, 2019  
Subject: Data Governance Plan per RSA 189:66 V ("HB 1612")

In 2018, New Hampshire passed HB1612, which added the following language to RSA 189:66, Student and Teacher Information Protection and Privacy. The new language reads as follow:

V. The department shall establish minimum standards for privacy and security of student and employee data, based on best practices, for local education agencies. Each local education agency shall develop a data and privacy governance plan which shall be presented to the school board for review and approval by June 30, 2019. The plan shall be updated annually and presented to the school board. The plan shall include:

(a) An inventory of all software applications, digital tools, and extensions. The inventory shall include users of the applications, the provider, purpose, publisher, privacy statement, and terms of use.

(b) A review of all software applications, digital tools, and extensions and an assurance that they meet or exceed standards set by the department.

(c) Policies and procedures for access to data and protection of privacy for students and staff including acceptable use policy for applications, digital tools, and extensions.

(d) A response plan for any breach of information.

(e) A requirement for a service provider to meet or exceed standards for data protection and privacy.

The bill is a large step in the right direction for the protection of student and staff information; it also contains a timeline that is too aggressive for most districts to meet. The bill requires the Concord School Board to approve a Data Governance Plan, the first draft of which is presented to you tonight. This plan will be a live, working document and will be updated as we continue this work; the RSA requires the Board to review it annually. Our plan is a work in progress and will take several years to implement.

Key points:

1. The FBI released a public service announcement on September 13, 2018, to encourage public awareness of threats against student data: https://www.ic3.gov/media/2018/180913.aspx. Student data is a high value target, as children do not yet have established credit records. Stolen credentials are responsible for 80% of all data breaches, and most malware attack vectors are via email.

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2. The State of New Hampshire Department of Education established minimum standards for information protection – these are a subset of the much more comprehensive federal standards, NIST 800-171. These minimum standards and associated FAQ were finalized on April 4, 2019: https://www.education.nh.gov/data/documents/minimum-standards-privacy.pdf. In my opinion, the NH Minimum Standards are quite reasonable.

3. The District has firsthand experience with data breach response, from a breach of staff data in 2016, in which an employee fell victim to a phishing attempt. We have continuously taken steps to harden our security and train our staff both before and after that incident. For example:
   a. (2016) our Central Office email provider prevents sensitive information such as SSNs from leaving the district;
   b. (2017) we offer secure, encrypted email options to our Central Office users;
   c. (2014) we continue to keep our operating systems, firewalls, wired/wireless networks, applications, and servers as current as possible;
   d. (2019) we require multi-factor authentication (MFA) of our Central Office and Administrators;
   e. (2018) we provide information security training and simulate phishing emails to our staff.
   f. (2015) we are members of MS-ISAC, an organization developed by the U.S. Department of Homeland Security and offered free of charge to all government, tribal, municipal, and public school entities.

4. The Concord School District approved Policy #247 in December, 2018. This policy set expectations around data governance and named the Director of Technology as chief information security officer (CISO). It is my opinion that a further policy review may be necessary, including our policies around FERPA and Acceptable Use of Technology.

5. Some discussion of information security practices will be protected as non-public under RSA 91:A, effective August 4, 2019, after the recent passage of HB329.

6. Our district application inventory is in progress. We obtained the inventory through a combination of reporting tools and a self-reporting survey, identifying more than 240 priority applications from our teaching staff. We believe there are more than 400 applications, extension, and apps in use in the district; our next step is to determine which hold student or staff PII.

7. The RSA requires us to hold all application providers – free or paid – to N.H.’s minimum standards. This is a massive undertaking. In response, the N.H. CTO Council developed a collaboration in which districts will hire a data privacy consultant. This plan is known as the N.H. Student Privacy Alliance (NHSPA), and is endorsed by the NHSBA and NHSAA.
We launched the NHSPA on June 1, and have 40 district members, to date. The cost to each district is $1/student. Our consultant, The Education Cooperative of MA (tec-coop.org), has executed signed privacy agreements with three applications on behalf of our district just in the first week of our membership.

NHCTO also worked with two law firms to create a standard student data privacy agreement for participating NH districts. Vendors will need to accept our data privacy agreement, rather than expecting districts to follow their privacy policy. (NOTE: there are alternative processes/agreements with vendors such as Microsoft, Google, Adobe, and Apple).

8. The enclosed Data Governance Plan is a template which was shared among NHCTO Council members. This template was based on existing plan from Raytown Quality Schools in MO (borrowed with permission), modified by the Bedford School District in N.H., and further customized for our district.

9. This is also an opportunity to ensure that applications are also reviewed from the curriculum perspective. As such, we are developing workflows to include curriculum specialists such as the technology integrators, math specialist, CHS curriculum facilitators, and our assistant superintendent in the approval process.

10. We do not wish to stifle innovation, but we also need to keep student/staff data secure. We are working to ensure that our processes are supportive of teachers, in addition to meeting the requirements of the law.
TO: Members, Concord School Board  
FROM: Larry Prince, Director of Human Resources  
DATE: August 5, 2019  
REFERENCE: Administrator Confirmation 2019-2020 School Year

Kerry Finnegan  
South Sutton, NH  
Education:  
- Rundlett Middle School  
- Director of Special Education  
- Cambridge College, Cambridge, MA, CAGS/05  
- Cambridge College, Cambridge, MA, M.Ed./03  
  * Counseling Psychology  
- Cambridge College, Cambridge, MA, M.Ed./01  
  * Special Education  
Experience:  
- Kearsarge Regional High School, North Sutton, NH  
  * Associate Director of Student Support Services, 18-19  
- Salem School District, Salem, NH  
  * Educational Consultant, 17-18  
- RSEC Academy, Amherst, NH  
  * Educational Consultant, 17-18  
- Bedford School District (BSD), Bedford, NH  
  * Out of District Liaison, 14-17  
  * Behavior Specialist at Manchester West for BSD, 09/03-10/08  
- Litchfield Middle School, Litchfield, NH  
  * Assistant Principal, 10/09-06/14  
  * Special Education Case Manager, 10/08-10/09  
- Somerville Hospital, Somerville, MA  
  * Milieu Therapist, 06/03-01/06  
- Campus Academy, SEEM Collaborative, Woburn, MA  
  * Special Education Teacher, 09/01-06/03  
- New Bond Program, Worcester Public Schools, Worcester, MA  
  * Special Education Teacher, 01/00-09/01  
Kerry replaces Cynthia Courounis (prorated step III = $99,542)  
  - resignation  
Budgeted at $107,769
Brett Gottheimer
Concord, NH

Education:
- Rundlett Middle School
  Assistant Principal
- University of Connecticut, Mansfield, CT, 6th Year Diploma/17
- University of Hartford, West Hartford, CT, M.Ed./11
- University of Connecticut, Mansfield, CT, B.A./09 & B.S./09

Experience:
- Weare Middle School/Center Woods Upper Elementary, Weare, NH
  Dean of Teaching and Learning, 18-19
- Pinkerton Academy, Derry, NH
  Fine Arts Department Head, 17-18
- Canton Middle and High School, Canton, CT
  Music Teacher, 07-17
- Parish Hill Middle/High School, Chaplin, CT
  Music Teacher, 05-07

Brett replaces Heather Barker (prorated step III, M+30 = $104,615) – resignation
Budgeted at $108,938

$106,473.53
Step II, M+30/CAGS
prorated 242 days
TO: Members, Concord School Board  
FROM: Larry Prince, Director of Human Resources  
DATE: August 5, 2019  
REFERENCE: Teacher Confirmations 2019-2020 School Year – New to CEA

<table>
<thead>
<tr>
<th>Name</th>
<th>District</th>
<th>Salary</th>
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<tbody>
<tr>
<td>Jennifer Hume</td>
<td>District</td>
<td>$29,107</td>
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<tr>
<td>Contoocook, NH</td>
<td>Occupational Therapist</td>
<td>60% M-1</td>
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<tr>
<td>Education:</td>
<td>University of New Hampshire, Durham, NH, M.S./18</td>
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<td>Gordon College, Wenham, MA, B.S./14</td>
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<td>Jennifer replaces Victoria Hopkins (40% M-14 = $33,570) – transfer</td>
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<td>and Fiona Quirk (20% M-13 = $16,115) – transfer</td>
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<td></td>
<td>Budgeted at $45,293</td>
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| Stephanie Brasley  | Concord High School                          | $83,926 |
| Pembroke, NH       | Project SEARCH                               | M-14    |
| Education:         | Notre Dame College, Manchester, NH, M.Ed./03  |         |
|                    | Keene State College, Keene, NH, B.S./93       |         |
| Experience:        | Pembroke Academy, Pembroke, NH               |         |
|                    | Transition Coordinator, 15-19                |         |
|                    | Special Education Teacher, 04-15             |         |
|                    | John Stark Regional High School, Weare, NH   |         |
|                    | Special Education Teacher, 93-04             |         |
|                    | Stephanie replaces Monica Unger (B-13 = $76,164) – retirement |         |
|                    | Budgeted at $58,612                          |         |

| Erica Jones        | Concord High School                          | $68,711 |
| Chichester, NH     | Special Education Teacher                    | M-9     |
| Education:         | New England College, Henniker, NH, M.Ed./16  |         |
|                    | Nichols College, Dudley, MA, B.S./06          |         |
| Experience:        | Memorial High School, Manchester, NH         |         |
|                    | Special Education Teacher, 11-19             |         |
|                    | Erica replaces Chelsea Poisson (M-14 = $83,926) – resignation |         |
|                    | Budgeted at $83,926                          |         |
Chelsea Barrett  
Rundlett Middle School  
Special Education Teacher  
$73,783  
Laconia, NH  
M-11  
Education:  
New England College, Henniker, NH, M.Ed./14  
New England College, Henniker, NH, B.A./08  
Experience:  
Bow School District, Bow, NH  
Special Educator, 16-19  
Union Sanborn School, Northfield, NH  
Special Educator, 10-16  
Second Grade Teacher/Case Manager, 09-10  
Winnisquam Regional Middle School, Tilton, NH  
Special Educator, 03/09-06/09  
Chelsea replaces John Giles (M-3 = $53,540) – resignation  
Budgeted at $86,572

Tina-Marie Hussey  
Beaver Meadow School  
Classroom Teacher  
$46,616  
Concord, NH  
B-2  
Education:  
Granite State College, Concord, NH, B.A./12  
Experience:  
Barnstead Elementary School, Barnstead, NH  
Special Education Teacher, 18-19  
Tina replaces Michelle Mulligan (B-13 = $76,164) – LOA  
Budgeted at $76,164

