

Concord School District Board of Education
Public Hearing #1
March 18, 2019

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

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

Board President Jennifer Patterson called the meeting to order at 7:00 p.m., noting that the Public Hearing was for the purpose of presenting the 2019-2020 budget as currently posted and providing an opportunity for members of the public to comment.

Superintendent Terri Forsten reviewed the agenda.

- Budget 2019–2020 goals
- Expenditures
- Revenues
- Budget summary
- Upcoming work sessions
- Questions and public comment

Superintendent Forsten reviewed the 2019-2020 budget goals.

- Regular education
 - Class sizes within policy guidelines
 - Extended Learning Opportunities (ELOs)
- Curriculum, instruction and assessment
 - New materials for reading instruction
 - Competency grading and reporting
- Student Services
 - Elementary Assistant Principal positions
 - Program development for 3R elementary
- Technology
 - One-to-one devices for all students
 - Telephone replacement
- Capital purchases and debt service
 - 5% operating budget for debt service, including new proposed debt for roof replacements
- Community relations
 - Success stories in Concord public schools
 - Middle school facility plan

Superintendent Forsten reviewed Policy #641 Class Size Guidelines. If class size exceeds 20 students in kindergarten, 24 students in grades one through three, or 28 in grades four

through six, educational consideration will be given to regrouping, employment of an aide or employment of an additional teacher. At the secondary level, administrators will consider 30 students as a maximum class size and 15 as a minimum class size. Classes with student enrollment of fewer than 15 must have approval of the administration.

GRADES	TARGET CLASS SIZE	CLASS SIZE RANGE
K	17	14 - 20
1 - 3	21	18 - 24
4 - 6	25	22 - 28
7 - 12		15 - 30

Superintendent Forsten reviewed highlights of the demographic report produced by Davis Demographic.

- Overall, the student population for Concord School District is expected to decrease in enrollment over the next 10 years.
- Currently there are no proposed or active residential developments in the city that would add significantly to existing enrollment.
- Concord introduced all-day kindergarten this year, creating an enrollment increase in one zone, and created the largest comparison in Concord students to Concord births.
- The District’s high school population may continue to experience loss in enrollment through SY2027 with an enrollment nearing 1,350 students.
- The District’s middle school population (grades 6-8) is projected to decline annually starting SY2020 with an annual loss of 14-49 students per year.
- The elementary school population (PK-5) is projected to be stable compared to the middle and high school grades after experiencing declines the last four years.

Superintendent Forsten reviewed enrollment and class sizes at each school for the 2018-2019 and 2019-2020 school years.

ABBOT-DOWNING SCHOOL ENROLLMENT

2018-2019	K	1	2	3	4	5	TOTAL
# STUDENTS	49	63	60	70	63	79	384
# TEACHERS	3	3	3	4	3	3	19
AVERAGE CLASS SIZE	16.3	21.0	20.0	17.5	21.0	26.3	20.2

2019-2020	K	1	2	3	4	5	TOTAL
# STUDENTS	54	60	64	60	69	64	371
# TEACHERS	3	3	3	3	3	3	18
AVERAGE CLASS SIZE	18.0	20.0	21.3	20.0	23.0	21.3	20.6

BEAVER MEADOW SCHOOL ENROLLMENT

2018-2019	K	1	2	3	4/5	TOTAL
# STUDENTS	49	52	67	47	98	313
# TEACHERS	3	3	3	3	5	17
AVERAGE CLASS SIZE	16.3	17.3	22.3	15.7	19.6	18.4

2019-2020	K	1	2	3	4	5	TOTAL
# STUDENTS	51	49	51	68	47	45	311
# TEACHERS	3	3	3	4	2	2	17
AVERAGE CLASS SIZE	17.0	16.3	17.0	17.0	23.5	24.0	18.3

MILL BROOK/BROKEN GROUND SCHOOL ENROLLMENT

2018-2019	K	1	2	3	4	5	TOTAL
# STUDENTS	121	112	115	109	125	110	692
# TEACHERS	7	6	6	5	6	5	35
AVERAGE CLASS SIZE	17.3	18.7	19.2	21.8	20.8	22.0	20.2

