I. CALL TO ORDER

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   • Policy #441 Assignments, Secondary ........................................... p. 36
     (2nd reading; recommended for deletion)
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     (2nd reading; recommended for deletion)
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IX. CITY AND COMMUNITY RELATIONS
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XII. PUBLIC COMMENT – any subject, in accordance with Board Policy #132

XIII. ADJOURNMENT
Concord School District
Board of Education
Regular monthly meeting
July 2, 2018

Board members: Clint Cogswell, Tom Croteau, Chuck Crush, Nathan Fennessy, Jennifer Patterson, Jim Richards, Pam Wicks

Board members absent: Liza Poinier, Maureen Redmond-Scura

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

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

Agenda Item 2. Approval of Agenda
Nathan Fennessy asked to amend the agenda with the addition of discussion of the Superintendent's contract under Item 6.

The Board voted 7-0 to amend the agenda with the addition of discussion of the Superintendent's contract (motioned by Mr. Fennessy, seconded by Tom Croteau).

The Board voted 7-0 to approve the amended agenda (motioned by Chuck Crush, seconded by Jim Richards).

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

Agenda Item 4. Approval of Board Minutes
Ms. Patterson briefly reviewed the minutes of the June 4 regular Board meeting and the June 20 Special Board meeting.

The Board voted 7-0 to approve the minutes of the June 4 regular Board meeting (moved by Mr. Fennessy, seconded by Mr. Croteau).
Jack Dunn noted that the Board voted on June 20 to move funds into a Trust Fund and a Reserve Fund. The New Hampshire Department of Revenue requires the motion to read that the amounts will be funded from the 2018 Unreserved Fund Balance. Further clarification and discussion resulted in two separate motions and votes, below.

The Board voted 5–0 (Ms. Patterson and Mr. Crush abstained) to amend the minutes of the June 20, 2018 Board meeting to reflect that Board voted that the transfers to the School Building and Renovation and Maintenance Expendable Trust Fund and the Vocational Capital Reserve Fund be funded from the June 30, 2018 Unreserved Fund Balance (moved by Mr. Croteau, seconded by Mr. Fennessy).

The Board voted 5–0 (Ms. Patterson and Mr. Crush abstained) to approve the minutes of the June 20 Special Board meeting as amended (moved by Mr. Fennessy, seconded by Mr. Croteau).

Agenda Item 5. Recognitions

Superintendent Forsten shared a thank-you note from student representative Logan Stevens. She noted that she has resigned from the Concord Y Board. She spoke about the Mill Brook School Principal search and the composition of the search committee, time parameters and school visit. Pam Wicks will act as the Board representative on the search committee; it is hoped to have a candidate for the August 6 Board meeting.

Assistant Superintendent Donna Palley spoke about the professional development activities the week of June 18 for teachers and educational assistants. Elementary teachers worked together, kindergarten teachers met separately, middle school teachers worked on performance assessments, high school teachers heard from a panel about the intersection of admissions and competency assessments in terms of college admissions. Various departments planned a variety of activities: art, music teachers. A two-day training from Boston Children’s Hospital was held recently with CSD and the Boys & Girls Club on understanding trauma in Concord’s refugee population. A two-day PACE conference will be held later in August. The Safe Schools grant will conclude at the end of September, with closing activities.

Matt Cashman spoke about summer renovation projects, including a facelift at BMS, new painting throughout the District, the BGS media center with new LED lights, ceiling tiles, new carpet and furniture to follow; the BGS third-grade wing and CHS roof projects. He noted that the timeline for the Westbourne/School Street-to-CHS-sidewalk project is scheduled for next year.

Mr. Prince presented a list of currently open positions, including: two MBS classroom teachers; one BMS teacher; Science and Spanish teachers at RMS; EMT teacher at CRT; Chemistry and English teachers at CHS; and instructional assistants at all levels.
Mr. Dunn updated the order for kindergarten furnishings, anticipated for delivery on July 17. Superintendent Forsten noted that kindergarten classes are currently enrolled at from 14 and 19 students each throughout the District. A kindergarten teacher at CMS and kindergarten and first grade teachers at MBS have been added. She noted that the Board will hear an update on the kindergarten curriculum at its next meeting.

Agenda Item 6. Personnel

Larry Prince presented two professional leaves of absence.

The Board voted 7-0 to approve the leaves of absence as presented (moved by Mr. Croteau, seconded by Mr. Fennessy).

Mr. Prince presented several teacher confirmations for the 2018-2019 school year. All salaries are based on the 2017-2018 CEA salary schedule. Steps reflect 2017-2018 placement unless otherwise indicated with an asterisk.

Audrey Knapp, Occupational Therapist, District, $16,133, 20% of M-14. Audrey replaces Fiona Quirk (20% of M-11 = $14,137) – transfer to full-time Occupational Therapist position. This is in addition to Audrey’s existing 80% Occupational Therapist position. Budgeted at $14,137

Kathryn Todd, Speech-Language Pathologist, Concord High School, $19,709, 30% of M-9, one year only. This is in addition to Kate’s 50% Speech-Language position. Funded by reallocation of special education teacher vacancy – Sara Hans – LOA. Budgeted at $24,200

Brian Beauman, Health Science Teacher, Concord Regional Technical Center, $65,696, M-9*. Brian replaces Thomas Bruno (M-8 = $63,202) – resignation. Budgeted at $63,202

Crystal Rubino, Special Education Teacher, Rundlett Middle School, $70,685, M-11. Crystal replaces Melanie MacDonald (M-14 = $80,665) – resignation. Budgeted at $80,665

Selina Blaine, Classroom Teacher, Beaver Meadow School, $50,728, M-3, one year only. Selina replaces Michelle Mulligan (B-13 = $73,182) – LOA. Selina is requesting a leave of absence from her 50% Special Education Preschool Teacher position. Budgeted at $73,182

Christine Holliday-Rowe, Classroom Teacher, Christa McAuliffe School, $41,580, B-1. New Position. Budgeted at $46,569

Jessica Laurin, Kindergarten Teacher, Abbot-Downing School, $45,737, M-1* New Position. Budgeted at $46,569

Shana Olszewski, Classroom Teacher, Beaver Meadow School, $41,580, B-1* Shana replaces Pamela Mosca (M-5 = $55,718) – resignation. Budgeted at $55,718
The Board voted 7-0 to approve the teacher confirmations as presented (moved by Mr. Cogswell, seconded by Mr. Fennessy).

Mr. Prince presented several coaching confirmations for the 2018-2019 school year.

Brian Beane, Assistant Freshman Football Coach, Concord High School, $3,534, Step 2, Group 6, 8.5%. Brian replaces David Levesque.

David Levesque, JV Assistant Football Coach, Concord High School, $5,405, Step 3, Group 4, 13%. David replaces Michael Pelletier

The Board voted 7-0 to approve the coaching confirmations as presented (moved by Mr. Fennessy, seconded by Mr. Fennessy).

Ms. Patterson noted that the Board met in a non-public meeting prior to the Board meeting to discuss the Superintendent’s contract. The new contract will include a 1.5% salary increase from $146,727 up to $148,710, with future increases to be determined by the Board before the beginning of the next contract year. Her vacation days will be 25 days in the next 2 years, 30 days at year 6 in the District, and associated carryover from 45 to 50 days in the last year of the contract. The annuity contribution will increase from $3,000 to $3,500.

Mr. Fennessy spoke in favor of the motion.

The Board voted 7-0 to approve the Superintendent’s 3-year contract for 2018-2020 (moved by Ms. Patterson, seconded by Mr. Crush).