Amy Michaud  
Beaver Meadow School  
Special Education Teacher  
$49,130  
Hooksett, NH  
B-3  
Education:  
Keene State College, Keene, NH, B.S./11  
Experience:  
Lamprey River Elementary School, Raymond, NH  
Special Education Teacher, 17-19  
Amy replaces Cheryl Dolin (M+30-14 = $86,572) – retirement  
Budgeted at $86,572

Savannah Goulet  
Broken Ground School  
Classroom Teacher  
$44,102  
Weare, NH  
B-1  
Education:  
Rivier University, Nashua, NH, B.A./19  
Savannah replaces Lynn Warner (M+30-14 = $86,572) – retirement  
Budgeted at $86,572

Chelsey Lonergan  
Christa McAuliffe School  
Classroom Teacher  
$77,179  
Chichester, NH  
M-12  
Education:  
Southern NH University, Manchester, NH, M.Ed./13  
Keene State College, Keene, NH, B.S./08  
Experience:  
Charlotte Avenue School, Nashua, NH  
Second Grade Teacher, 08-19  
Chelsey replaces Allison Davis (M-9 = $68,711) – resignation  
Budgeted at $68,711
TO: Members, Concord School Board  
FROM: Larry Prince, Director of Human Resources  
DATE: August 5, 2019  
REFERENCE: Fall Coach Nominations  

Amy Montanez  
Concord High School  
Washington, NH  
Girls Freshman Soccer Coach  
Education: New England College, Henniker, NH, M.Ed./16  
New England College, Henniker, NH, B.A./14  
Profession: Weare Middle School  
Teacher, 09/2019  
Experience: Parker Academy, Hillsborough, NH  
Amy replaces Danielle Rossetti  

$2,356  
Step 2, Group 11  
5.5%
I. Sexual Harassment – Students, Reporting Child Abuse
   a. Expertise: Lynn Corriveau (DCYF), Jennifer Tvetter (NH CADSV)
   b. Legal References:
      i. Ed 303.01(j) Substantive Duties of School Boards; Sexual Harassment Policy
      ii. Ed 306.04(a)(9) Sexual Harassment
      iii. RSA 354-A:7 Unlawful Discriminatory Practices
      iv. NH Code of Administrative Rules Section Ed 306.04(a)(10) Reporting of Suspected Abuse or Neglect
      v. RSA 169-C:29 Persons Required to Report
      vi. RSA 169-C:30 Nature and Content of Report
      vii. RSA 169-C:31 Immunity from Liability
      viii. RSA 169-C:34, III Duties of the Department of Health and Human Services
      ix. RSA 189:72 Child Abuse or Neglect Information
   c. Policies:
      i. Sexual Harassment – Students
      ii. Reporting Child Abuse
   d. Participants from July 8: Sarah, Melyssa, Paula, Mary, Danielle, Dara, Jennifer, Tina, Lynn and Chuck
   e. Notes from July 8
      i. Law is clear
      ii. Professionals are held to a higher standard – a trend in greater enforcement
      iii. Out of home perpetrator? You’d call DCYF who would call the police
      iv. Student on student sexual abuse? Call DCYF who would pass to police unless the students are related (ongoing access)
      v. Once you’ve called DCYF you’ve met your legal obligation
      vi. Somebody will take your DCYF call, 24/7
      vii. Granite State Know & Tell will do trainings; DCYF also provides mandatory reporter trainings
      viii. Age of consent in NH is 16 years old; the four-year age difference is how it’s tried
      ix. Just because you are mandated to call DCYF, that’s not the only call you can make; call the police if you’re worried about releasing the child home
      x. It’s not just the direct witness who is a mandatory reporter, it’s anyone who has been made aware of it
xi. You are not the investigator – as long as you've made a good faith effort, it's not your responsibility to know if it's true or not – but you must report, according to the law

xii. Group reviewed and discussed a few scenarios

xiii. DCYF is the first, mandatory call

xiv. Feedback on Policy 521

1. Employees need to report to Title IX Coordinator. Bob Belmont is the Title IX Coordinator for the District. Title IX is expected to be adhered to by all schools.

2. Does the Title IX Coordinator offer any training? What does prevention training look like? Training can also be provided by local experts

3. Consensus in this group: experts in sexual abuse, assault and harassment need to weigh in before this policy is adopted. CSD could be a gold standard in this area: language, reporting standards

4. Concern that this policy does not reflect that abuse is under-reported. How do we ensure the student who has been abused gets support?

5. Secondary abuse issue – lack of trust in colleagues

6. Paula explained “grooming” and techniques used: looking for jobs with access to kids, starting with subtle touches, plying with gifts and favors, encouraging rule breaking, to blackmail. They don't just groom the child, they groom coworkers, parents, etc.

xv. A culture of trusting your gut and calling out odd behavior

xvi. Physical changes that reduce access – no darkened stairwells, need for school mapping

xvii. No teacher with singular child

xviii. False allegations, especially with younger child, are very rare, may be another adult in the child's life

xix. No physical isolation to minimize access – however, important to know that this is not foolproof

xx. Experts in sexual abuse need to do mandatory in-person training. Recommend NHCADSV and/or DCYF develop a plan so that safety comes first. Training should include not just what abuse looks like, but what the reporting requirements are for all. Clearly state frequency of trainings and who will be required to participate

xxi. Consensus was that the reporting form was inadvisable and intimidating.

xxii. DCYF says do NOT interview potential victims! The mandatory reporter needs to collect minimal facts and then call for an external investigation.

xxiii. Do we need a child advocate in the school? Guidance counselor?

xxiv. Notification of parents needs to be clarified

xxv. Reporting to DCYF

1. Do not have the child present

2. Staff can call together

II. Student Conduct, Student Safety and Violence Prevention – Bullying

a. Expertise: Jeff Maher (SPS Compliance Officer)

b. Legal References:
i. RSA 193-D:4 Written Report Required
ii. RSA 631:2-a Simple Assault
iii. NH Code of Administrative Rules, Section Ed. 306.06 Culture and Climate
iv. NH Code of Administrative Rules, Section Ed. 317.04(b) Disciplinary Procedures
v. RSA 189:15 Regulations
vi. RSA 193:13 Suspension & Expulsion of Pupils
vii. NH Code of Administrative Rules, Section Ed 306.04(a)(3) Discipline
viii. NH Code of Administrative Rules, Section Ed 306.04(f) Student Discipline Policy
ix. NH Code of Administrative Rules, Section Ed 317.04 Suspension and Expulsion of Pupils Assuring Due Process Disciplinary Procedures
x. RSA 189:70 Educational Institution Policies on Social Media
xi. RSA 193-F: Pupil Safety and Violence Prevention Act
xii. RSA 570-A:2 Capture of Audio Recordings on School Buses Allowed
xiii. NH Code of Administrative Rules, Section Ed 306.04(a)(8) Student Harassment

c. Policies:
   i. Student Conduct
   ii. Student Safety and Violence Prevention – Bullying

d. Participants from July 8: Melissa, Allie, Jeff, Michael, Dellie, Cathy, Catherine, Trish, Gina, Nancy, Liza, Missy, David, Eric

e. Notes from July 8
   i. Use of “they” instead of he or she to avoid gender specificity
   ii. The form for Policy 539 may be intimidating if student is expected to fill it out. Would it work for a child?
   iii. Should a student be allowed to complete the form? Does it make sense? Is it a barrier? How do we reduce reporting barriers?
   iv. Can bullying be reported on the website?
   v. Can someone report an incident online? Use a tip line for reporting bullying. Pembroke and Laconia have good processes for reporting online.
   vi. Could a community assessment of needs and climate be done?

vii. Recommendations:
1. Have a very easy way to report bullying
2. Onus on the staff to complete the forms, not the student
3. Ensure training of staff on sensitivity to investigate
4. Movement toward one policy, one process for all – students and staff
5. Define “reporting” – any verbal report by student to adult, and adult is responsible for completing the form. A culture of “see something, say something”
6. Community assessment to determine whether there is a need for more support services in schools
7. Annual training on policy needs to focus on behavioral factors
8. Explicitly needs to include definition of “school property” and “24/7” if it has a substantial effect on a student’s ability to learn
9. Education of parents just as important as of students
10. Word “alleged” is used often in policy and is judgmental
11. Need very objective language about gathering information: “was it reliable?” becomes too subjective. Report first, assess later
12. False reporting: if done in good faith, should be treated the same as someone whose reporting was validated. Assess intention of report.
13. Rather than Principal, have someone else investigate, from outside the culture of the school – Title IX Coordinator

viii. What can be done to start the school year positively?
ix. Some feel the NHSBA policy on bullying is “beefier” than the District’s
x. Parent – families; offer training on issues like social media – recording in classrooms without permission is a crime
xi. Policies are the minimum, not the aspiration
xii. Systemize investigations, to make them neutral
xiii. Ultimate goal is prevention!