2019-2020	K	1	2	3	4	5	TOTAL
# STUDENTS	114	121	113	114	110	128	700
# TEACHERS	6	6	6	5	5	6	34
AVERAGE CLASS SIZE	19.0	20.2	18.8	22.8	22.0	21.3	20.6

CHRISTA MCAULIFFE SCHOOL ENROLLMENT

2018-2019	K	1	2	3	4/5		TOTAL
# STUDENTS	69	61	72	63	72	77	414
# TEACHERS	4	3	4	3	3	3	20
AVERAGE CLASS SIZE	17.3	20.3	18.0	21.0	24.0	25.7	20.7

2019-2020	K	1	2	3	4	5	TOTAL
# STUDENTS	68	70	62	71	65	72	408
# TEACHERS	4	4	3	4	3	3	21
AVERAGE CLASS SIZE	17.0	17.5	20.7	17.8	21.7	24.0	19.4

RUNDLETT MIDDLE SCHOOL

2018 - 2019	6	7	8	TOTAL
# STUDENTS	327	323	297	947

SUBJECT	# TEACHERS	CLASS SIZE RANGE
Language Arts	16	19 - 28
Mathematics	16	10 - 27
Social Studies	14	20 - 29
Science	13	20 - 32
World Language	4	17 - 22

2019 - 2020	6	7	8	TOTAL
# STUDENTS	317	327	323	967

CONCORD HIGH SCHOOL

2018-2019	9	10	11	12	TOTAL
# STUDENTS	414	402	355	410	1581

SUBJECT	# CLASS SECTIONS	AVERAGE CLASS SIZE	CLASS SIZE RANGE
Language Arts	64	24	19 - 28
Mathematics	55	25	13 - 30
Social Studies	56	25	17 - 30
Science	67	22	17 - 30
World Language	40	20	8 - 29

2019-2020	9	10	11	12	TOTAL
# STUDENTS	386	404	389	375	1554

Assistant Superintendent Palley reviewed the Extended Learning Opportunities (ELO) Coordinator role.

- Oversee development, coordination, assessment of all ELOs.
- Provide multiple ways for students to learn outside of the classroom and achieve credit.
- Support for self-directed, ambitious learners to further their education.
- Work-based learning may be connected to a course or independent of any of our courses.
- Personalized learning opportunities founded on interest and need and include rigorous content.
- Authentic opportunities for students to collaborate and to demonstrate mastery of course competencies outside of a traditional classroom.
- Budget: \$103,707

Ms. Palley reviewed the proposed purchase of comprehensive literacy instructional resources. *Fountas & Pinnell Classroom Resources* include:

- 20,000 high-quality children's books, from the earliest to most advanced levels
- Books represent diverse experiences/cultures that mirror Concord's student body, through characters, stories and informational text
- Teacher materials (lessons, assessments) for systematic, coherent instructional progression from grade to grade
- Online resources, including video library for professional learning, and systems to support data collection
- Title II grant funds used to support professional development from the publisher
- \$100,000 from the Instructional Trust (*current balance: \$144,294*)

She described the need for student competency recording, tracking and reporting software and explained that a research group consisting of teachers, administrators, and specialists has put together a list of required criteria for such a program.

- Built-in approach/algorithms aligned with competency-based education
- Ability to follow student progress within and across grade levels
- Comprehensive information-sharing with parents
- Web-based
- Synchronized with PowerSchool and Google Classroom
- Consistent across the levels, K-12
- Intuitive and easy to navigate
- Customizable report card generation
- Budget: \$45,000 (annually)

Superintendent Forsten the Multi-Tiered Systems of Support (MTSS) and its role within the District.

- Provides educational equity for all students
- Includes high quality instruction and assessment
- Focus on fidelity to instruction and support
- Driven by assessment data
- MTSS in Concord Schools:

- Universal Screening
- Data-Based Decision Making, Problem Solving
- Continuous Progress Monitoring
- Continuum of Evidence-Based Practices:
 - Core curriculum is provided for all students
 - Modification of the core for students who need targeted instruction
 - Specialized and intensive curriculum for students who need intensive support

She discussed the primary goals of the proposed elementary Assistant Principals.