Agenda Item 7. Negotiations Committee

Mr. Fennessy reported that the Committee met on June 4 and 18 to discuss negotiations. There is currently no contract with CEA.

Agenda Item 8. Communications & Policy Committee

Mr. Fennessy reported that the Committee met on June 11. A number of policies were before the Board for a first reading.

Policy #132 Agenda Preparation and Dissemination – there was discussion about specific language.

Policy #428 Death Benefits (Sick Leave) – one proposed change was to eliminate the words (Sick Leave) so that any accrued benefits would be paid out at death.

Policy #430 Restraint and Seclusion – the Committee discussed the definition of “restraint” and determined that it needed to track the statutory language. Mr. Crush asked about non-voluntary medication administration; Ms. Patterson noted that the only change to the policy was the definition of restraint. He noted that the allowable timeframe for seclusion was not specified, and asked whether the District’s spaces for
seclusion meet the standards of RSA 126-U:5:b. Ms. Palley noted that the District has a number of trained professionals to provide specific training to special education teams. Mr. Crush suggested that Board members be allowed to view the seclusion rooms.

Policy #431 Professional Expectations – language was added to include all staff, largely adopted the NHSBA policy.

Policy #433 Acceptable Internet Use – Staff – the word “Acceptable” would be eliminated.

Policy #434 Social Media – Staff – District employees are subject to policies/laws ... ETC

Policy #436 School District Social Media Websites (new) – this policy would regulate District-sponsored websites.

Policy #441 Assignments, Secondary (recommended for deletion)

Policy #441.1 Department Chairpersons/Coordinators (recommended for deletion)

Policies #521 Sexual Harassment – Students – the proposal was to adopt the NHSBA policy in the main. Mr. Croteau suggested that Board members study this policy closely.

Policy #530 Student Wellness – language changes were proposed in response to statutory changes.

Policy #758 Video/Audio Surveillance and Recordings (new). Mr. Crush asked whether recordings must be included in a student’s IEP for this provision to be applied.

Mr. Fennessy also noted that the grievance hearing that had been scheduled for June 27 was cancelled.

Agenda Item 9. Capital Facilities Committee

Committee Chair Jim Richards reported on the meeting of June 13, which was a tour of Beaver Meadow School. He thanked the staff involved. The tour focused on drainage and erosion, damage to paved sidewalks and driveways, traffic flow, etc. The Committee looked at play areas. The need for an emergency generator was discussed, particularly as the sewage holding tanks would begin to back up after only two hours of electric power cessation. The cost of a generator would be about $75,000. Summer projects include painting, ceiling tile replacement, and upgrade of the media center. Mr. Richards noted that the building tours are extremely valuable, and open to the public.

Agenda Item 10. Proposed calendar of meetings

Superintendent Forsten discussed the proposed Board calendars for July and August.
Agenda Item 11. Public comment
On behalf of the full Board, Mr. Croteau recognized Donna Palley for the 2018 Outstanding Service Award from the NH School Administrators Association.

Agenda Item 12. Adjournment

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

The meeting was adjourned at 8:30 p.m.

Respectfully submitted,

Tom Croteau, Vice President
Linden Jackett, Recorder
Concord School District  
Special Board meeting  
July 25, 2018

Board members: Clint Cogswell, Tom Croteau, Chuck Crush, Nathan Fennessy, Jennifer Patterson, Liza Poinier, Maureen Redmond-Scura, Pam Wicks

Board member absent: Jim Richards

Administrators: Superintendent Terri Forsten, Assistant Superintendent Donna Palley, Director of Student Services Bob Belmont

Others: Bill White, Brittany Snow, Sara Lamaronde

Board President Jennifer Patterson called the meeting to order at 5:30 p.m., noting that the meeting was a presentation by Bill White Associates to discuss services provided for special education students, particularly those with autism and/or behavioral issues.

Mr. White noted that his educational consultation services have, over the past 30 years, provided comprehensive behavioral and educational support services for children with autism (ASD), children with intellectual disabilities, and children with emotional/behavior disorders (EBD) within their schools, homes and community environments. His firm partners with school districts to assist them in developing support structures within schools so all children are educated in their home schools; to provide functional skill training to children that leads to independence and lifelong success in the community; and to provide family support in the home through contracts with state-wide agencies, Medicaid and private insurance companies.

The service delivery model has evolved over the years to meet the ever-changing needs of the population served, due to a dramatic increase in the number of children with ASD, EBD and co-morbid conditions, and an increase in severity of involvement. The current service delivery model includes research-based assessment and program development strategies; tenets of Applied Behavior Analysis (ABA); Board-Certified Behavior Analysts (BCBA) and Registered Behavior Technicians (RBT).

Over Mr. White’s 30-year partnership, there has been a dramatic increase in the number of children diagnosed with ASD nationwide, and in District schools between 1999 – 2010. In 1999 there were 20 children with ASD and in 2010, 120 children. He worked with District staff to develop a curriculum that led to meaningful inclusion of children with ASD and brought students back from out-of-district placements.

The partnership with Bill White Associates provides a support network for increasing numbers of EBD children in the District and for behavior consultation, including five building-wide Behavior Support Specialists at the elementary level. Current initiatives include increasing the District’s capacity to meet the educational and behavioral needs
of children with ASD and behavior disorders in a cost-effective manner through the ABA model; consultation; Educational Assistant training; and 1:1 direct support staffing. Board-Certified Behavior Analysts (BCBA) and behavioral consultants use the tenets of ABA to assist each child’s school team in assessing challenging behaviors and developing a plan. Through a 40-hour, hands-on Registered Behavior Technician (RBT) training program for District Educational Assistants, highly trained staff capacity for the most challenging children will be increased.

One-to-one (1:1) direct support staffing is used to bring students back from out-of-district placements, supports in-district students at risk of needing out-of-district placements, and support students when there are staff shortages in critical areas.

In response to a question from Nathan Fennessy about the number of staff supporting behaviorally challenged students, Mr. Belmont indicated eight. In response to a question about the number of consultants from Chuck Crush, Mr. Belmont responded that there were 177 contracted days for consultation.

A committee dedicated to Autism Spectrum Disorders (ASD), composed of Director of Student Services Bob Belmont, ASD consultants, and the District Special Education Directors and Coordinators, meets monthly for two hours. The committee agenda includes an update of the census spreadsheet; discussion of challenging individual cases; transition planning between grades; extended school year planning; discussion of role and placement of teachers of autism; discussion of overall progress with district ASD initiatives; adjusting initiatives as needed; discussion of out-of-district placements; assignment of ASD resources to individual buildings. Currently there are 22 preschool students, 63 elementary students, 32 middle students, and 44 CHS/Transition students with autism in the District; 161 students total.

All of the District’s youngest students with autism are supported by this collaborative team approach with the Bill White Services so that a solid skill foundation can be built; as students move through the system, ASD consultation services are no longer necessary for all students. By high school only 29% of District students with autism continue to need this level of support. This indicates that the foundation of skills built in preschool years is successful and results in meaningful long-term progress.

Tom Croteau asked how student progress is measured. Mr. White explained that the monthly meetings dedicate time to the most involved students. Daily data is reviewed regularly by school and District teams. Mr. Fennessy asked how services and supports are modified and would eventually not include consultant services; again, school and District teams constantly monitor each child.

Sara Lamaronde, BCBA, reviewed the new student process: a Special Education facilitator requests an initial observation on a student; the student is observed in several settings throughout the school day; a document review is conducted to provide additional background information; an Initial Observation Report is written and proactive supports are recommended. The school team discusses these observations.
and recommendations, decides as a team which behaviors to target and which strategies to implement first, and develops a “behavior package” individualized for that student. The “behavior package,” of which Ms. Lamaronde provided a sample, includes a daily ABC (Antecedent-Behavior-Consequence) grid-style data collection form, definitions of self-regulation levels or bio-behavior levels, and operational definitions of the student’s targeted behaviors.