III. Safe Schools, Police and Schools
a. Expertise: Brad Osgood (Chief of Concord Police Department – CPD)
b. Legal References:
   i. RSA 186:11, XXXVII School Resource Officers
   ii. RSA 193-D Safe School Zones
c. Policies:
   i. Safe Schools
   ii. Relations with Police Authorities
   iii. Current MOU between CSD and CPD
   iv. Sample MOU for Administering Safe School Zones
d. Participants on July 8: Brad, Sue, Tom, Pam, Peter, Paulette, Kelly
e. Notes from July 8
   i. Reviewed the current MOU between the District and CPD
   ii. Discussed MOU between St. Paul’s School and CPD
   iii. MOUs repeat unless changes are needed. The work with SPS was updated in 2018; CSD 2016. Differences between boarding schools and day schools
   iv. RSA 186:11 – school resource officer (SRO) was put into law 9/16/17; requires SRO
   v. MOU based on RSA 193-D – safe school zones
   vi. Question on background checks: can the parent volunteer start if background check isn’t completed? Parents should go to the DMV; get a card; come to the Central Office; then start volunteering while background check is not finished. Consideration is given to whether that person can be alone with children.
   vii. How is District keeping up with volunteers over the years? Should be rechecked every three years?
   viii. Difference between misdemeanor or simple assault vs 2nd degree or 1st degree
      1. Punch a person and leave no marks – simple assault
      2. If you leave marks or injure a person – 1st or 2nd degree assault
   ix. Question: where does sexual assault fall into the RSA? RSA 193-D is the foundation of what is included in the MOU, can be added to but not subtracted from
   x. Question: sexual assault is not on RSA 193-D? Obscene materials also not listed. Should it be? Technology ...
xi. Question: is there a judgment made on when to report physical contact to police or is it all mandatory?

xii. Provision (b) RSA 193D 4 says that a policy does not apply if simple assault is to notify parents

xiii. Policy 540: student code of conduct doesn’t get into specific behaviors

xiv. Educate students on what harassment really is because consensus is that students do not always understand

xv. Social media is causing a whole world of questions and issues that we don’t see

xvi. Cell phone cameras don’t have to be “developed photos,” and allow for sending images and anonymity

xvii. Policy 520: can school hours be clearly defined? Kids are hanging around even when they are not part of the after-school program. Who is responsible for supervising them? This seems to be an invitation for trouble.

xviii. Need to be better about empowering students to report

xix. Reporting not being taken seriously? Principal, Guidance Counselor

xx. Big school – CHS – not enough staff? Commons have Assistant Principal with 500 students each. It is possible smaller complaints get pushed down.

xxi. What is the path that information reported will go on …
   1. School should document and let parent know that incident was investigated
   2. Review handbooks, so kids can hear and know. Use student advisory
   3. Was there a clear definition of what should have been reported?
      Procedures need to be very clear

xxii. MOU tries to minimize ambiguities – live by the MOU or change it

xxiii. Crystal clear reporting procedures (with examples) need to also include parents when we are reporting. What are the reporting laws to parents? Can we do that? Should we? Should be crystal clear what all policies mean to parents, staff and students

xxiv. RSA 193-D does not specifically address sexual assault, but the MOU does, sexual assault definition is included. MOU does not include sexual harassment

IV. Communication of Concerns and Complaints

a. Expertise: Maureen Redmond Scura (former School Board member)

b. Legal References:
   i. RSA 189:13 Dismissal of Teacher
   ii. RSA 189:14-a Failure to be Renominated or Reelected

c. Policies:
   i. Communication of Concerns to School Officials
   ii. Staff Concerns, Complaints
   iii. Public Complaints about School Personnel, Employees, Students or Administration

d. Participants July 8: Maureen, Jim, Claire, Jennifer, Adrienne, Leah, John, Amy

e. Notes from July 8
   i. In developing policies, do not have to follow exactly what the School Board Association (NHSBA) recommends – can do more or less. NHSBA often covers what is required by law.
ii. Feedback on policy 812

2. Is there a way to track trends so that we can see if concern is systematic?
3. Is there a document that follows the complaint process?
4. When there is a conversation with an administrator or school professional, there should be another person present to create detailed notes, to avoid “he said, she said.” Can’t be intimidating to students and parents. The second person could be just an observer.
5. Not clear if this policy includes School Board or students.
6. Role of person should be included.
7. Policy is very broad – want to be sure that no one is excluded.
8. Did not like the process of “bring issue to person directly responsible for concern” – allegations of sexual harassment likely would not be addressed in that fashion. Noted “power imbalance.”
9. Recommend having a student representative on policy development.
10. Let people know as policies are revised. Update the handbook.
11. Mechanism for reporting that goes to the Board – look at systemic issue.
12. This policy is more of a “triage.”
13. Systemic reporting to inform policies, not to make Board micromanage.
14. Discretion of Superintendent of what is brought to the Board for complaints.
15. How does the public ensure that information gets to the Board and there is action?
16. No clear process to contact the Board. Public can offer comment but how is resolution gained? Staff, families and community members have access to the Board.
17. How are policies made accessible to all students and community members?
18. If a complaint has reached the Superintendent, is it important enough to go to the Board?
19. When is a community concern relayed to the Board by the Superintendent made in public session?
20. What is the threshold for information that goes to the Board?
21. No clear process of concerns to go to the Board without fear of retaliation (student, community, parents, staff).
22. Policies should be abundantly clear, speaking up = action.
23. How to engage the community in the schools and the Board?
24. How do we make policies engaging?
25. How do non-Board members become involved in committees within the Board?
26. Safety – should be able to report to anyone.

iii. Feedback on KEB policy

1. Other related policies to look at – sexual harassment.
2. Major safety concerns should be able to jump the chain of command – policy should reflect this idea.
3. Policies need to crosswalk with others to ensure there are no gaps in the process.
4. Confidentiality – how to ensure that there are no repercussions to students or others.
5. Even if inconclusive, record should be maintained in a file. What is documentation? How to protect all? Personnel files are confidential.

V. Professional Standards, Sexual Harassment – Employees
   a. Expertise: Diana Fenton (NH DOE Attorney)
   b. Legal References:
      i. Ed 303.01(j) Substantive Duties of School Boards; Sexual Harassment Policy
      ii. Ed 306.04(a)(9) Sexual Harassment
      iii. RSA 354-A:7 Unlawful Discriminatory Practices
      iv. RSA 189:13 Dismissal of Teacher
      v. RSA 189:14-a Failure to Be Renominated or Re-elected
      vi. RSA 189:14-d Termination of Employment
      vii. RSA 189:31 Removal of Teacher
      viii. NH Code of Administrative Rules, Section Ed 511 Denial, Suspension or Revocation of Certified Personnel
   c. Policies:
      i. Professional Expectations
      ii. Staff Ethics
      iii. Staff Conduct
      iv. Employee–Student Relations
      v. Background Investigation and Criminal Records Checks
      vi. Employment References and Verification
      vii. Sexual Harassment (employees, staff)
   d. Participants from July 8: Colleen, Daniel, Karen, Lynn, Kate, Darlene, Kimberly, Jenny, Betsy, David, Barb, Diana
   e. Notes from July 8
      i. Students need to see behaviors change
      ii. Parents need to know where to go with concerns; chain of command
      iii. Documentation needs to be complete when something is reported
      iv. Respond and acknowledge reports
      v. Professional development
      vi. Is an ombudsman needed?
      vii. A culture of accountability, communication, clear procedures is needed
      viii. Reviewed new Code of Ethics, Code of Conduct and the associated duty to report
      ix. Reporting forms need to be usable for students (signing legal document?). It was clarified that students do not need to fill out the form in order to activate the reporting process. Some students may be more comfortable filling out a form than speaking with an adult on this topic.
      x. Make crisis center phone number available
Concord School District Policy #431
Professional Expectations

A high standard of professional attitude and work is required by the School Board. All employees of the District are expected to maintain high standards in their conduct both on and off duty. District employees are responsible for providing leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary conduct. To these ends, the Board adopts the following statements of standards. District employees will:

- Ensure the well-being of students is the primary consideration when making decisions and taking actions.
- Maintain just, courteous and proper relationships with students, parents, staff members and others.
- Promote a climate of accountability and responsiveness, including investigating promptly and acting on concerns raised, and responding to the person raising the concern.
- Fulfill their job responsibilities with honesty and integrity.
- Direct any criticism of other staff members toward improving the District. Such constructive criticism is to be made directly to the building administrator. When reporting concerns about other staff members, do so in a manner that is aimed at improving the District and respectful of the chain of command.
- Obey all local, state and national laws.
- Implement the Board’s policies, administrative rules and regulations.
- Avoid using position for personal gain through political, social, religious, economic or other influence.
- Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.
- Honor and respect the elements of all contracts until fulfillment or release.
- Maintain all privacy and confidentiality standards as required by law.
- Exhibit professional conduct both on and off duty.
- Adhere to the Code of Ethics and the Code of Conduct for New Hampshire Educators.

Employees are put on notice that this list is not intended to be exhaustive or complete. Employees who fail to abide by the terms of this policy may be non-renewed and/or face discipline up to and including termination. Any action taken regarding an employee’s employment with the District will be consistent with all rules, laws and collective bargaining agreements, if applicable.
Legal References:
RSA 189:13, Dismissal of Teacher
RSA 189:14-a, Failure to Be Renominated or Re-elected
RSA 189:14-d, Termination of Employment
RSA 189:31, Removal of Teacher
NH Code of Administrative Rules, Section Ed 511, Denial, Suspension or Revocation of Certified Personnel

Corresponds to NHSBA Policy GBEA
Concord School District Policy #432 *

Reporting Child Abuse and Neglect

A. Statutorily mandated reporting – all persons.

Under New Hampshire law (RSA 169-C:29), every person who has “reason to suspect” that a child has been abused or neglected is required to report that suspicion to Division of Children Youth and Families (DCYF) of the New Hampshire Department of Health and Human Services or directly to the police. Under RSA 169-C:30, the initial report “shall be made immediately via telephone or otherwise.”

The requirement to report is not dependent on whether there is proof of the abuse or neglect, nor is it dependent on whether the information suggests the abuse or neglect is continuing or happened in the past. Any doubt regarding whether to report should be resolved in favor of reporting. Failure to report may be subject to criminal prosecution, while a report made in good faith is entitled to both civil and criminal immunity. Additionally, a “credential holder,” as defined in New Hampshire Department of Education (NHDOE) Rule 501.02(h), who fails to report suspected abuse or neglect, risks having action taken by the NHDOE against his/her credential. See NH Code of Conduct for Educators, Ed. 510.05(e).

The report should contain:

a. The name and address of the child suspected of being abused or neglected;

b. The person responsible for the child’s welfare;

c. The specific information indicating neglect/abuse or the nature and extent of the child’s injuries (including any evidence of previous injuries);

d. The identity of the person or persons suspected of being responsible for such neglect or abuse; and

e. Any other information that might be helpful in establishing neglect or abuse.

To report child abuse or neglect to DCYF, call 24/7 (800) 894-5533 (in-state) or (603) 271-6562. In cases of current emergency or imminent danger, call 911.

B. Additional provisions relating to school employees, volunteers and contracted service providers.

Any school employee, designated volunteer or contracted service provider having reason to suspect that a child is being or has been abused or neglected shall must also immediately report his/her suspicions to the building Principal or other building supervisor. This initial report may be made orally but must be supplemented with a written report as soon as practicable after the initial report, but in no event longer than one calendar day.

1. Request for assistance in making initial report.
The initial report to the Principal/building supervisor may be made prior to the report to DCYF/law enforcement, but only if:

(a) the initial report is made for the purpose of seeking assistance in making the mandated report to DCYF/law enforcement, and

(b) reporting to the Principal, etc. will not cause any undue delay (measured in minutes) of the required report to DCYF/law enforcement.