- Lead, support, evaluate, supervise
- Title I reading and mathematics
- English Language Learners
- Accommodations under Section 504
- Special Education programs and services
- Programs for homeless students
- Budget: net increase of \$441,112
 - New positions total cost: \$778,412; eliminates Special Education Coordinator positions: (\$337,300)

Superintendent Forsten explained the current administrator-to-staff and administrator-to-student ratios at each school and how the addition of an Assistant Principal would cut these ratios in half.

CURRENT AND PROPOSED ADMINISTRATOR TO STAFF RATIO

	TITLE	HIGH SCHOOL	MIDDLE SCHOOL	ADS	EGS	BMS	CMS	MBS
ADMINISTRATORS	Principal	1	1	1	1	1	1	1
	Assistant Principal	4	2					
	Assistant Principal of Student Services*			1	1	1	1	1
	Special Ed Director	1	1					
	Athletic Director	1						
	CURRENT	7	4	1	1	1	1	1
	PROPOSED	7	4	2	2	2	2	2
STAFF	Teachers/Specialists	144	89	33	32	37	33	37
	Nurses	2	2	1	1	1	1	1
	Educational Assistants	40	31	14	22	25	25	32
	Tutors	12	6	5	6	5	4	4
	TOTAL	198	128	53	61	68	63	74
RATIO	CURRENT	1:28	1:32	1:53	1:61	1:68	1:63	1:74
	PROPOSED	1:28	1:32	1:27	1:31	1:34	1:32	1:37

CURRENT AND PROPOSED ADMINISTRATOR TO STUDENT RATIO

	TITLE	HIGH SCHOOL	MIDDLE SCHOOL	ADS	BGS	BMS	CMS	MBS
ADMINISTRATORS	Principal	1	1	1	1	1	1	1
	Assistant Principal	4	2					
	Assistant Principal of Student Services*			1	1	1	1	1
	Special Ed Director	1	1					
	Athletic Director	1						
	CURRENT	7	4	1	1	1	1	1
	PROPOSED	7	4	2	2	2	2	2
STUDENTS	Pre-K (District)**					43		59
	K to 5			371	352	311	408	348
	6 to 8		967					
	9 to 12	1554						
	TOTAL	1554	967	371	352	354	408	407
RATIO	CURRENT	1:222	1:242	1:371	1:352	1:354	1:408	1:407
	PROPOSED	1:222	1:242	1:186	1:176	1:177	1:204	1:204

She described the proposed 3R Program Special Education teacher role, explaining that the 3R program provides options for the District’s students with serious social, emotional and behavioral disabilities, and that work is focused on supporting these students’ return to the regular classroom.

- This program is designed to meet the needs of students who have serious social, emotional and behavioral disabilities
- Self-contained special education class
- The number of students in a self-contained classroom cannot exceed 12
- A minimum teacher-student ratio of 1:8 or 2:12 shall be provided unless the severity of disabilities warrants the assignment of additional staff
- Budget: \$92,353

Business Administrator Jack Dunn provided an overview of the technology budget.

Highlights

- Fully 1-to-1, grades 1-12
 - Grades K - 2 | iPads
 - Grades 3 – 12 | Chromebooks
- All teachers received new laptops in past 3 years.
- FY20 goals
- Telephone systems replacement
- Data privacy and security focus per RSA 189:66, V (“HB1612”)
- Establish Technology Trust Fund
- BUDGET
- \$350,000 – Phone system replacement

Mr. Dunn reviewed debt service, explaining that the District retains 5% of its operating budget annually to pay down its debt. The differential between the amount of money represented by that 5% and the amount of actual debt goes into a trust fund that helps pay for future capital projects, such as the elementary school rebuild done in 2012. He explained that because of the trust fund, that project was completed with no additional tax impact. Mr. Dunn explained the roof replacements needed at BGS and CHS, noting that the projects will be paid over a period of 10 years.

Mr. Dunn reviewed the proposed Director of Communications role, noting the upcoming middle school building project and required Charter Commission, both of which will have significant public impact. He emphasized that this role would help manage the public conversation and perception of these projects and their impact on the District and the community. He explained that the goal of District communications would be to keep the community well-informed about school issues, programs and activities, gather feedback and connect with community stakeholders on important issues, and share and celebrate the District's successes. He noted an additional goal of retaining students and increasing enrollment across the District, and explained that there is a variety of ways parents, families and community members can connect with the schools, including attending regular school events following the District's social media accounts.