In response to a question from Mr. Crush about when parents are included in this process, Ms. Lamaronde noted that if these services are part of a student’s IEP, parents would be well aware of the consultation. She estimated she worked with 60 students in the last year.

She noted that the ABC sheets are: collected daily and data is transferred to the monthly summary page; stored in the student’s binder in a secure location; provided to the BCBA at least monthly for analysis. Monthly, bi-monthly, or quarterly behavior summary reports are created and shared with the student’s team (including family members) to track behavioral progress over time. Data may also be shared via District email if behavioral patterns (or new behaviors) emerge.

Ms. Lamaronde reviewed the requirements for Registered Behavior Training Technician (RBT): must be 18 years of age and complete a background check; must possess a minimum of a high school diploma (most have a Bachelor’s degree); must complete 40 hours of live training with immediate feedback; must pass the RBT Competency Assessment (working with student and/or role play); must pass the RBT examination (computerized exam). Once certified, must have ongoing supervision by the BCBA twice each month; must pass the RBT Competency Assessment annually to maintain the credential. The first Registered Behavior Training Technician cohort began summer 2016 with 11 total participants. Seven became certified; five are active at this time. The second cohort began summer 2017 with 13 total participants. Eleven became certified; 10 are active at this time. The third cohort in summer 2018 has 13 total participants. There are a total of 15 active RBTs in Concord.

She described the process to become a Board-certified Behavior Analyst (BCBA), including a Master’s degree in Behavior Analysis, Education/Special Education, or Psychology (no exceptions); must complete a graduate-level course sequence approved by the BACB (Behavior Analyst Certification Board), usually six classes; must accrue 1500 hours of independent supervised fieldwork experience, of which 75+ hours must be face-to-face supervision with a designated BCBA mentor; must complete a computerized assessment (4 hours). Once certified, must complete 32 hours of Continuing Education Units every two years and must be able to supervise RBTs and candidates pursuing BCBA certification.

District professional development includes four days per school year; a 3.5-hour morning session for RBTs only; a 3-hour afternoon session, invitation only, for staff working directly with ASD students.
Ms. Lamaronde defined ABA for the Board: applied science centered on developing procedures which will produce measurable changes in behavior; focused on: analyzing behavior within the context of behavior-environment interactions (antecedents and consequences); teaching replacement behaviors that serve the same function as problem behaviors; improving socially significant behaviors for the learner and meets the needs of the learner at the current time.

In response to a question from Ms. Redmond-Scura about how students are diagnosed with autism, Ms. Lamaronde noted that this is a medical diagnosis.

Brittany Snow introduced the support continuum for students with emotional or behavior disorders (EBD), characterized by: difficulties with appropriate social interactions and relationships or academics; chronic behavior problems such as refusal, aggression, disrespect toward authority, inappropriate language, property destruction, etc.; processing work demands, tasks, or adhering to regular school-wide expectations; severe trauma and/or environmental triggers that impact their performance; processing verbal directions and/or prompts in a timely manner; controlling their thoughts and ideas; sleeping, concentrating, worrying and self-regulation. The District has a 1:1 framework of Positive Behavioral Interventions and Strategies (PBIS) with a focus on prevention. Each school has a Student Support Center with dedicated support staff. If a student is in crisis, or a teacher needs assistance, this staff is called to respond.

EBD consultation and support includes monthly consultative services at all elementary schools including the 3R program at Beaver Meadow, potentially involving formal observations, evaluations, behavior support plans, data collection, provide classroom and school wide behavior management strategies, ongoing team support and collaboration, and supervision of the school-wide behavior specialists.

In response to a question from Mr. Crush about local mental health providers, Ms. Lamaronde noted that several families support communication between school and mental health providers.

Ms. Snow described the student support room (SSR) model, a Tier 2 intervention, that provides collaborative, non-confrontational, problem-solving instruction in a 1:1 setting. The SSR flow chart allows for predictability during SSR visits, provides staff with a map to handle the students’ crisis, and ends with the goal to return to the classroom.

She also described the 3R Program, a Tier 3 Level support, at Beaver Meadow School that provides individualized academic and social skills instruction to students in grades 2 through 5 with various emotional, behavioral and academic needs. Students referred to this program often consistently demonstrate difficulties appropriately accessing academic and social learning opportunities.

In response to a question from Clint Cogswell about work at the middle and high schools, Mr. Belmont noted that school psychologists and consultants provide student supports.
In response to a question from Pam Wicks about how the District connects with preschool-aged students with behavior issues, Donna Palley highlighted the Family Center program.

There was further discussion about middle- and high-school program for students with EBD, and a discussion of data.

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

The meeting was adjourned at 7:44 p.m.

Respectfully submitted,

Maureen Redmond-Scura, Secretary
Terri Forsten, Recorder
Concord School District Policy #115

Board Member or District Officer Resignation

The School Board shall fill a vacancy occurring on the School Board. The School Board President shall nominate and the School Board shall elect, by majority vote, an individual from the same district or, if replacing a Board member who was elected at large, from the city at large. The individual elected shall serve until the next School Board election, when voters of the district shall elect a replacement.

If, for reasons of health, change in domicile, or any other compelling reason a member does decide to terminate service, the Board requests earliest possible notification of intent to resign so that the Board may plan appropriately for a replacement. A letter of resignation should be sent to the School Board President with a copy to the District clerk.

Adopted October 6, 2014
Revised December 5, 2016
Corresponds to NHSBA Policy BBBC
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: August 6, 2018
REFERENCE: Administrator Nomination 2018-2019 School Year

Kathleen Saad
Nashua, NH
Education:
- Simmons College, Boston, MA, CAGS/07
- Queens College, Queens, NY, MS/04
- University of New Hampshire, Durham, NH, BA/02
Experience:
- Birch Hill Elementary School, Nashua, NH
  - Assistant Principal/Math Curriculum Specialist, 15-18
  - Interim Assistant Principal, 14-15
- Dr. Norman W. Crisp Elementary School, Nashua, NH
  - Teacher Team Facilitator, 11-14
  - Grade 1 Teacher, 04-14
- PS 108/PS 97, Queens, NY
  - Teacher, 02-04
New York City Teaching Fellows, Queens, NY, 02-04
Katie replaces Phil Callanan (step IV = $113,483)
Budgeted at $113,483

$107,312
Step IV
prorated 230 days
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: August 6, 2018
REFERENCE: Teacher Confirmations 2018-2019 School Year

All salaries are based on the 2017-2018 CEA salary schedule. Steps reflect 2017-2018 placement unless otherwise indicated with an asterisk.