When receiving a request for assistance in making a report, the Principal or other person receiving the request is without authority to assess whether the report should be made, nor shall they attempt in any way to dissuade the person from making the legally mandated report. Once the Principal/building supervisor receives the information, the law would impose a reporting requirement upon both the original reporter and the Principal.

2. Principal’s action upon receiving report.

Upon receiving the report/request from the employee, volunteer or any other person, the Principal/building supervisor shall immediately assure that DCYF/law enforcement is or has been notified, and then notify the Superintendent that such a report to DCYF has been made.

A written report shall be made by the Principal to the Superintendent within twenty-four (24) hours, with a copy provided to DCYF if requested. The report shall include all of the information included in the initial oral report, as well as any other information requested by the Superintendent, law enforcement or DCYF.

3. Requirements for reporting of other acts.

Employees/contract providers are also reminded of the requirements to report any act of “theft, destruction, or violence” as defined under RSA 193-D:4, l(a), incidents of “bullying” per Board Policy #539 and “hazing” per Board Policy #692 under RSA 671:7. A single act may simultaneously constitute abuse, bullying, hazing, and/or an act of theft, destruction or violence.

C. Signage and notification.

The Superintendent is directed to assure that the Principal or administrator of each school shall post a sign within the school that is readily visible to students, in the form provided by the Division for Children, Youth, and Families, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division’s website. Additionally, information pertaining to the requirements of section A of this policy shall be included in each student handbook or placed on the district’s website.

D. Training required.

The Superintendent shall assure that all District employees, designated volunteers and contracted service providers receive training (in-person or online) upon beginning service with the District, with annual refreshers thereafter, on the mandatory reporting requirements, including how to identify suspected child abuse or neglect.
The reporting employee shall then immediately notify the appropriate state officials at the New Hampshire Department of Health and Human Services (NH DHHS). The Principal will then notify the Superintendent that such a report to DHHS has been made.

A written report to NH DHHS shall be made by the reporting employee within twenty-four (24) hours if requested by state officials. The report should contain the name and address of the child suspected of being abused or neglected, the person responsible for the child’s welfare, the specific information indicating neglect/abuse or the nature and extent of the child’s injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse and any other information that might be helpful in establishing neglect or abuse or that may be required by DHHS.

The School Board recommends all District employees receive routine training or information on how to identify child abuse and neglect.

The Principal or Administrator of each school shall post a sign in a public area within the school that is readily accessible to students, in the form provided by DHHS, Division for Children, Youth and Families, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division’s website.

Legal References:
NH Code of Administrative Rules, Section Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect
NH Code of Administrative Rules, Code of Conduct for NH Educators, Ed 510.05(e), Duty to Report
RSA 169-C, Child Protection Act
RSA 169-C:29-39, Reporting Law
RSA 189:72, Child Abuse or Neglect Information
RSA 193-D:4, Safe School Zones, Written Report Required

Adopted June 1984. Revised May 5, 2003; March 5, 2018. * Also Policy #537
Corresponds to NHSBA Policy JLF
Concord School District Policy #437
Employee – Student Relations

Staff members are expected to maintain courteous and professional relationships with students, maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established professional boundaries. Staff are expected to adhere to the Code of Ethics and the Code of Conduct for NH Educators.

Unless necessary to serve an educational or health-related purpose:

1. Staff members shall not make derogatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts between staff members and students is discouraged.
3. Staff members shall not fraternize, in writing or verbally, with students except on matters which pertain to school-related issues.
4. Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
5. Staff members may not have any personal social media contact with students.
6. Dating between staff members and students is prohibited.
7. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
8. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
9. Staff members shall not counsel, assess, diagnose or treat a student's personal problems relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.
10. Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.
11. Staff members shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.
12. Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes but is not limited to information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.
13. Staff members shall not be alone with a student in a room with a door closed, a locked door, or with the lights off.
14. Staff members are strongly discouraged from socializing with students outside of school on social networking websites, consistent with the provisions of Policy #434.

Staff members who violate this policy may face disciplinary measures up to and including termination, consistent with state law and applicable provisions of a collective bargaining agreement.

Any employee who witnesses or learns of any of the above behaviors shall report it to the building Principal and/or Superintendent immediately.

Adopted _____________, 2019
Corresponds to NHSBA Policy ______________
Concord School District Policy #521
Sexual Harassment—Students

The purpose of this policy is to maintain a learning environment for students—everyone that is free from sexual harassment or other improper or inappropriate behavior that may constitute harassment as defined below.

-Sexual harassment is against the law and is against School Board policy. Any form of sexual harassment is strictly prohibited. It is a violation of this policy for any student-person to harass another student-person through conduct or communication of a sexual nature as defined by this policy.

-The District will investigate all complaints, either formal or informal, verbal or written, of sexual harassment and will discipline any student-person who sexually harasses another student-person.

I. Sexual harassment/sexual violence clarified and defined

Concord School District expressly prohibits all forms of sex-based harassment: sexual harassment (including sexual violence) and gender-based harassment.

Sexual harassment is persistent, offensive and unwelcome conduct of a sexual nature. It includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature.

Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion.

The District also prohibits gender-based harassment, which is unwelcome conduct based on a person's gender or perceived lack of conformity with traditional gender stereotypes.

Sex-based harassment can be carried out by school employees, students or third parties. Any person can experience sex-based harassment irrespective of any aspect of that person's identity.

For students, sex-based harassment creates a hostile environment if the conduct is sufficiently serious that it denies or limits a student's ability to participate in or benefit from the school's programs. When the school becomes aware of possible sex-based harassment, it will take appropriate steps to investigate.

Any sexual contact or relationship between adults and students is strictly prohibited. Inappropriate physical contact between an adult and a student, whether the behavior is welcome or unwelcome, is grounds for dismissal. There is no circumstance in which these behaviors between adults and students are permissible. Any allegation of such contact will lead to the adult being placed on administrative leave immediately.
The District complies with all state and federal laws dealing with sex-based harassment. This policy seeks to educate members of the community about the nature of sex-based harassment as part of broader efforts to create a healthy and safe culture and climate in the school community.

Sex-based harassment of an adult occurs under the law when submission to such conduct is either an explicit or implicit term or condition of employment or any employment decision (e.g., promotion, training, timekeeping or overtime assignments, etc.); or the conduct has the purpose or effect of substantially interfering with an individual's work performance, or creating an intimidating, hostile or offensive work environment.

Identifying sex-based harassment

Sex-based harassment can take various forms, many of which violate state or federal laws. Not all forms of sex-based harassment may be readily apparent to every member of the community. It may be direct and overt or it may be subtle and ambiguous. It may be behavior that is repeated, or it may be more severe behavior that occurs only once.

Individuals might unintentionally act in a manner that others experience as sexually harassing. It is the responsibility of all members of the community to ensure that their words, actions and interactions with others always reflect the intent to promote respect and trust. Attempts to justify such behavior as a "prank" or "joke" do not change its harassing nature. Whatever the basis for the harassment, it is prohibited.

The following behaviors are examples of harassing behaviors. The list is suggestive rather than exhaustive, and members of the community should seek advice and assistance in any circumstance in which they are made to feel uncomfortable by the behavior of another.

Some examples of harassment are:

- physical assault, including rape or any coerced or non-consensual sexual relations
- sexual advances, whether they involve physical touching or not
- sexual physical contact
- sexual or lewd jokes, remarks, leering, whistling, brushing against the body or other suggestive or insulting gestures or comments
- inquiries into one's sexual experiences or activities or discussion of one's own sexual experiences or activities other than discussed in a confidential medical or mental health visit
- audiotaping, videotaping, or otherwise recording others in sexual or other potentially embarrassing circumstances and forwarding or threatening to forward the recorded material to others
- intimidating or suggestive remarks about an individual's gender or sexual orientation, whether actual or implied
- sexually suggestive or degrading sounds or remarks (written, oral or electronically transmitted), including graffiti and the spreading of sexual rumors, made to or about another member of the community
• the use of District technology to transmit sexually suggestive, offensive and/or degrading material, whether received at the District or elsewhere

• the open display of sexually offensive objects, pictures and messages

Sexual harassment of students shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;

2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student;

3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or opportunities; or creates an intimidating, offensive or hostile educational environment.

Relevant factors to be considered will include, but not be limited to: did the student view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students.

Examples of sexual harassment may include, but not be limited to: physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings, pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

II. Reporting procedures

1. The Superintendent or his/her written designee is responsible for implementing all procedures of this policy. Additionally, the Superintendent may develop and implement additional administrative regulations in furtherance of this policy.

2. Any student who believes he or she has been the victim of sexual harassment or who has witnessed sexual harassment should report the alleged act(s) immediately to any District employee or the building Principal. If a student initially reports the alleged act to a District employee, that employee shall immediately notify the Principal, who shall then immediately notify the Superintendent and the Concord Police Department (CPD). The Principal will also notify the parent(s) or guardian(s) of the alleged victim that a report was made to the school and to the CPD.

3. The Board encourages all students and staff members to use the report form available from the Principal or Superintendent. Reports will also be accepted electronically or verbally.
4. In each building, the Principal is the person responsible for receiving oral or written reports of sexual harassment. Upon receipt of a report, the Principal will notify the Superintendent and the CPD immediately without screening or investigating the report. If the report was given verbally, the Principal shall reduce it to written form within 24 hours and then forward it to the Superintendent and the CPD. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the Principal, the complaint shall be filed directly with the Superintendent.

5. The District will respect the confidentiality of the complainant and the person(s) against whom the complaint is filed as much as possible, consistent with the District's legal obligations and the necessity to investigate allegations of sexual harassment and take disciplinary action when the conduct has occurred.

6. The Board designates the Superintendent as the District Human Rights Officer to receive any report or complaint of sexual harassment. If the complaint involves the Superintendent, the complaint shall be filed directly with the Board.

7. If a sexual harassment complaint or accusation is made against an employee or volunteer, that person will be placed on administrative leave within 24 hours of the determination that an investigation is required. Any complaint that involves a staff member will be investigated by an independent investigator.

8. Submission of a complaint or report of sexual harassment will not affect the student's standing in school, grades, work assignments, eligibility for extra-curricular activities or any other aspect of the student's educational program. Consideration will be given to the development of a safety plan, to accommodations to support the reporter and to changing the offender's class schedule.

9. The use of formal reporting forms provided by the District is voluntary. The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the District's legal obligations and the necessity to investigate allegations of sexual harassment and take disciplinary action when the conduct has occurred.