Highlights:

- Develop strategic communications plan
- Complete District brochure
- Generate positive news
- Highlight the breadth of District programs
- Institute a variety of social media strategies
- Budget: \$106,529

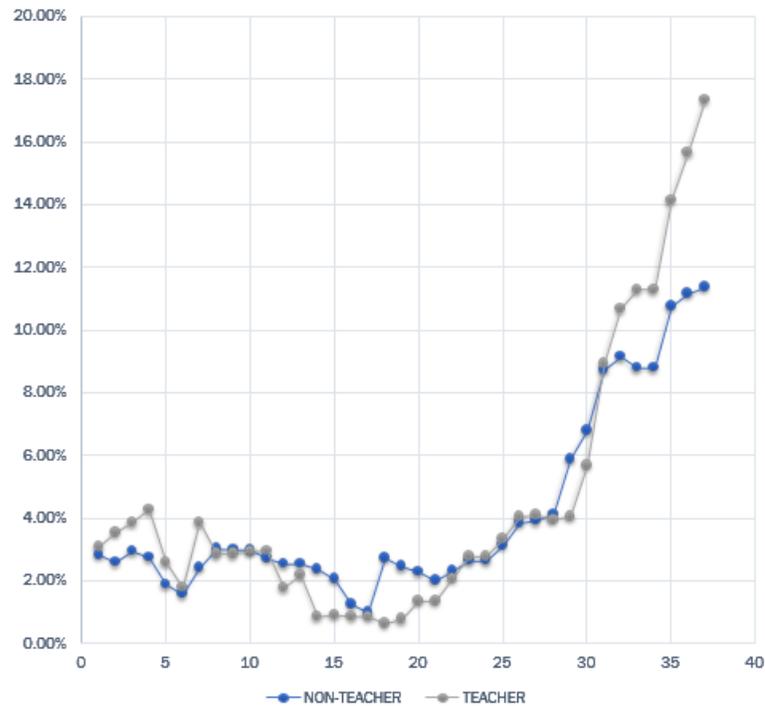
The Communications Director would manage:

- Marketing campaigns and activities
- Media inquiries
- Emergency communications
- Communication planning
- Websites and social media
- District events
- Publications and promotional materials

Mr. Dunn provided a broad overview of the budget, explaining that expenditures consist of salaries and benefits; contracted services, furniture and supplies; debt service; and contingency dues, fees and transfers. He reviewed New Hampshire Retirement System costs, noting that the District has no control over these rates, and that this is the third-largest expenditure item in the budget after salaries and health care.

EXPENDITURES – NEW HAMPSHIRE RETIREMENT

Rates Since 1971*



Employer rates:

Non-teacher rate: 11.17%

- Decrease of .21% from 11.38% to 11.17% in FY20
- Increased from 11.08% to 11.38% in FY18

Teacher rate: 17.80%

- Increase of .44% from 17.36% to 17.80% in FY20
- Increased from 15.67% to 17.36% in FY18

Budget impact:

Non-teacher

- \$869,127, increase of \$987 | Rate decrease: (\$17,239)

Teacher

- \$5,674,311, increase of \$353,229 | Rate increase: ~\$143,806

Employee rates: increased from 5% to 7% in 2012

NHRS: Employer contribution rates are set every two years. The rates are based on a biennial actuarial valuation, which is a model of expected liabilities based on reasonable actuarial assumptions, including the rates of investment return and payroll growth, eligibility for the various classes of benefits, and the projected life expectancies of members and retirees. The next rate setting will affect the FY22 budget.

Mr. Dunn provided summaries of the budget by function and by object.