Aimee Castonguay
Weare, NH
Education: Plymouth State University, Plymouth, NH, BA/14
Aimee replaces Denise Fournier (40% of M-14 = $32,266) –
LOA and Katherine Mitchell (60% of M-14 = $48,399) – retirement
Budgeted at $80,665

Kristin Mullen
Concord, NH
Education: Ithaca College, Ithaca, NY, BA/93
Kristin replaces Jill Whitmore (B-13 = $73,182) – retirement
Budgeted at $73,182

Rebecca Hall
Nashua, NH
Education: Saint Anselm College, Manchester, NH, BA/18
Rebecca replaces Emily Wilkes (M-3 = $50,728) – transfer to Abbot-Downing School
Budgeted at $50,728

Concord High School
English Teacher
Plymouth State University, Plymouth, NH, BA/14
Aimee replaces Denise Fournier (40% of M-14 = $32,266) –
LOA and Katherine Mitchell (60% of M-14 = $48,399) – retirement
Budgeted at $80,665

Rundlett Middle School
Science Teacher
Ithaca College, Ithaca, NY, BA/93
Kristin replaces Jill Whitmore (B-13 = $73,182) – retirement
Budgeted at $73,182

Beaver Meadow School
Classroom Teacher
Saint Anselm College, Manchester, NH, BA/18
Rebecca replaces Emily Wilkes (M-3 = $50,728) – transfer to Abbot-Downing School
Budgeted at $50,728

$41,580

B-1 *

one year only
Erin Phillips
Gilmanton, NH
Education:
University of New Hampshire, Durham, NH, M.Ed./16
University of New Hampshire, Durham, NH, BS/13
Experience:
Woodland Heights Elementary School, Laconia, NH
Preschool Special Education Teacher, 16-18
Erin replaces Elizabeth Collopy (35% of M+30-2 = $17,755)
- transfer to full-time position. Balance of position funded through reallocations
Budgeted at $36,524

Ashley Grover Desmarais
Concord, NH
Education:
University of Maine, Bangor, ME, BA/05
Experience:
Winnisquam Regional Middle School, Tilton, NH
Music Teacher, 07-10
Barnstead Elementary School, Barnstead, NH
Music Teacher, part-time, 06-07
Ashley replaces Robert Fogg (B-8 = $23,618) – LOA
Budgeted at $23,618

Christine Moore
Bow, NH
Education:
Salem State University, Salem, MA, M.Ed./14
University of New Hampshire, Durham, NH, BS/03
Experience:
Hillsboro-Deering Elementary, Hillsboro, NH
Special Education Teacher, 11-18
Burke Elementary School, Peabody, MA
Special Education Teacher, 07-11
Christine replaces Crystal Rubino (M-11 = 70,685) – transfer to Rundlett Middle School
Budgeted at $70,685

Debra Caldwell
Pembroke, NH
Education:
Southern NH University, Manchester, NH, M.Ed./12
Southern NH University, Manchester, NH, BS/97
Experience:
Pembroke Hill School, Pembroke, NH
Classroom Teacher, 15-16
This is a new position

Cristin Devlin Kaufman
Bow, NH
Education:
University of Rhode Island, Kingston, RI, BS/91
Experience:
Bow Elementary School, Bow, NH
Kindergarten Teacher, 15-18
This is a new position

School Board Confirmations
August 6, 2018
Concord School District Policy #132
Agenda Preparation and Dissemination

The Superintendent shall prepare all agendas for meetings of the School Board. In doing so, the Superintendent shall consult with the Executive Committee of the Board.

Every Board member has the right to place items on the agenda. Items to be placed on the agenda should be received by the Superintendent at least seven days prior to the meeting. Matters not included in the agenda may be presented during the meeting provided the Board agrees to discuss the matter. The Board may choose not to deal with every agenda item.

Any Board member, staff member, student, or citizen of the District may suggest items of business. The inclusion of items suggested by staff members, students, or citizens shall be at the discretion of the Board President.

Consistent with RSA 91-A:3 and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public meeting agenda that is to be properly discussed in a non-public session. This shall not preclude the Board from giving notice of its intent to hold or enter into a non-public session and the statutory reason for doing such.

The Board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider them. The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled, or unless there is an emergency.

The agenda and supporting materials should be distributed to Board members at least three days prior to the Board meeting. Board members shall be expected to read the information provided them and to contact the Superintendent to request additional information that may be deemed necessary to assist them in their decision-making responsibilities.

When the final agenda has been established, it will be publicized in accordance with Policy #131.1 and will be made available to the public, upon request. The Board reserves the right to limit public discussion at Board meetings to agenda items only.

In order to ensure that persons who wish to appear before the Board may be heard and, at the same time, it may conduct its meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings:

1. The monthly Board meeting agenda will include time for citizens to address the Board on both agenda and non-agenda topics, at times identified on the agenda. Speakers will be allotted five minutes per person. This period may be extended by a majority vote of the Board.

2. Consistent with RSA 91-A:3 and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public agenda that is to be properly discussed in a non-public session. Complaints regarding individual employees,
personnel or students will be directed to the Superintendent in accordance with relevant policies.

3. All speakers are to conduct themselves in a civil manner. Obscene, libelous, defamatory or violent statements will be considered out of order and will not be tolerated. The Board President may terminate the speaker's privilege of address if the speaker does not follow this rule of order.

Legal Reference:
RSA 91-A:3, Non-Public Sessions

Adopted 1971. Revised April 3, 2017; __________, 2018
Corresponds to NHSBA Policy BEDB
Concord School District Policy #428

Death Benefits

If a permanent employee of the District shall die from any cause while in service, any remaining benefits shall be paid to the following classes in the following order of priority.

1. A named beneficiary whose name has been filed by said employee.
2. Or not having named a beneficiary, to the estate of the deceased.

Adopted 1968. Revised 1976; __________, 2018
Concord School District Policy #430 • Restraint and Seclusion

I. Introduction and purpose

Concord School District encourages the use of preventive and positive behavioral interventions to manage student behavior. In addition, the District strives to ensure that every student attending our schools is free from the unreasonable use of physical restraint and/or seclusion. The use of physical restraint and seclusion is limited to emergencies only.

II. Definitions

Parent shall mean the student’s parent or legal guardian.

Physical restraint is the use of bodily force to restrict a student’s freedom of movement or normal access to his or her body, but does not include conduct listed in Section V.

Restraint means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.

Seclusion means the involuntary placement of a student alone in a place where no other person is present and from which the particular student is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier. Seclusion may be considered seclusion even if a window or other device for visual observation is present. The term shall not include the voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave. Seclusion does not include circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place.

Serious injury means any harm to the body which requires hospitalization or results in the fracture of any bone, non-superficial lacerations, injury to any internal organ, second or third degree burns, or any severe, permanent, or protracted loss of or impairment to the health or function of any part of the body.

Trained Staff are those individuals who successfully complete and remain current in a training program that provides instruction in: preventing the use of restraint and seclusion; safe use of restraint and seclusion; evaluating the risk of harm in individual situations; and monitoring the effect of restraint and seclusion.

III. Use of restraint limited to emergencies only

Restraint shall only be used to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the student or others.
It shall be used only by trained staff, using extreme caution, and in a manner consistent with the District's training program.

It shall be used only when all other interventions have failed or have been deemed inappropriate.

It shall be used only to the degree and length necessary to avoid serious bodily harm to the child or others, and in such a way to preserve the confidentiality and dignity of all persons involved.

Restraint shall never be used explicitly or implicitly as punishment for the behavior of a student.

Schools shall not use medication restraint and shall not use mechanical restraint except as otherwise permitted in the transportation of students as provided in this policy.

IV. Use of dangerous restraint prohibited

The use or threatened uses of any of the following restraint or behavior control techniques are prohibited:

Any physical restraint or containment technique that

- Obstructs a student’s respiratory airway or impairs a student’s breathing or respiratory capacity or restricts the movement required for normal breathing;

- Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a student;

- Obstructs the circulation of blood;

- Involves pushing on or into a student’s mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or

- Endangers a student’s life or significantly exacerbates a student’s medical condition.

The intentional infliction of pain, including the use of pain inducement to obtain compliance.

The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a student for the purpose of controlling or modifying the behavior of or punishing the student.

Any technique that unnecessarily subjects a student to ridicule, humiliation, or emotional trauma.

V. Conduct not prohibited

The following does not constitute restraint and is not prohibited by this policy.