III. Investigation and recommendation

The Superintendent, as the designated Human Rights Officer, will authorize an investigation upon receipt of a report or complaint alleging sexual harassment. This investigation may be conducted by District officials or by a third party designated by the Superintendent or by the Board.

If District officials conduct the investigation, the investigation should consider the surrounding circumstances, the nature of the sexual advances, the relationship between the parties and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment requires a determination based on all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged
incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. Students who are interviewed may have a parent or other representative present.

In addition, the District may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment.

If the Board determines that a third-party designee should conduct the investigation, the District agrees to assent to that party’s methods of investigation.

Upon completion of an investigation conducted by either District officials or a third party, the Superintendent will be provided with a written factual report and recommended action. The Superintendent shall update the Board annually on the number and disposition of complaints.

IV. District action

1. For students, if the investigating party determines that the alleged conduct constituted sexual harassment, the Superintendent or Principal may discipline the offending student. Such discipline may include, but is not limited to, detention, in-school suspension, out-of-school suspension, or expulsion. Education on this topic will also be considered mandatory as part of the education process. Discipline will be issued in accordance with other applicable Board policies. Due to FERPA and other privacy-related laws, the victim will not be informed of what discipline was imposed.

If the investigating party determines that the alleged conduct did not constitute sexual harassment, both the complaining party and the accused will be informed of such. No disciplinary action will be taken.

Conduct which does not rise to the level of sexual harassment as defined by the policy, but is nonetheless inappropriate or is in violation of other Board policies, will be addressed on a case-by-case basis by the Superintendent or Principal, who may still impose discipline or order the offending student to engage in some remedial action.

2. For staff, if the investigating party determines that the alleged conduct constituted sexual harassment, the Superintendent may discipline the offending employee. Such discipline may include, but is not limited to, a warning, training, temporary suspension and/or dismissal. Any discipline will be in accordance with all laws and collective bargaining agreements, if applicable.

If the investigating party determines that the alleged conduct did not constitute sexual harassment, both the complaining party and the accused will be informed of such. No disciplinary action will be taken.

Conduct which does not rise to the level of sexual harassment as defined by the policy, but is nonetheless inappropriate or in violation of other related Board policies, will be addressed on a case-by-case basis by the Superintendent, who may order the offending employee to engage in some remedial action.

V. Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against an individual who reports sexual harassment provides information during an investigation of such behavior.
or witnesses or has information about such behavior. Retaliation may include behaviors such as being ostracized, having rumors or misinformation spread about the reporter.

Retaliation against any individual for reporting violations of the policy, whether by the object of the complaint or someone else, will not be tolerated and will be subject to the same strict discipline as harassment itself. Each retaliatory offense will be investigated and sanctioned separately. Individuals who themselves are not complainants, but who participate in an investigation, for example, as witnesses or investigators, will also be protected from retaliation under this policy. The District will discipline any student who retaliates against any other student who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment or sexual violence complaint. Retaliation includes, but is not limited to, any form of intimidation, threats, reprisal or harassment.

VI. Right to alternative complaint procedures

These procedures do not deny the right of any student to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

VII. Sexual harassment or sexual violence as sexual abuse

Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under New Hampshire law. In such situations, the District shall comply with all pertinent laws.

Nothing in this policy will prohibit the District from taking immediate action to protect victims of alleged sexual abuse. (See Policy #432 Reporting Abuse and Neglect.)

VIII. Age-appropriate sexual harassment policy

Per the requirements of Ed 303.01(j), the Board is required to establish a policy on sexual harassment, written in age-appropriate language and published and available in written form to all students. This policy is intended to apply to middle school- and high school-aged students.

The Superintendent and Principal(s) are charged with establishing policies, rules, protocols and other necessary age-appropriate information or materials for the District’s elementary schools.

IX. Bypass of policy

Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to: N.H. Commission on Human Rights, at 2 Chennell Drive, Concord, NH 03301, phone 603-271-2767 or US Department of Health & Human Services, Office for Civil Rights, Region 1, JFK Building, Room 1875, Boston, MA 02203, phone 617-565-1340.

Legal References:
Ed 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy
Ed 306.04(a)(9), Sexual Harassment
RSA 193-D:4
Appendix: GBAA-R, BBA-R
Adopted June 4, 2018, Revised 2019
Corresponds to NHSBA Policy JBAA
Concord School District Policy #539
Student Safety and Violence Prevention – Bullying

I. General Statement of Policy
Concord School District is committed to providing all students with a safe school environment in which all members of the school community are treated with respect. The District believes that protecting against and addressing bullying is critical for: creating and maintaining a safe, secure and positive school climate and culture; supporting academic achievement; increasing school engagement; respecting the rights of all individuals and groups; and building community.

This policy is intended to protect all members of the school community, especially students and school-aged persons on District grounds and participating in District functions, regardless whether such student or school-aged person is a student within the District.

The Superintendent or designee is responsible for ensuring that the Student Safety and Violence Prevention – Bullying policy is implemented.

This policy is intended to comply with RSA 193-F, which specifically prohibits all forms of bullying and cyberbullying. Such conduct shall not be tolerated and is prohibited by this policy.

II. Definitions

Bullying is characterized by a power differential and involves aggressive behavior that is defined as a single significant incident or pattern of incidents that are severe or repeated and intended to cause harm. Bullying is defined as the severe or repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the targeted student or damage to the targeted student’s property;
- places the targeted student in reasonable fear of harm or damage to property;
- creates a hostile environment at school for the targeted student;
- infringes on the rights of the targeted student at school;
- materially and substantially disrupts the educational process or the orderly operation of the school; or
- creates a hostile educational environment.

Bullying can include, but is not limited to:

- actions motivated by an imbalance of power based on a student’s actual or perceived personal characteristics or beliefs; or
- actions motivated by the student’s association with another person and based on the other person’s characteristics, behaviors or beliefs; or
• hitting, slapping, pushing, and other physical conduct that causes bodily harm; or
• threatening in a manner that puts someone down or is cruel; or
• deliberately excluding someone as a way to humiliate or demean them.

Involving a written, verbal, or physical act, or gesture, or any combination thereof directed at another pupil or any electronic communication that:

1. Physically harms a student or damages the student's property;
2. Causes emotional distress to a student;
3. Interferes with a student's educational opportunities;
4. Creates a hostile educational environment; or
5. Substantially disrupts the orderly operations of the school or a school-sponsored activity or event.

Bullying includes:

1. Actions motivated by an imbalance of power based on a student's actual or perceived personal characteristics, behaviors, or beliefs; or
2. Actions motivated by the student's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Cyberbullying is defined as any conduct which is prohibited by this policy that is undertaken through the use of electronic devices.

Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, videogames and websites.

III. Statement of Prohibition

All forms of bullying, cyberbullying and retaliation as defined under this policy shall not be tolerated and are hereby prohibited.

The District reserves the right to address all forms of prohibited conduct and, if necessary, impose discipline for such misconduct that:

1. Occurs on, or is delivered to school property or a school-sponsored activity or event on or off school property; or during or outside of school hours, or
2. Occurs off of school property or outside of a school-sponsored activity or event, if the conduct:
   a. Interferes with a student's educational opportunities;
   b. Substantially disrupts the orderly operations of the school or a school-sponsored activity or event.

IV. Retaliation defined and plan to protect students from retaliation

Retaliation is defined as any form of prohibited conduct by a student directed against another student for reporting or filing a complaint, for aiding or encouraging the filing of a report or
complaint, for cooperating in an investigation under this policy, or for taking action consistent with this policy.

The District shall discipline and take appropriate action against any student who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

The consequences and appropriate remedial action for a student who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law and applicable Board policies.

Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.

IV. Plan to Protect Students from Retaliation

If the alleged victim or any witness expresses to the Principal or other staff member that he/she they believes he/she they may have been retaliated against, the Principal or designee shall develop a plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged offenders, temporary removal of privileges, or other means necessary to protect against possible retaliation.

V. Internal Reporting Procedures

At each school, the Principal or designee is initially responsible for receiving oral or written reports of violations of this policy.

Student Reporting

1. Any student who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal. If the student is more comfortable reporting the alleged act to a person other than the Principal, the student may tell any District employee about the alleged bullying. Forms for such reporting will be available throughout each school.

2. Any District employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of the that school day.

3. The Principal may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.

4. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section VII of this policy.

Staff Reporting

1. An important duty of the staff is to report acts or behavior that they witness which appear to constitute bullying.

2. All District employees and volunteers shall encourage students to tell them about acts that may constitute bullying. For young students, staff members may provide direct assistance to the student.

Any school employee, or designated volunteer under District Policy #890 or employee of a company under contract with the District or a school in the District who has witnessed, receives a report of, or has reliable information that a student has been subjected to bullying, shall report such incident to the Principal, or his/her designee, as soon as possible but no later than 24 hours after observing the incident or receiving the information.

The Principal may designate, in writing, an additional person to receive such reports and to conduct the investigation. The Principal person who investigates shall conduct the investigation according to administrative guidelines.

The District shall make available forms for reporting incidents of bullying and shall encourage the use of these forms. The forms shall be available in the Principal’s office in each building and from the Superintendent’s office. Students or parents who believe that bullying is occurring should report the information to the Principal or designee in a timely manner.

VI. Parent Communication

Initial Notice to Parent(s) or Guardian(s)

The Principal or designee shall report an incident of bullying to the parent(s) or guardian(s) of a student who has been reported as a victim and to the parent(s) or guardian(s) of a student who has been reported as a perpetrator offender of bullying within 48 hours of receiving the incident report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Waiver of Notification Requirement

The Superintendent or designee may, within a 48-hour time period, grant the Principal a waiver from the requirement that the parent(s) or guardian(s) of the alleged victim and the alleged perpetrator offender be notified of the filing of a report. A waiver may only be granted if the Superintendent or designee deems such a waiver to be in the best interest of the victim or perpetratoroffender. Any waiver granted shall be in writing.

VII. Investigation
1. The Principal or designee shall promptly investigate all reports of bullying within five (5) school days of receiving a report. The Superintendent may grant in writing an extension of the time period for the investigation for up to an additional seven (7) school days, if necessary, and shall notify, where appropriate, all parties of such extension in writing.

2. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report by the Principal or designee.

3. Students who are found to have violated this policy may face discipline in accordance with other applicable School Board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.

4. Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student’s user name, password or other authenticating information to a student’s personal social media account or access the account in the presence of a school official. The District may request of a student or a student’s parent/guardian that the student voluntarily share printed copies of specific information from a student’s personal social media account if such information is relevant to an ongoing District investigation. However, the District may not take any disciplinary action if a student refuses to disclose such information.