SUMMARY OF EXPENDITURES BY FUNCTION GROUP

EXPENDITURE FUNCTION	FY19 – BUDGET 10/29/18	FY20 – PROPOSED BUDGET	CHANGE (\$)	CHANGE (%)
[1100] - Regular Education	29,606,781.45	30,038,567.12	431,785.67	1.46
[1200 2100] - Special Ed and Pupil Services	20,649,085.33	21,548,643.55	899,558.22	4.36
[1300] - Vocational Education	1,485,095.00	1,609,599.00	124,504.00	8.38
[1400] - Co-Curricular Activities	1,127,160.00	1,138,823.00	11,663.00	1.03
[1600] - Adult Education/Community Ed	126,760.00	144,700.00	17,940.00	14.15
[2200] - Support Services	3,927,806.43	3,560,630.28	(367,176.15)	(9.35)
[2300 2400 2500 2800] - Administration	6,911,141.79	8,022,752.35	1,111,610.56	16.08
[2600 4600 5100] - Building, Grounds, Construction, Principal & Interest	11,977,647.00	12,565,118.70	587,471.70	4.90
[2700] - Transportation	3,375,533.00	3,464,948.00	89,415.00	2.65
[2900] - Benefits	1,875,050.00	1,577,590.00	(297,460.00)	(15.86)
[5200] - Transfers	2,373,623.00	1,634,775.00	(738,848.00)	(31.13)
TOTAL GENERAL FUNDEXPENSURES	83,435,683.00	85,306,147.00	1,870,464.00	2.24

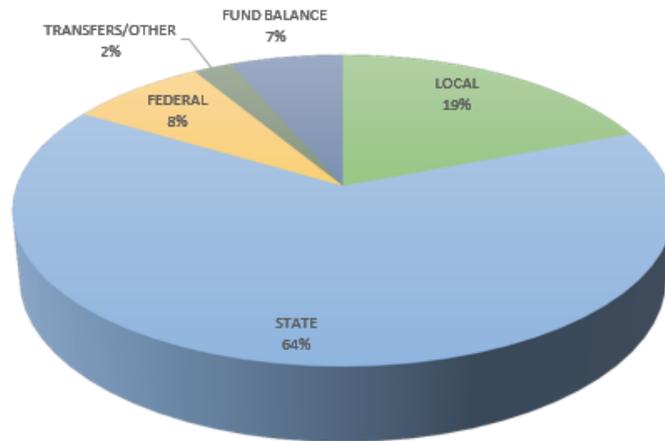
SUMMARY BY EXPENDITURES BY OBJECT

EXPENDITURE OBJECT	FY19 – BUDGET 10/29/18	FY20 – PROPOSED BUDGET	CHANGE (\$)	CHANGE (%)
[610000] - SALARIES	43,433,831.00	44,600,543.00	1,166,712.00	2.69
[620000] - BENEFITS	20,066,787.00	20,674,441.00	607,654.00	3.03
[630000] - PROFESSIONAL SERVICES	2,563,182.00	2,542,580.70	(20,601.30)	(0.80)
[640000] - PURCHASED PROPERTY	2,086,556.00	1,713,767.40	(372,788.60)	(17.87)
[650000] - PURCHASED SERVICES	2,829,910.66	3,145,252.24	315,341.58	11.14
[660000] - SUPPLIES, BOOKS AND UTILITIES	3,293,909.90	3,531,102.51	237,192.61	7.20
[670000] - EQUIPMENT	423,395.47	481,198.15	57,802.68	13.65
[680000] - DUES, FEES & INTEREST	3,399,487.97	3,422,487.00	22,999.03	0.68
[690000] - PRINCIPAL AND TRANSFERS	5,338,623.00	5,194,775.00	(143,848.00)	(2.69)
TOTAL GENERAL FUNDEXPENSURES	83,435,683.00	85,306,147.00	1,870,464.00	2.24

Mr. Dunn reviewed revenues, delineating them by local, state, federal, transfers and unreserved fund balance. He noted an overall net increase of \$90,845, or .37% over last year.

REVENUE

SOURCES OF REVENUE BEFORE TAXES



LOCAL STATE FEDERAL TRANSFERS/OTHER FUND BALANCE

TOTAL REVENUE FROM SOURCES

FY19	FY20	CHANGE(\$)	CHANGE(%)
24,780,255	24,871,100	90,845	.37

LOCAL

	FY19	FY20	CHANGE(\$)	CHANGE(%)
	4,169,279	4,755,722	586,443	14.07

- Includes: Tuition, Transportation, Building Rental, Athletics, PILOT, Investments Income*, Deerfield Tuition (Special Ed)**

STATE

	FY19	FY20	CHANGE(\$)	CHANGE(%)
	16,365,816	16,021,243	(344,573)	-2.11

- Catastrophic Aid, Adequacy, Building Aid (grandfathered), Vocational Aid , Full Day Kindergarten Aid - \$321,200 (projected)