Brief touch or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.

The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.
Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance, or to permit a student to participate in activities without the risk of physical harm.

The use of seat belts, safety belts, or similar passenger restraints during the transportation of a student in a motor vehicle.

The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a student, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

VI. Monitoring of extended restraint

Emergency physical restraint shall not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious injury.

Trained staff shall engage in continuous direct observation of the restrained student.

No period of restraint may exceed 15 minutes without the approval of the supervisory staff designated to provide such approval.

No period of restraint may exceed 30 minutes unless a face to face assessment of the mental, emotional, and physical well being of the student is conducted by staff trained to conduct such assessments. The assessment shall also include a determination of whether the restraint is being conducted safely and for a purpose authorized by this policy.

Such assessments shall be repeated at least every 30 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall be retained by the school as part of the written notification required by this policy.

VII. Transportation

The District will not use mechanical restraints during the transportation of children unless case-specific circumstances dictate that such methods are necessary.

Whenever a student is transported to a location outside the school, the Superintendent or designee will ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the student in a manner which:

1. Prevents physical and psychological trauma;
2. Respects the privacy of the child; and
3. Represents the least restrictive means necessary for the safety of the child.

Whenever a student is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints.
VIII. Use of seclusion

Seclusion may not be used as a form of punishment or discipline. It may only be used when a child's behavior poses a substantial and imminent risk of physical harm to the child or to others, and may only continue until the danger has dissipated.

Seclusion shall only be used by trained personnel after other approaches to the control of behavior have been attempted and been unsuccessful, or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control behavior.

Seclusion shall not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation or emotional or physical harm.

Each use of seclusion shall be directly and continuously visually and auditorially monitored by a person trained in the safe use of seclusion.

Seclusion may not be used unless the requirements for the use of physical space for seclusion as set out in NH RSA 126-U:5:b are met.

IX. Reporting requirements and parental notification

Initial internal report

Any staff member who administers physical restraint or seclusion shall verbally inform the Principal or designee of the restraint or seclusion immediately after the occurrence.

Initial parental notification

Unless prohibited by court order, the Principal or designee shall make reasonable efforts to verbally notify the student's parent or guardian by the time the student is returned to the parent or guardian or by the end of the business day, whichever comes earlier.

In the event a guardian ad litem is appointed, the guardian ad litem shall also be notified within the specified time period.

Written report to Superintendent

The Principal or designee shall, within five (5) business days after the use of restraint or seclusion, submit a written report containing the following information to the Superintendent or designee:

1. The date, time, and duration of the use of restraint or seclusion.
2. A description of the actions of the student before, during, and after the occurrence.
3. A description of any other relevant events preceding the use of restraint or seclusion, including the justification for initiating the use of restraint or seclusion.
4. The names of the persons involved in the occurrence.
5. A description of the actions of the staff member involved before, during, and after the occurrence.
6. A description of any interventions used prior to the use of the restraint or seclusion.
7. A description of the restraint or seclusion used, including any hold used and the reason the hold was necessary.

8. A description of any injuries sustained by, and any medical care administered to, the student, employees, or others before, during, or after the use of restraint or seclusion.

9. A description of any property damage associated with the occurrence.

10. A description of actions taken to address the emotional needs of the student during and following the restraint or seclusion incident.

11. A description of future actions to be taken to control the student's problem behaviors.

12. The name and position of the person completing the notification.

13. The anticipated date of the final report.

Written report to parents

Unless prohibited by court order, the Superintendent or designee shall, within two (2) business days of receipt of such report, send the information contained in the report to the student's parents by first class mail or email. In the event a guardian ad litem is appointed, the guardian ad litem shall also be notified within the specified time period.

Each report prepared under this section shall be retained by the school or facility for review by the State Board of Education and the Department of Health and Human Services.

Reporting and notification regarding intentional physical contact

Whenever a school employee has intentional physical contact with a student which is in response to a student's aggression, misconduct, or disruptive behavior, the notification and reporting procedures described in Section IX shall be used.

Notification and reporting requirements shall not apply in the following circumstances:

1. When a student is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the student to walk to a safe location. However, if the student is actively combative, assaultive, or self-injurious while being escorted, the requirements do apply.

2. When actions are taken such as separating students from each other, or inducing a student to stand, or otherwise physically preparing a student to be escorted.

3. When the contact with the student is incidental or minor, such as for the purpose of gaining a misbehaving student's attention. However, blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive student shall be subject to this requirement.

X. School review following the use of restraint or seclusion

Upon information that restraint or seclusion has been used for the first time with a student who is receiving services under an Individualized Educational Program (IEP) or Section 504 Plan, the school shall review the IEP or Section 504 Plan and make any adjustments indicated to eliminate
or reduce the future use of restraint or seclusion. A parent or guardian of a student with a
disability may request such a review at any time following an instance of restraint or seclusion
and the request shall be granted if there have been multiple instances of restraint or seclusion
since the last review.

XI. Training

Each Principal or designee shall train appropriate staff in the use of physical restraint and
seclusion and the requirements of this policy. At the beginning of each school year, the Principal
or designee of each school shall identify staff members who are authorized to use physical
restraint and seclusion and/or to assist in ensuring the proper administration of physical
restraint and seclusion under this policy.

Legal References:
RSA 126T:1  RSA 126-U

*Also Policy #536.1
Corresponds to NHSBA Policy JKAA
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.
- 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.
- 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 all contracts until fulfillment or release.
- Maintain all privacy and confidentiality standards as required by law.
- Exhibit professional conduct both on and off duty.

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 #433 *
Internet Use – Staff

1. Preamble

The purpose of this policy is to serve as a statement on the appropriate and acceptable use of the Concord School District Computer Network (the Network), including the District’s connection to the Internet, by the staff of the District.

2. Definitions

The Network consists of all computers of any type, monitors, printers, permanent and portable computer peripheral devices, personal digital assistants, alphanumeric pagers and cellular phones, digital photocopiers and, in general, any hardware, software, media, or other devices that are owned or leased by the District. Any computers of any type, monitors, printers, permanent and portable computer peripheral devices, personal digital assistants, alphanumeric pagers and cellular phones, digital photocopiers and, in general any hardware, software, media or other devices that are not owned by the District but that have been permitted to be attached to the Network shall be considered part of the Network and shall be governed by this policy.

3. Access privileges

The use of the Network is an integral part of the District’s work. There are and will be varying degrees of access to the Network that are and will be allowed to different users.

Inappropriate use will result in restriction or cancellation of access privileges and such other actions as the District’s administration deems appropriate for violations of the District’s or school building’s policies or procedures. Other actions may include verbal warnings, written warnings, work suspensions with or without pay, and termination of employment.

4. Educational purposes

The purpose of the Network is to serve as a resource for improving, extending, and enriching the teaching and learning in the District. Any use by staff that interferes with the staff person’s duties or the duties of another staff member shall not be permitted. Users are responsible for ensuring that their activities adhere to these uses and generally accepted educational standards.

Inappropriate use includes all those activities prohibited to the user based on their allowed degree of access and any activity that violates the District’s or school building’s policies or procedures.