VIII. Discipline and Remediation Plan

All disciplinary and remedial action shall be taken in accordance with the law and the following procedures.

Disciplinary Action of Substantiated Bullying

If an investigation concludes that a student has engaged in bullying conduct prohibited by this policy, the student shall be subject to appropriate discipline and remediation, ranging from positive behavioral interventions up to and including long or short term suspension or expulsion.

Bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no single, appropriate response to substantiated acts of bullying. While conduct that rises to the level of bullying as defined above will generally warrant disciplinary action against the perpetrator/offender, the extent of disciplinary action is a matter for the professional discretion of the Principal or designee. Any such disciplinary or remedial action shall be designed to correct the problem behavior, prevent future occurrences of such behavior, protect the victim, provide support and assistance to the victim and perpetrator/offender, and prevent the likelihood of retaliation.

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the
student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim and take corrective action for documented systematic problems related to bullying.

Examples of consequences may include, but are not limited to:

- Admonishment
- Temporary removal from classroom
- Deprivation of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out-of-school suspension
- Expulsion

Examples of remedial measures may include, but are not limited to:

- Restitution
- Mediation
- Peer support group
- Corrective instruction or other relevant learning experience
- Behavior assessment
- Student counseling
- Parent conferences

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

False Reporting

A student found to have intentionally falsely accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

IX. Reporting Substantiated Incidents to the Superintendent

The Principal shall forward all substantiated reports of bullying to the Superintendent – all reports – substantiated or not.

X. Report to Parent(s) or Guardian(s) upon Completion of Investigation

1. Within two school days of completing an investigation, the Principal will notify the students involved in person of his/her findings and the result of the investigation.
2. The Principal will notify via telephone the parent(s) or guardian(s) of the alleged victim and alleged offender of the results of the investigation. The Principal will also send a letter to the parent(s) or guardian(s) within 24 hours again notifying them of the results of the investigation.

3. If the parent(s) or guardian(s) request, the Principal shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.

4. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parent(s) or guardian(s) of other students involved in a bullying incident.

5. The Superintendent may grant in writing an extension of the time period for providing such report for up to an additional seven (7) school days, if necessary. The Principal shall notify, where appropriate, all parties of the granting of the extension in writing.

The Principal or designee shall provide a report of the findings of the investigation to the parents of a student who has been reported as a victim and to the parents of a student who has been reported as a perpetrator of bullying within ten (10) school days of completion of the investigation. Such report shall explain the actions taken by the District and shall be made in accordance with applicable state and federal law, such as the Family Educational Rights and Privacy Act of 1974 (FERPA). This report should be documented in writing.

Non-Disciplinary Action of Substantiated Bullying

When acts of bullying are identified early and/or when such acts do not reasonably require a severe disciplinary response, students should be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Peer mediation may not be considered as a remedial action as an imbalance of power may make the process intimidating for the victim and exacerbate the problem.

XI. Appeals

Parent(s) or guardian(s) who are aggrieved by the investigative determination letter of the principal or his/her designee may appeal the determination to the Superintendent for review. The appeal shall be in writing addressed to the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek. The Superintendent shall not be required to re-investigate the matter and shall conduct such review as he/she deems appropriate under the circumstances.

It is in the best interests of students, families and the District that these matters be promptly...
resolved. Therefore, any such appeal to the Superintendent shall be made within ten (10) calendar days of the parent(s) or guardian(s)'s receipt of the investigative determination letter of the principal or his/her designee. The Superintendent shall issue his/her decision in writing.

If the parent or guardian is aggrieved by the decision of the Superintendent, they may appeal the decision to the Board within ten (10) calendar days of the date of the parent(s) or guardian(s)'s receipt of the Superintendent's decision. An appeal to the Superintendent shall be a prerequisite to any appeal to the Board. The appeal to the Board shall be in writing, addressed to the Board President in care of the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek.

Aggrieved parent(s) or guardian(s) have the right to appeal the final decision of the Board to the State Board within thirty (30) calendar days of receipt of the written decision of the Board, in accordance with RSA 541-A and State of New Hampshire Department of Education Regulations set forth in ED 200. The State Board may waive the thirty-day requirement for good cause shown, including, but not limited to, illness, accident, or death of a family member.

XII. Distribution and Notice of Policy

In addition to the distribution and notification polices below, all staff, students, and parents or guardians are reminded that it is necessary to follow these steps to prevent bullying at school:

1. Report bullying when it occurs;
2. Talk about bullying at home and in school;
3. Inform the school immediately if someone is being bullied or is bullying other students; and
4. Cooperate fully with school personnel in identifying and resolving incidents.

Staff and Designated Volunteers

The Superintendent or designee shall provide notice to students, staff, and designated volunteers of this policy through appropriate references in the student and employee handbooks, or through other reasonable means. The Superintendent or designee shall also make all contractors contracting with the District aware of this policy.

Students

Students shall participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding bullying, the District's prohibition of such conduct, and the reasons why the conduct is destructive, unacceptable, and shall lead to discipline.

Parents

The Superintendent or designee shall provide notice to parents or guardians of this policy through appropriate references in the student handbooks, or through other reasonable means. The Superintendent or designee shall inform parents and guardians of strategies to help prevent bullying at school.
XIII. Training and Periodic Assessment

Staff and Volunteers

The Superintendent or designee shall develop appropriate methods of discussing the meaning, substance, and application of this policy and the importance of promoting a positive school climate with staff and designated volunteers to minimize the occurrence of bullying. The District shall train staff and designated volunteers annually on how to effectively prevent and respond to any conduct covered by this policy.

Assessment

The District will conduct periodic, District-wide assessment of this policy.

XIV. Other District Policies

While this policy is intended to protect students from actions of other students, the acts of other persons within the school system are regulated by a series of other District policies, including the following policies: Non-Discrimination (#160, #412, #571 and #631), Sexual Harassment (#414 and #521), Code of Student Conduct (#540), Safe Schools (#520), Child Abuse and Neglect (#432 and #537), Student Conduct on Buses (#541.4 and #711.1), and Acceptable Internet Use – Students (#542).

Adopted August 6, 2001. Revised November 1, 2010; December 7, 2015, 2019
Corresponds to NHSBA Policy
Concord School District
Elementary – Middle School Bullying Report Form

Name of witness/reporter: ________________________________
Position: ________________________________
Name of victim: ________________________________
Name of alleged bully: ________________________________
Description of incident: ________________________________

Other pertinent information: ________________________________

I agree that all of the information on this form is accurate and true to the best of my knowledge.
Signature: ________________________________ Date: ________________________________
Concord School District
High School Bullying Reporting Form

The School Board is committed to providing all pupils a safe and secure school environment. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited. This is a form to report bullying that occurred on school property; at a school-sponsored event either on or off-campus; on a school bus; or on the way to and/or from school. This form should be completed and returned to the building Principal or other administrator. Contact the school for additional information or assistance.

Today's date: __________________________

Person reporting the incident:

Name: __________________________ Telephone: __________________________

Place an X in the appropriate box:

- Student
- Parent(s)/guardian(s)
- Other (please state: __________________________)

Information about alleged incident:

1. Name of student who was bullied: __________________________ Age: __________

2. Name(s) of alleged offenders: __________________________ Age: __________
   __________________________ Age: __________
   __________________________ Age: __________

3. Date(s) on which the incident occurred: __________________________

4. Place an X next to the statement(s) that best describe what happened (choose all that apply):

- Any bullying that involves physical aggression
- Getting another person to hit or harm the student
- Teasing, name-calling, critical remarks or threats
- Demeaning and making jokes about the alleged victim
- Rude or threatening gestures
- Intimidating, extorting or exploiting
- Spreading harmful rumors or gossip
- Electronic communication (specify) __________________________
- Other (specify) __________________________
5. Where did the incident happen?

☐ On school property
☐ On a school bus
☐ At an off-campus school-sponsored activity
☐ On the way to/from school
☐ Off-campus (specify) ____________________________

6. Were there any other witnesses present, and if so, who were they?

Name: _________________________________________  ☐ Student  ☐ Staff  ☐ Other
Name: _________________________________________  ☐ Student  ☐ Staff  ☐ Other
Name: _________________________________________  ☐ Student  ☐ Staff  ☐ Other

7. Describe the incident in your own words, to the best of your ability. Include the names of the people involved, what occurred and what each person did and said, including specific words used. Please use additional paper, if necessary.

________________________________________________________________________
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Concord School District
Bullying Investigation Form for Administrators

1. Name of administrator investigating this report: __________________________

2. Names and dates of persons interviewed
   1. Name: __________________________ Date: __________________________
      □ Student □ Staff □ Other
   2. Name: __________________________ Date: __________________________
      □ Student □ Staff □ Other
   3. Name: __________________________ Date: __________________________
      □ Student □ Staff □ Other

3. Any prior documented incidents by the aggressor? □ Yes □ No

4. Did the victim report any of the following? (check all that apply)
   □ Physical harm or damage to the victim’s personal property
   □ Emotional distress
   □ Interference with educational opportunities
   □ Fear of retaliation or reprisal

5. Plan to protect victim and/or witnesses from retaliation (if applicable)
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

6. Notification of parent(s)/guardian(s)
   Date: __________________________ Time: __________________________
   Person spoken to: __________________________ Method of communication: __________

7. Investigation
   Date began: __________________________
   Persons interviewed:
   1. Name: __________________________ Date: __________________________
   2. Name: __________________________ Date: __________________________
3. Name: ___________________________ Date: ______________

Results and findings of the investigation

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Date investigation completed: ______________

Date parents/guardians were contacted with results of the investigation: ____________

8. Conclusions of investigation

Finding of bullying or retaliation?  □ Yes  □ No

If “No” the incident is documented as: ____________________________

If “Yes” the District’s action taken:

□ Loss of privileges

□ Detention

□ Suspension

□ Remediation

□ Other: ____________________________

Signature: ___________________________ Date: ______________

(A copy of this report must be sent to the Superintendent)
The Board believes that complaints and grievances are best handled and resolved by the parties directly concerned. Complaints may be brought forward by parents, students or any member of the community. The proper channeling of complaints will be as follows:

1. Teacher
2. Principal
3. Superintendent
4. School Board

Any complaint presented to the Board about school personnel shall be referred back through proper administrative channels. The Board will not hear complaints from individuals until such complaints have first been brought forth through the appropriate and applicable administrative procedures. Exceptions to this provision are for complaints that relate solely to Board actions or Board operations.