FEDERAL

	FY19	FY20	CHANGE(\$)	CHANGE(%)
	1,927,396	1,943,347	15,951	0.83

- Medicaid, E-Rate, Bond Interest Rebates

TRANSFERS

	FY19	FY20	CHANGE(\$)	CHANGE(%)
	195,300	550,788	354,858	181.11

- From Grants (Indirect) and Expendable Trust Funds, Benefits Risk Management Reserve, and Instructional Trust

UNRESERVED FUND BALANCE

	FY19	FY20	CHANGE(\$)	CHANGE(%)
	2,121,834	1,600,000	(521,834)	-24.59

- Savings from Prior Year Budget

Mr. Dunn provided a summary of the estimated tax impact of this budget.

TAXES

LOCAL

	FY19	FY20	CHANGE (\$)	CHANGE (%)
Local Tax (\$)	50,869,061	52,704,513	1,835,452	3.61
Local Rate	13.40	13.79	0.39	2.91

STATE

	FY19	FY20	CHANGE (\$)	CHANGE (%)
State Tax (\$)	7,786,367	7,730,534	(55,833)	-0.01
Local Rate	2.14	2.13	-0.01	-0.47

LOCAL & STATE

	FY19	FY20	CHANGE (\$)	CHANGE (%)
Local & State (\$)	58,655,428	60,534,047	1,779,619	3.03
Local & State Rate	15.54	15.92	0.38	2.45

Estimated Tax Impact:

- 250,000 = \$97.50 (local) and -\$2.50 (state) = \$95*

* For a home assessed at \$250,000 for the 2019 Property Tax Year (April 1, 2018 – March 31, 2019) and assuming the same house doesn't have any increase in assessed value, the home owner would pay 2.45% more than the current year in local and state education property taxes. THIS DOES NOT INCLUDE CITY OR COUNTY TAXES.

Mr. Dunn reminded the public that the next meetings related to the budget will be held on March 25 and March 27. A full list of meeting dates, materials and contact information, as well as a full copy of the posted budget, is available on the District website, sau8.org.

Ms. Patterson opened the floor for public comment. She reminded attendees that they should sign in if they wished to speak, and that there is a five-minute time limit. She

added that if anyone has additional or more lengthy comments, they are welcome to email them to Board members.

Broken Ground students Clementine Mayala, Pradip Rijal, Hawa Karimu, Pascasie Nsabiye, Hekima Mashoshere, Kaneza Clemence, Biswas Darjee, Pacifique Byiza participate in the English Academy afterschool program. They each spoke about their concern about the use of single use plastic utensils, straws, and bowls in the school's breakfast, lunch and snack program. They reported that the dishwasher at Broken Ground is broken, and they advocated for its repair and for the use of washable utensils and bowls in a plastic-free lunchroom. They advocated against the use of straws and for the use of cereal dispensers. They argued that plastic can end up in the ocean, where it can kill animal life. One student noted that 'People use plastic because it's easy, but easy is not always right and right is not always easy.'

Concord resident Jonathan Sadowski has four children in the District, including a daughter with an IEP. He cautioned the Board against combining special education roles with administrative roles as he has witnessed similar staff in other schools who are overwhelmed by the workload of both roles. He cautioned the Board not to have these administrators become focused on discipline. Mr. Sadowski provided an additional comment at the end of the meeting, asking how thorough the Medicaid billing process is. He noted that in the district where he is a special education teacher, they have been provided with significant training on this topic in the last few years. He asked whether there is a way to increase efficiencies in this area to help increase the amount of aid.

Concord resident Dee Dustin has a son in the MBS Developmental Preschool and expressed a concern about the positions changing from Special Education Coordinator to Assistant Principal. She shared a story about a very positive experience for her son at a moment when he was anxious about a change related to his transportation to school. The school's Special Education Coordinator went out of her way to ease his nervousness—she presented him with a super hero cape, and it was "smooth sailing ever since." She noted that she was worried that her son would not get that kind of attention and care with the coordinator roles eliminated. She asked the Board to consider several questions: what are the education qualifications and requirements for the Assistant Principals, as the stakes for those roles are very high? What kind of special training, and courses will the person have experienced so they know the law as well as the Coordinators? She asked what percentage of work the assistant principals would perform in special education compared to their administrative roles. How will any cuts be spread across the various school budget categories? Will the addition of these new positions balloon the special education budget and hurt in later years? What percentage of this budgeted item is coming from special education? She also wondered how these staff members would identify themselves, particularly when working with children.