Uses of the Network that are not considered generally accepted for education purposes are generally those that are unlawful or offensive, which include but are not limited to:

- Destruction or damage to equipment, software, or data belonging to the District or to others;
• Disruption or unauthorized use of accounts, access codes, or identification numbers;
• Use of computer resources to defraud, harass, bully, defame, or threaten others;
• Use of computer resources in such a way as to intentionally or unintentionally impede the computing activities of others;
• Use of computer resources that violate copyright, trademark, or license agreements;
• Use of computer resources to violate another's privacy;
• Transmission of unsolicited advertising, promotional materials, or other forms of solicitation, including placing hyperlinks to non-district related web sites;
• Use of computer resources for commercial purposes;
• Inappropriate mass mailings;
• Tampering with software protections or restrictions placed on equipment or files;
• Attempting to circumvent local or Network security restrictions;
• Altering or attempting to alter system software or hardware configurations;
• Installing unauthorized software programs onto the District's computers or Network, and/or using such programs on the District's computers or Network;
• Use of computer resources outside of the Network to cause material and substantial interference with the education and discipline within a school;
• Ignoring or disobeying policies and procedures established for specific network systems; and,
• Use of computer resources to access adult-oriented sites that contain descriptions or depictions of a pornographic or obscene nature, or that permit access to gambling facilities over the Internet.

The above list is not intended to be a comprehensive list, but rather to provide examples of inappropriate use of the Network. The District may choose to employ filtering software and/or devices that may block certain sites, or that may notify appropriate administrators and/or staff that inappropriate use is taking place within a building. Any such notification shall be investigated in accordance with Part 5 of this policy.

5. Investigation

a. All investigations that relate to student conduct (Policy #540), and/or sexual harassment (Policies #414 and #521), and/or bullying (Policy #539), shall also be investigated as required under those policies. Discipline actions may include those outlined under the above policies if those investigations find that violations of the policy or policies in question occurred.

b. Investigating administrators shall be the building Principal or, if designated, the Assistant Principal, in his or her respective building. The Business Administrator shall be the investigator for the central office, maintenance, and transportation facilities. The
Assistant Superintendent shall serve as a backup for the building Principals unable to conduct an investigation in their buildings. The Superintendent shall be responsible for investigations involving administrators under this policy, and the President of the Board shall be responsible for investigations involving the Superintendent. All administrators may use internal technical expertise as needed and may be authorized to use external technical expertise if deemed necessary.

6. Responsibilities

All users assume full liability – legal, financial, and otherwise – for their actions when using the Network. All users of the Network will be held fully responsible for the use of their account. Any inappropriate activities performed through the account will be considered to be the actions of the account holder. Users should report any inappropriate activity observed to the building Principal or a responsible administrator immediately. The responsibility of the user is to familiarize himself/herself with and abide by the rules of the District’s Internet Use – Staff policy.

7. Privacy

The Network is maintained and managed by the system administrator in such a way as to insure its availability and reliability in performing its educational mission. Users have no reasonable expectation of privacy concerning any materials transferred over or stored with the Network, even if protected by password. The District reserves the right to monitor, access, change, delete, review and/or retrieve any and all information transferred to or stored on the Network, even if such information has been deleted but is still available on the Network, and/or on District-owned media storage such as, but not limited to, diskettes, CD-ROMs, tapes, zip disks, or other types of data storage. Users will be expected to surrender any and all passwords needed to access this information if requested.

8. Retention of records

All electronic information shall be retained in accordance with the District’s Records Retention Policy.

Adopted October 4, 2004. Revised __________, 2018
* Also Policies #652 and #817
Corresponds to NHSBA Policies GBEF, EHAA, JICL
Purpose
The purpose of the Social Media policy is to inform staff who use social media in their capacity as employees of the School District to communicate with colleagues, students, parents, and/or community for District- or school-related purposes of the District’s expectation that they do so in a safe, responsible and professional manner.

Definition
Social media is a term used to describe a set of electronic tools through which users create online communities to share information, ideas, and other content.

General principles
1. All staff communicating through social media for District or school-related purposes represent the District. All communication with colleagues, students, parents and/or community for District purposes should be professional and age-appropriate, modeling the standards and integrity of a District professional. The same professional expectations apply to using social media as they do in other areas of professional activity within the District. The Board strongly discourages District staff from socializing with students outside of school on social networking websites, including but not limited to Instagram, Snapchat and Facebook.

2. When staff set up and/or use social media for communications that have District- or school-related purposes, they have no expectation of privacy from the District with respect to such communications. District or District-designated administrators reserve the right to review social media used by staff for District- or school-related purposes or communication and to remove, disable, revise, and provide feedback regarding social media sites that do not adhere to the law or District regulations and/or do not reasonably align with the District Social Media policy. Staff setting up social media sites to communicate with students, parents and/or community for District- or school-related purposes must inform the District they have set up the site(s) and provide appropriate means for the District or District-designated administrator to access, review and administer the site.

3. Staff shall adhere to applicable privacy and confidentiality laws (including but not limited to FERPA) and policies in all District- and school-related communications and interactions through social media. Staff shall carefully review the privacy settings on any social media and networking sites they use as District professionals and exercise care and good judgment when posting content and information. Staff should remain aware that information they place on social media and designate as “private” may be disclosed by a person with authorized access to “private” content. Information on social media sites may also be subject to disclosure for other reasons, including the Right-to-Know law.
4. District staff are responsible for the content of any communication they post or send when communicating as employees of the District through social media. Staff shall be responsible for the content and upkeep of any social media sites they create for District- and school-related purposes, including dismantling the site when it is no longer in use. The use of personal social media for District- or school-related communications is discouraged to avoid any misunderstanding between professional and personal communications.

5. District employees are prohibited from engaging in any conduct on social networking websites that violates the law, Board policies, or other standards of conduct. Employees who violate this policy may face discipline and/or termination, in line with other Board policies and/or collective bargaining agreements, if applicable. Access of social networking websites for individual use during school hours is prohibited.

Legal References:
RSA 189:70, Educational Institution Policies on Social Media
RSA 275:72, Use of Social Media and Electronic Mail

Adopted September 2, 2014. Revised __________, 2018
Corresponds to NHSBA Policies BGEF, EHAA, JICL
Concord School District Policy #436
School District Social Media Websites

The Board recognizes the value of technology such as social media platforms in promoting community involvement and collaboration. The purpose of any official District social media platform shall be to further the District's vision and mission, support student learning and staff professional development and enhance communication with students, parents/guardians, staff and community members. As such, the Superintendent is authorized to establish social media websites and platforms in furtherance of the District's values, goals and mission.

Establishment of regulations

The Superintendent or designee will establish administrative regulation, guidelines and protocols for official District social media platforms to ensure the appropriate and responsible use of these resources and compliance with law, Board policy and regulation.

Limitation of public comments

Official District social media platforms shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official sites and allowing for public comment, the Board does not intend to create a limited public forum or otherwise guarantee an individual's right to free speech.

Official District social media platforms may not contain content that is obscene, libelous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules or substantial disruption of the school's orderly operation.

Staff or students who post prohibited content shall be subject to discipline in accordance with District policies and administrative regulations.

Privacy

The Superintendent or designee will ensure that the privacy rights of students, parents/guardians, staff, Board members and other individuals are protected on official District social media platforms.

In its operation of any District social media website, the District will not require, compel or request that any student provide his/her personal or private social media account information.

Students, parents, staff and members of the public are hereby given notice that the District reserves the right to and will monitor all District social media websites. As such, there is no expectation of privacy for information posted on, sent to or received by the District's social media websites.
Definitions

“Social media” means any online platform for collaboration, interaction and active participation, including, but not limited to, social networking sites such as Facebook, Twitter, YouTube, LinkedIn or blogs.

“Official District social media platform” is a site authorized by the Superintendent or designee. Sites that have not been authorized by the Superintendent or designee but that contain content related to the District or comments on District operations, such as a site created by a parent-teacher organization, booster club, or other school-connected organization or a student’s or employee’s personal site, are not considered official District social media platforms.