In the event a complaint is made directly to an individual Board member, the procedure outlined below shall be followed:

1. The Board member shall refer the person making the complaint to the Superintendent for investigation. The Superintendent may delegate the investigation to the Principal.

2. If the member of the public will not personally present the complaint to the Superintendent or Principal, the Board member shall then ask that the complaint be written and signed. The Board member will then refer the complaint to the Superintendent for investigation.

3. If the person making a complaint feels that a satisfactory reply has not been received from the Superintendent, he or she may request that the complaint be heard by the Board. The Board will hear and act upon the complaint only by majority vote. If the Board does hear and act upon the complaint, all Board decisions shall be final.

4. If the Board decides, in accord with Paragraph Three, to hear and act upon a complaint that pertains to personnel, employee, student or administrative matters, it shall determine whether the complaint shall be heard in public or non-public session in accordance with RSA 91-A:3 and the laws pertaining to student and family privacy rights. The Board shall also determine whether it is appropriate to inform the individual who is the subject of the complaint of the meeting and to provide said individual with further opportunity for explanation, comment and presentation of the facts to the Board.

5. If the Superintendent is the subject of the complaint, the Board shall determine whether the complaint should be heard in public or non-public session in accordance with RSA 91-
A:3. The Board may, to the extent it is appropriate, advise the Superintendent of the nature of the complaint and may give the Superintendent an opportunity for explanation, comment and presentation of the facts.

Following are the procedures for parents and other community members to communicate concerns about school policies, procedures or personnel.

Bring the issue to the person directly responsible for the concern.

If the concern is not resolved on the 1st level, bring the concern to the immediate supervisor such as the Principal or director. (The name and telephone number of the appropriate supervisor can be obtained at Central Office at 225-0811.)

If the concern is not resolved by the immediate supervisor, bring the concern to the Office of the Superintendent where you will be referred to the appropriate Central Office administrator.

If the concern is not resolved or there is no Central Office supervisor, bring the concern to the attention of the Superintendent.

The Superintendent shall resolve the matter.

The Superintendent is responsible for monitoring the procedures for communicating concerns to school officials. The Superintendent shall report to the School Board.

If an individual does not feel that the District policy was administered properly by the Superintendent, he/she may request a meeting before the Communications and Policy Committee of the Board.

The Communications and Policy Committee will review the Superintendent’s administration of District policy.

Adopted 1975. Revised 1983; 1985; August 6, 2001; 2019
Corresponds to NHSBA Policy
MEMORANDUM OF UNDERSTANDING
for administering the Provisions of the Safe Schools Law RSA 193-D

CONCORD POLICE DEPARTMENT AND CONCORD SCHOOL DISTRICT

1. General Principles

The School District and the Police Department agree to work in a cooperative effort to provide a safe and healthy school environment for students, staff and visitors. In furtherance of that effort, this Memorandum of Understanding is intended to comply with the provisions of RSA 193-D Safe School Zones. The District and the Police Department further agree to respond effectively to incidents of school delinquency or criminal behavior in school, on school grounds, and at school sponsored events.

This memorandum deals with the law enforcement response to any incident involving the possession, use, sale or distribution of alcohol and other drugs in a school setting or during any school sponsored activity. This memorandum also addresses the efforts by the school and police to respond to incidents of violence; weapons possession; or acts of theft, violence or destruction, on school property and at school functions, under the provisions of and in concert with the implementation of the Safe Schools Act, RSA 193-D. This Memorandum applies to reportable behavior of adults, as well as, youth.

The School District and the Police Department agree to coordinate these efforts with the local prosecuting Attorney’s Office and the New Hampshire Department of Education.

The School Board recognizes that in cases of an emergency situation or imminent danger to students, staff or the community, the Police Department and the School District may act without regard to the Memorandum of Understanding. Nothing contained in this Memorandum is intended to limit the events that may be reported to the Police Department or limit school employees from requesting police assistance on matters not referred to in this Memorandum.

In the event either the School District or the Police Department desires to amend this Memorandum, the agency seeking changes will arrange for meeting with the other.

2. Definitions

The following terms, as defined in RSA 193:D-1 apply to this Memorandum:

- "Safe School Zone" means an area inclusive to any school property or school buses.
- "School" means any public or private elementary, secondary or secondary vocational-technical school in New Hampshire. It shall not include home schools.
- "School Employee" means any school administrator, teacher, or other employee of any public or private school, school district, school department, or school administrative unit, or any person providing, or perforating continuing contract services for any public or private school, school districts school department or school administrative unit.
- "School property" means all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.
- "School purposes" means school-sponsored programs, including but not limited to educational or extra-curricular activities.

3. School/Police Liaisons

In order to facilitate prompt and clear communication of incidents, School District and the Police Department will designate individuals to serve as primary contact liaisons. The Superintendent of Schools shall designate the Principal at each school as that school's Reporting Official. They shall be responsible for handling all reportable incidents of: (1) drug/alcohol use, possession, sale and/or distribution; (2) assault or violence; (3) possession of weapons; (4) theft or destruction of property; and/or (5) incidents of hazing. The School District liaison will communicate information on such incidents to the Police Department.

The Chief of Police shall designate a police officer(s) who shall be responsible for handling all reportable incidents brought to the attention of the Police Department by the school's Reporting Officials. In addition to communication between the Reporting Official and the Police Officer on the specific incidents mentioned above, it is recommended that Officer and Officer meet regularly to discuss the scope of these problems, and to identify strategies aimed at reducing them.

4. Reportable Acts

A. School Reports to Police Department
   a. Mandatory: Notwithstanding the provisions of RSA 193-D, the Safe School Zone Act, the following incidents must be reported to the Police Department by the designated school employee:
      i. Possession of alcohol by a minor or if it appears that a student is under the influence of alcohol or drugs on school property, or at school functions;
      ii. Possession, selling or distribution of any controlled substance (including drug paraphernalia) as defined in NH RSA 318-B, by an individual on school property, or at school functions;
      iii. Any incident in which any individual who is responsible for, suspected of, or determined to be selling or distributing drugs or alcohol on school property, or at school functions;
      iv. Unlawful possession, sale, or use of firearms or other dangerous or prohibited weapons, fireworks and explosives, as defined in NH RSA's 208, 644 and 159, on school property, or at school functions;
      v. Arson under RSA 634:1 any person who knowingly starts any fire or causes any explosion which results in injury, damage to property of another, or is done with intentional disregard for the safety of others;
      vi. Burglary under RSA 635: any person who enters a building to separately secured section of a building, with a purpose to commit a crime;
      vii. Robbery under RSA 636: including any theft that is accomplished by the physical force or the threat of imminent use of force;
viii. Thefts of property where the value is more than $50.00, repeated occurrences of theft by one student, (thefts by students who are in the third grade or lower are generally not reported to the Police);

ix. Homicides under RSA 630: any death shall immediately be reported to the Police Department, regardless of suspected cause;

x. Any first- or second-degree assault under RSA 631, whereby an injury occurs to a person, requiring medical treatment beyond basic first aid or requiring outside medical follow up, caused by another person. Investigation may reveal that not all of these incidents constitute an actual crime. Reporting will allow an investigation to be conducted;

xi. Any sexual assault under RSA 632-A will be reported;

xii. Criminal Mischief under RSA 634:2, purposely or recklessly damaging the property of another, resulting in a value of $50 or more of damage. This includes vandalism to school property;

xiii. Threatening behavior under RSA 631:4 which purposely places or attempts to place another in fear of imminent bodily injury or physical contact.

xiv. Any employee to student offenses that violate the Code or Conduct, the Professional Responsibilities Policy and/or the Staff Student Relations Policy.

b. Discretionary Reporting Events are up to the Discretion of the Principal.

i. Refusal or neglect to conform to reasonable rules of the school or to clear non-injurious directions given by staff member.

ii. Simple assault incidents (which don't meet the criteria as stated in j. above), depending upon the nature of the incident, as determined by the school administration.

iii. Theft, under RSA 637, of property under $49.

iv. Criminal Mischief under RSA 634:2, purposely or recklessly damaging the property of another, resulting in a value of $49 or less of damage. This includes vandalism to school property.

B. Police Department Reports to School

a. The following information shall be reported by the Police Department to the School Principal:

i. An arrest made by the Police Department of a student, when such information is relevant to the safety of that student, or of other students in the school, where the law allows.

b. The following information may be shared with school Administration by the Police Department, subject to applicable statutes and regulations governing confidentiality:

i. The arrest and filing of a delinquency complaint against any student under the age of 17 years.

ii. Other non-criminal activity that the Police Department deems pertinent to the student's well-being, including but not limited to threatening to
attempt suicide; victimization of the student by a parent, caretaker or other individual).

5. Procedures for Reporting

A. It is agreed that every school employee who has witnessed or has information from the victim of an act of theft, destruction, or violence in a safe school zone shall report such act immediately to a supervisor. A supervisor receiving such report shall immediately forward such information to the school Principal. The Principal shall then contact the Police Department by telephone and report the incident. The Principal shall also provide the Police Department with a written report within 48 hours of the incident.

B. The report required shall include:
   a. Identification of the act of theft, destruction, or violence that was alleged.
   b. The name and address of witnesses to the alleged act.
   c. The name and home address of any person suspected of committing the act.

C. The written report required above shall be waived when there is a law enforcement response at the time of the incident which results a written police report.

D. School Response
   a. A teacher or other school employee who has reasonable grounds to believe that a student has committed a reportable act shall:
      i. Confront the student with the nature of the offense;
      ii. Escort the student to the Principal’s office;
      iii. Retrieve and turn over any physical evidence to the Principal.
   b. For Mandatory Reportable acts, the Principal shall:
      i. Notify the police and student's parent/guardian, and inform them of the nature of the incident;
      ii. Turn over any physical evidence seized and a written fact summary to the Police Department;
      iii. Initiate disciplinary action in accordance with Board policies.
   c. For Discretionary Reportable Acts, the Principal shall:
      i. Determine if the police and parent/guardian should be notified and, if so, make the calls as soon as reasonably possible. Any incident reported to the Police shall also be reported to the student's parent/guardian;
      ii. Initiate disciplinary action in accordance with Board policies.