Guidelines for content

The Superintendent or designee shall ensure that official District social media platforms provide current information regarding District programs, activities and operations, consistent with the goals and purposes of this policy and regulation. Official District social media platforms shall contain content that is appropriate for all audiences.

The Superintendent or designee shall ensure that official District social media platforms are regularly monitored. Staff members responsible for monitoring content may remove posts based on viewpoint-neutral considerations, such as lack of relation to the site’s purpose or violation of the District’s policy, regulation or content guidelines.

Copyright

The Superintendent or designee shall ensure that copyright laws are not violated in the use of material on official District social media platforms.

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

Adopted ____________, 2018
Concord School District Policy #441
Assignments, Secondary

Secondary administrators will schedule instructors for a minimum of five instructional periods per day or twenty-five instructional periods per week. Instructional periods will include laboratory, computer room assignments, field work (work-study vocational education).

Department chairpersons/ coordinators shall be assigned a minimum of two, or a maximum of four, instructional periods in accordance with guidelines set by the Board.
Department chairpersons/coordinators will be scheduled for instruction as follows:

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<th>Teaching Periods</th>
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<td>Business Education</td>
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Adopted January 1983. Revised May 6, 1986
Concord School District Policy #530

Student Wellness

Concord School District recognizes that nutrition and physical education are essential components of the educational process. The District will create guidelines to encourage healthy choices for students that foster health and education.

The District recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The District recognizes that scientific research has identified a positive relationship among adequate nutrition, physical activity, and academic success. It is, therefore, the goal of the District that the learning environment should positively influence a student’s understanding, beliefs and habits as they relate to good nutrition and physical activity to encourage healthy lifestyles and promote academic success.

The District will teach, encourage, and support healthful eating by providing a pleasant and safe eating area, a variety of nutritious foods that meet the USDA Dietary Guidelines, an adequate amount of time for eating and promoting nutrition using age-appropriate nutrition education materials.

The District will provide a systemic K-12 Health and Physical Education program that integrates nutrition education that will teach, encourage, support and model age-appropriate daily physical activity so students will have opportunities to be physically active on a regular basis.

The District shall educate students and employees to the important benefits of a healthy lifestyle by providing a school environment before, during and after school hours that promotes and encourages all to make healthy food choices, develop healthy eating habits, and promotes opportunities for physical activity.

The District invites students, parents, school Food Service representatives, PE teachers, teachers, school health professionals, Board members, administrators, members of the general public and community partners to participate in the development, implementation, review and update of the Wellness policy by posting Wellness Committee meeting agendas, minutes, presentations and assessments on the District website. The District will post Wellness policy procedures and assessments on the District website. Annual Wellness policy goals will be outlined in the Wellness policy procedures and will be posted on the District website. Each Principal will be responsible for Wellness policy compliance at each school.

Legal References:
RSA 189:11-a, Food and Nutrition Programs
Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004
Ed 306.04(a)(20), Wellness
Ed 306.401, Health and Wellness Education Program

Adopted December 12, 2006. Revised March 6, 2017; __________, 2018
Corresponds to NHSBA Policy JLCF
Concord School District Policy #758
Video/Audio Surveillance and Recordings

The Board authorizes the District to use video and/or audio devices on District property and vehicles to ensure the health, welfare and safety of students, staff and visitors to District property and to safeguard District buildings, grounds and equipment. The Superintendent will approve appropriate locations for surveillance devices. Placement of the video cameras will be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view.

Signs will be posted on school buildings to notify students, staff and visitors that video and audio recording devices may be in use. At the Superintendent’s discretion, parents and students may also be notified through the student handbook.

All persons will be responsible for any violations of school rules caught on tape by cameras.

The District will retain copies of video recordings until they are erased, which may be accomplished by either deletion or copying over with a new recording. The Superintendent will create a procedure with respect to how and when such recordings shall be deleted.

**Video and audio recordings used for student discipline matters**

Videos/audios containing evidence of a violation of student conduct rules, Board policy, and/or state or federal law will be retained until the issue of the misconduct is no longer subject to review or appeal, as determined by Board policy or applicable law. Any release or viewing of the video will be in accordance with the law.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student’s education record. If an audio or video recording does become part of a student’s education record, the provisions of FERPA and student records shall apply. In the event of such an occurrence, the Superintendent is authorized to contact the District’s attorney for a legal opinion.

**Video and audio recordings used for special education purposes**

As part of a child’s education program, video and audio recordings may be used for special education or Section 504 purposes, when a student’s individualized education program or accommodation plan includes audio or video recording. All such recordings will be maintained in accordance with the Family Education Rights and Privacy Act, 20 U.S.C. section 1232g, and other applicable law(s).

**Other purposes for which video and audio recordings may be used**

The Board authorizes the Superintendent to use video and/or audio recordings to the extent either required or prohibited by law.

**Video and audio recordings authorized**
The Board permits the video and audio recording of the following school-related activities. The following list is not intended to be exhaustive and may be expanded or contracted by either administrative determination or school board action.

- Extracurricular/co-curricular activities
- Musical performances, band, concert band, ensemble, orchestra, choir
- Drama activities
- Club events
- Sporting events, including both inter and intra-scholastic
- Other activities such as student senate, yearbook, school pride, ROTC
- Ceremonies, orientation, presentations, school assemblies or meetings, or any school events which occur outside of the physical classroom.

Legal References:
RSA 189:65, Definitions
RSA 189:68, Student Privacy
RSA 570-A:2
20 U.S.C. §1232g, Family Educational Rights and Privacy Act (FERPA)
34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations
Appendix: JICC-R, EEA-R

Adopted __________, 2018
Corresponds to NHSBA Policy EEAA
Committee members present: Clint Cogswell, Chair, Chuck Crush, Liza Poinier, Maureen Redmond-Scura

Other School Board member present: Jennifer Patterson

Administration: Superintendent Forsten, Superintendent, Steve Rothenberg, CRTC Director

Guests: Joshua Hardy, CCTV, John Chorlian, Business Owner

Committee chair Clint Cogswell calling the meeting to order at 5:30 p.m. and provided an overview of the agenda, including Concord Community TV, topics for the planned brochure, an update on conversations with Chamber of Commerce Director Tim Sink, and the District’s presence on the City website. He introduced CRTC Director Steve Rothenberg as a resource for the Board in community relations.

Joshua Hardy of Concord TV commented on some of the recent footage developed between CCTV and District staff. He discussed highlighting video clips from Board and Committee meetings, the “Ask Me Anything,” “Talking with Teachers” and “Celebrating Star Students and Staff” series. The committee discussed future branding and naming for those series. They discussed a profile series related to the community getting to know administrators, particularly the newer administrators. Superintendent Forsten suggested the possibility of footage of summer facilities projects, and possibly some of the summer programming. Mr. Hardy said he would follow up on the Title I program at BGS and MBS, and the CRTC summer camp. He also asked if the Board and administration could suggest a student subject for the “Most Fascinating” segment for the October Concord On Air show.

Superintendent Forsten discussed the content of the District marketing brochure, which administrators worked on. She displayed a possible cover page; and suggested including a Superintendent’s Welcome page; an overview of all the schools including statistics, demographics and maps; school registration information; pages for each school; and family resources to encourage parent involvement as well as provide community resources. School pages would include photos of each school and Principal, highlights from academic and co-curricular programs, the program of studies (particularly at the high school), post-secondary education and before- and after-school programming.

Real estate developer John Chorlian joined the group and was introduced.