E. Police Response
   a. The Police Officer will make contact with the school as soon as possible after receiving a report from the Principal to investigate the incident or take any other appropriate action.
b. During the investigation, the Police Officer may meet with the Principal, the student, the student's parent/guardian and appropriate persons with knowledge of pertinent facts, if required.

c. If at the conclusion of the investigation, the student is found to have committed the alleged offense, the Police Officer may initiate the formal complaint process.

d. When the Police Officer is called to the school in response to offenses involving the sale and/or distribution of drugs or alcohol, violent behavior, or the possession of a weapon, and when probable cause exists for arrest, the Officer shall take the appropriate action to initiate the formal complaint process.

e. To the extent possible, precautions will be taken by both Police and school officials at all times to ensure the education process is not disrupted.

________________________________________  __________________________________________
Chief of Police                               Date

________________________________________  __________________________________________
Superintendent                               Date

________________________________________  __________________________________________
School Board President                       Date
APPENDIX TO SUPPORT MEMORANDUM OF UNDERSTANDING
ALL OFFENSES COVERED BY RSA 193-D:1 AND RSA 189:13-aV

RSA 193-D:1 Definitions. –

I. "Act of theft, destruction, or violence" means an act set forth in the following statutes regardless of the age of the perpetrator:
   a. Any of the offenses enumerated in RSA 189:13-a, V.
   b. (1) Any first or second degree assault under RSA 631.
      (2) Any simple assault under RSA 631:2-a.
   c. Criminal mischief under RSA 634:2.
   d. Unlawful possession or sale of a firearm or other dangerous weapon under RSA 159.
   e. Arson under RSA 634:1.
   f. Burglary under RSA 635.
   g. Robbery under RSA 636.
   h. Theft under RSA 637.
   i. Illegal sale or possession of a controlled drug under RSA 318-B.

II. "Safe school zone" means an area inclusive of any school property or school buses.

III. "School" means any public or private elementary, secondary, or secondary vocational-technical school in New Hampshire. It shall not include home schools under RSA 193-A.

IV. "School employee" means any school administrator, teacher, or other employee of any public or private school, school district, school department, or school administrative unit, or any person providing or performing continuing contract services for any public or private school, school district, school department, or school administrative unit.

V. "School property" means all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.

VI. "School purposes" means school-sponsored programs, including but not limited to educational or extra-curricular activities.

RSA 189:13-aV

V. Any person who has been charged pending disposition for or convicted of any violation or attempted violation of RSA 630:1; 630:1-a; 630:1-b; 630:2; 632-A:2; 632-A:3; 632-A:4; 633:1; 639:2; 639:3; 645:1, II or III; 645:2; 649-A:3; 649-A:3-a; 649-A:3-b; 649-B:3; or 649-B:4; or any violation or any attempted violation of RSA 650:2 where the act involves a child in material deemed obscene; in this state, or under any statute prohibiting the same conduct in another state, territory, or possession of the United States, shall not be hired by a school administrative unit, school district, chartered public school, or public academy. The superintendent of the school administrative unit or the chief executive officer of the chartered public school or public academy may deny a selected applicant a final offer of employment if such person has been
convicted of any crime, misdemeanor or felony, in addition to those listed above. The governing body of a school district, chartered public school, or public academy shall adopt a policy relative to hiring practices based on the results of the criminal history records check and report of misdemeanors and felonies received under paragraph II. Such policy may include language stating that any person who has been convicted of any misdemeanor, or any of a list of misdemeanors, may not be hired. Such policy may also include language stating that any person who has been convicted of any felony, or any of a list of felonies, shall not be hired.
New Hampshire Mandated Reporting Law
Child Protection Act – RSA 169-C:29-31

Persons Required to Report:

New Hampshire law (RSA 169-C: 29) is clear that any person having reason to suspect that a child has been abused or neglected is required to report that suspicion to the Central Intake Unit of the New Hampshire Division for Children, Youth and Families (DCYF). The staff at the DCYF Central Intake Unit is entirely composed of people who have worked in the field and who can be used as consultants. Once a report is made, the Central Intake Unit will review the report and determine if an assessment by the local DCYF office is needed. If a situation does not rise to the level of assignment for an assessment, the report will be retained at the Central Intake Unit for four years. If a further report is made on this same family within the year, a re-determination will be made as to if DCYF involvement is warranted.

If you are unsure whether or not to make a call, MAKE THE CALL and discuss it with a DCYF Intake Worker. For more information, visit the DHHS website at https://www.dhhs.nh.gov/dcyf/

Mandated reporters of suspected abuse and neglect are afforded the protection in the reporting process:
- Anyone in good faith making a report is immune from any liability. (RSA 169-C: 31)
- The identity of the reporter and the content of the report are considered to be confidential.
- You can request to be anonymous.
- You may be asked to follow up your verbal report with a written report (within 48 hours).

Definitions:

RSA 169-C-3, II, defines an abused child as "...a child who has been:
- Sexually abused;
- Intentionally physically injured;
- Psychologically injured so that said child exhibits symptoms of emotional problems generally recognized to result from consistent mistreatment or neglect;
- Physically injured by other than accidental means.
- Subjected, by any person, to human trafficking as defined in RSA 633:7; or
- Subjected to an act prohibited by RSA 632-A:10-d."

RSA 169 –C: 3, XIX defines a neglected child as "a child:
- Who has been abandoned by his parents, guardian, or custodian; or
- Who is without proper parental care or control, subsistence, education as required by law, or other care or control necessary for his physical, mental, or emotional health, when it is established that his health has suffered or is very likely to suffer serious impairment; and the deprivation is not due primarily to the lack of financial means of the parents, guardian or custodian; or
- Whose parents, guardian or custodian are unable to discharge their responsibilities to and for the child because of incarceration, hospitalization or other physical or mental incapacity."

If you suspect a child has been abused or neglected, call the DCYF Intake Unit:
1-800-894-5533 or 603-271-6562
Concord School Board  
City and Community Relations Committee  
July 24, 2019

Committee members present: Liza Poinier, Chair, Danielle Smith, Barb Higgins  
Committee member absent: Pam Wicks  
Other Board members present: Tom Croteau, Jennifer Patterson  
Administration: Superintendent Forsten, Superintendent

Liza Poinier called the meeting to order at 5:30 p.m. and appointed Jennifer Patterson and Tom Croteau as temporary members. The following agenda items were discussed.

Stable building

The Abbot-Downing Historical Society would like to use the “stable building” to develop a museum for its Concord Coach collection in a partnership. Concerns were expressed about funding, parking (including access for buses and handicap accessibility) and traffic. The committee discussed the organization of the parking lot, the need for an engineering study and whether there is flexibility in parking. Committee members asked whether the lot is fully utilized for senior parking. The committee will discuss an update from the city’s perspective in September.

Memorial Field

The committee considered an offer of support to the city given its request that the District take some responsibility for Memorial Field. Barb Higgins addressed the District’s use of the fields, and the city’s use of District buildings. She asked whether these uses balance each other out. The committee discussed providing an estimate about the District’s use of Memorial Field and whether to make a contribution to upkeep. They discussed making a study of costs and staff, and establishing the District’s timeframe for the fields (from April to June and August to November). There was a discussion of the intended use of turf by Concord High School, the District’s practice schedule, the cost of ADA compliance, and fundraising for bleacher replacement.

Parent – Student Handbook

The committee discussed whether students and parents need to sign off on receipt of the handbook; whether signatures would be required of middle and high school students. They discussed how to make a usable (printable) version of the handbook for students, and how to gain assurance that the handbooks are being used. A suggestion was made to create an online survey to assess user input.
Brochure

The committee discussed essential elements of the brochure: size and layout, photography, color scheme, shorter/more concise text, "info graphics," quotes from students, photos of students and teachers, and a checklist for registration readiness. Committee members also discussed whether to consolidate and tighten the sections on CSD's elementary schools, to highlight each school's unique elements and locations. It was suggested that the online registration, map, and information about the School Board be removed.

The committee voted 5-0 to adjourn (motioned by Ms. Higgins, seconded by Danielle Smith).

The meeting adjourned at 7:05 p.m.

Respectfully submitted,

Liza Poinier, Chair
Terri Forsten, Recorder
## 2019–2020 Student/Staff Calendar

### August/September

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- **15 Days**

### March

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- **21 Days**

### April

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- **18 Days**

### May

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- **19 Days**

### June

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- **9 Days**

**Note:** Additional school days needed due to inclement weather will be added to June

- **82 Days**

**Curriculum Work Time:** 90 minutes between 3:00–5:00 PM

- **( )** = Professional Day - no school for students

- **X** = Days out for students and staff

**Curriculum Work Time:** 4:30–8:00 PM

**Parent-Teacher Conferences:**

- Jan. 27 – Jan. 28: Parent-Teacher Conferences
- Apr. 27 – May 1: Parent-Teacher Conferences

**Professional Days:**

- Aug. 27: Professional Day
- Jan. 20: Professional Day
- Feb. 24: Professional Day
- Mar. 20: Professional Day
- Apr. 1: Professional Day
- May 25: Professional Day

**Scho!l Holidays:**

- Jan. 20: Martin Luther King Jr. Day
- Jan. 24: Semester I Ends
- Jan. 27: Spring Break
- Feb. 24: Professional Day
- Mar. 20: Professional Day
- Apr. 1: Professional Day
- May 25: Memorial Day
- June 11: Last Day of School for Students (tentative)
- June 13: Graduation

**Curriculum Work Time:**

- Sept. 12 & 26: Curriculum Work Time
- Oct. 10 & 14: Curriculum Work Time
- Nov. 8: Curriculum Work Time
- Nov. 11 & 25: Curriculum Work Time
- Dec. 23: Professional Day
- Jan. 20: Professional Day
- Feb. 24: Professional Day
- Mar. 20: Professional Day
- Apr. 1: Professional Day
- May 25: Memorial Day
- June 11: Last Day of School for Students (tentative)
- June 13: Graduation

**Additional Information:**

- **Curriculum Work Time:** 90 minutes between 3:00–5:00 PM
- **( )** = Professional Day - no school for students
- **X** = Days out for students and staff

**Note:** Additional school days needed due to inclement weather will be added to June.
<table>
<thead>
<tr>
<th>Sun</th>
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<tr>
<td>5:30 p.m. Non-public Board meeting</td>
<td>7:00 p.m. Board meeting</td>
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<td>5:00 p.m. Executive</td>
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<td>5:30 p.m. Special Board meeting</td>
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## September 2019 Board Meetings

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<tr>
<td>Labor Day</td>
<td>7:00 p.m. Board meeting</td>
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<td>RMS back to school night</td>
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5:30 p.m. Finance Committee