Ms. Poinier suggested partnering with photography students at the high school. Mr. Chorlian commented that prospective Concord residents may not have a positive perspective on the quality of the schools, perhaps partly because the story of Concord Schools is not being told as well as it could be.
Mr. Rothenberg commented about the various target audiences for the anticipated brochure. He noted that a printed publication is extremely expensive and time-consuming and outdated the moment it is published, requiring constant upgrading. He suggested developing a smaller and more concise brochure accompanied by an online presence.

Ms. Poinier commented that the Board could gain considerably by compiling the data for ongoing use. Superintendent Forsten suggested that photos of a Principal, for example, make an instant connection with the audience. Mr. Rothenberg noted that beautiful photos are essential for a publication of this sort.

Ms. Redmond-Scura noted that she would like to get more of the amazing stories of CRTC, Concord High School, ELL students, diversity and quality of teaching out to the community. Mr. Cogswell stated that there is value of a printed piece over suggesting "go to [our] website," although he noted that social media is quite important. Mr. Chorlian noted that prospective residents first look at the tax rate and then at test scores and that, because of the greater socioeconomic diversity in the city, the scores may not be as high as towns with higher median incomes. He said that Concord has a compelling story about its schools and that he would like it told.

Mr. Rothenberg said it might be worth considering developing a brochure for Concord residents and another for prospective businesses/residents, with significant content overlap. He also suggested changing the traditional school newsletter delivery.

Jennifer Patterson stated that the project in paper form is important, and could be referenced via other social media channels. She suggested that a periodic community mailing could be very important to the Board’s effort to reach out to community members.

Ms. Poinier asked about staff and student involvement in the CRTC brochure; Mr. Rothenberg noted that photos and copy are provided by students and staff, but a publishing company is hired for design and production. Ms. Poinier asked if anyone on staff could develop the brochure; Superintendent Forsten said she felt that internal resources are available, and suggested an October deadline would be reasonable.

Mr. Crush noted that he has not yet been able to reach Concord Chamber Director Tim Sink. Superintendent Forsten said that there is a link on the City website to the sau8.org website. She will also set up a meeting with this committee and the City Council for September.

The Committee voted 4-0 to adjourn (motioned by Ms. Redmond-Scura, seconded by Mr. Crush).

The meeting adjourned at 6:50 p.m.

Respectfully submitted,

Clint Cogswell, Chair
Terri Forsten, Recorder
Concord School District
Capital Facilities Committee

School Board Committee: Capital Facilities
Date: July 18, 2018

Committee members present: Jim Richards, chair, Nathan Fennessy, Pam Wicks, Liza Poinier

Other Board member(s) present: Maureen Redmond-Scura, Clint Cogswell, Tom Croteau

Administration: Terri Forsten, Superintendent, Matt Cashman, Director of Facilities and Planning

The Capital Facilities school tour was held at the former Eastman School building. The agenda was an overview of the former Eastman School building (see attached data sheets that were shared with the group)

Jim Richards opened the meeting. Matt Cashman explained the purpose of the meeting was to become familiar with the former Eastman School building. He provided a tour of the interior of the building.

A general information packet was given to all members present, indicating building specifications. This packet also included a review of the visible wear that will need to be repaired/replaced in order to bring the facility up to current ADA and safety standards. As the tour progressed, the potential for maintaining the former Eastman School building for potential need for additional classrooms in the District arose, due to the implementation of full-day kindergarten. Superintendent Forsten indicated a demographic study and a transportation study are in process.

Currently, the former Eastman School building is used for professional development roughly 10 times per year. As of June 1, 2018, Concord Boys and Girls Club began renting the former Eastman School building for its annual summer program. They are using all classrooms in the building, then in late August, their rental will reduce to four classrooms.

At the conclusion of the tour, Mr. Cashman gave a brief overview of the status of summer work projects. Mr. Richards spoke to the group about the decision that will be made regarding how to utilize the former Eastman School building, considering the costs involved in its repair and update.

There was a request for an update on "the Stable" building, located in the high school student parking lot. The Facilities Committee had heard from Meryn Bagan, President of the Abbot-Downing Historical Society, with an interest in gaining the Stable as a possible museum to showcase the Society’s Concord Coach collection. Superintendent Forsten
reported that she has not had further conversations with Mr. Bagan or his group since the Capital Facilities meeting on April 4, 2018.

Clint Cogswell shared with those present that Jennifer Patterson, who represents District B (Wards 5, 6, 7) will be moving from her current residence in the coming weeks. It is Ms. Patterson's intent to remain a Concord resident and, therefore, she would like to remain on the Board through the fall elections. Liza Poinier recommended that the Board create a press release to inform the public of the change. Ms. Patterson was not present for this conversation. There will be further conversation at the School Board meeting on August 6.

The Committee voted 4-0 to adjourn the meeting (motioned by Nathan Fennessy, second by Pam Wicks).

The meeting adjourned at 7:10 p.m.

Respectfully submitted,

Jim Richards, Chair
MC/DS, Recorders
Capital Facilities Committee
Tour:
Eastman School

July 18, 2018
A. GENERAL DATA: (Attachment 1)
- 15 Shawmut Street, Concord, NH.
- Constructed: 1936 addition added 1964 (rear section)
- Style: Colonial Revival
- Three levels: basement, rear and half story front
- Building: 16,500 square feet, Land: - 4.6 acres
- Building Composition:
  Poured concrete foundation
  Brick cladding
  Wood frame
  Roof – gable and flat (Attachment 2)
  Interior hallways and bathrooms are clad with mustard tile
  Wall composition plaster over block walls, wood framing and wainscoting
  Flooring consists of a mix of wood floors, carpet and VCT tile
- Utilities:
  Heat – Oil fired boiler, steam radiators and unit ventilators
  Cooling – N/A
  Water – City services
  Sewer – City services
  Electric – Unitil

B. RECENT UPGRADES:
2008 – cafeteria floor (PCP’s removed), new VCT tile installed
2009 – new oil boiler
2016 – natural gas, new lines

C. BUILDING USAGE:
2010-2011 – Boys & Girls Club rented, while the Green Street building was built
2012 – CSD using for Professional Development Training
2013-2017 – Girls Inc. rented
2018 – Boys & Girls Club rental agreement for summer camp
2018-2019 – Boys & Girls Club rental agreement for programs
D. BUILDING MAINTENANCE:
   2018 – Gas conversion, includes reuse of boiler

E. FUTURE CONSIDERATIONS:
   Floors and furnishings in professional development rooms
   Bathrooms
   Cooling – Air Options
   Windows
   Roofing
   Drainage
   Accessibility – ADA compliance

SUMMER PROJECTS REVIEW:

CHS:
   - Roof is 90% complete - August 8th is the expected completion
   - City road project - complete - City is looking to do Woodman Street in August and be ready before school
   - Fence along Warren Street is complete
   - Interior painting, all hallways and stairwells before school starts
   - Interior cleaning and room moves

RMS:
   - Media Center will be painted
   - Flooring replacement

BGS:
   - Media Center ceiling, lights, walls and flooring are all complete/ awaiting furniture to finish room
   - Four (4) fourth grade classrooms newly painted
   - Trim in third grade wing repainted to match lockers
   - Ceiling tile replacement in the next few weeks in third grade wing area

ADS/ CMS/ MBS:
   - Room moves, minor maintenance, preparation for all-day Kindergarten
   - Bonner Basketball Camp, CSD summer school, PACE, RCAC programs have used, or will use these spaces at various times throughout the summer.

White Farm:
   - New roof on the Hex building
   - New carpet, fresh interior paint at Chandler Cottage
Roof System Eastman School

Ballast Roofing

EPDM Roofing

Shingle Roofing

Attachment 2
# August 2018 Board Meetings

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<td>First day for students</td>
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## September 2018 Board Meetings

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