Concord resident Sarah Sadowski has four children at MBS and BGS. She thanked the Board for a thoughtful budget. She came to talk about the increase in special education services, but mostly wanted to say how happy she is with the quality of their children's education and their student's teams, where it particularly involves the Special Education

Coordinator. She indicated that what makes this work is the Special Education Coordinator. She asked how the Board can ensure that the people filling these new roles are as good and talented as the people who are Coordinators. She asked if the new assistant Principals would be working directly with children. She asked if the administration had considered piloting this position at the neediest school and rolling it out to other schools down the road if it is successful. She would like the Board to keep the student-teacher ratios as low as possible. She was concerned about the reduction of a kindergarten teacher position, leaving MBS with the highest student-teacher ratio. She said teachers and assistants are the key to quality education.

Concord resident Carl Sargent noted that he attended Concord schools. He spoke about his positive experience with several Concord teachers, including in elementary and high school. He spoke about the state of the Parker School when he attended it. He noted that he had spoken against the costs of the new elementary schools when they were originally discussed. He indicated that at that time, several teachers were calling him at night with concerns about the new schools. The complaints then stopped, and he believes that they may have been suppressed by the former administration. He wants someone to investigate this. He noted specific concerns with the design of the elementary schools. He believes that teachers and enrichment programs, not school buildings, make a difference in student outcomes. He agrees that more administrators are needed but suggested that these could be part-time administrators and part-time teachers. Mr. Sargent asked that he be given additional time to continue to speak, as he had an additional eight pages of information to share. Ms. Patterson took a few moments to review the Board's Policy regarding public participation at Board meetings and noted that speakers are allotted five minutes per person. She encouraged Mr. Sargent to consider submitting his comments in writing. Mr. Sargent noted that he had 10 issues to discuss on the budget alone and wanted to give the Board time to ask him questions. He asked Ms. Patterson to have the Board vote to change the policy. Ms. Patterson responded that the process for revising policies is a lengthy one. Ms. Patterson offered to speak with Mr. Sargent after the meeting to hear his concerns, and he agreed to this.

Concord resident Debbie Carley noted that she is a college professor. She spoke against hiring additional school administrators and a Communications Director. She believes that the best way to improve outcomes is with teachers in the classroom. She indicated that there is no "golden number" to measure administrative load or "magic ratio" of students to administrators. She believes that enlarging administration is an ongoing challenge for school districts across the country. She is not persuaded that a Communications Director position is needed; instead, quality teachers are needed in the classrooms. She said that position was not needed, as education is not an industry with heavy competition.

Concord resident Debbie Brenner noted that she has worked in the area of abuse and neglect of children and has worked with at-risk teens in Concord. She indicated that, when it comes to children who have been abused or neglected and have been removed from the home, transportation to/from school can be an issue. The District must provide transportation to students placed outside the District; she wondered if this is happening

and whether eliminating the Special Education Coordinator position would impact this. If students are not homeless, they are not eligible for McKinney-Vento Act benefits, but where they have been removed from the home but not deemed homeless, who coordinates their transportation? She asked how the Assistant Principals would evaluate students within 30 days under special education law. She also asked whether competency grading is now utilized at the elementary level, and who will train the special education teachers on this topic for students who have IEPs.

Concord resident and BGS teacher Mike Macri spoke to the Assistant Principal proposal, which he sees as a repackaging of the Special Education Coordinator positions. He noted that the CEA has been on record against this since May 2017, when it agreed to allow the Special Education Coordinator position at the high school become an administrator. He indicated that the CEA would file a grievance or Labor Board action against this and indicated that he did not receive a letter from the Superintendent about the proposal. He noted that teachers are swamped and need more help, but not more administrators.

Concord resident Jessica Thompson is the parent of two students at RMS. Her oldest was diagnosed with autism and is headed to CHS next year. She has worked with two Special Education Coordinators—one at the elementary and one at the middle school level. She noted that Concord schools have been good for her children, but feels that removing the Special Education Coordinators would be a devastating loss to students and worried that children would “get lost in the shuffle” without the personalized attention the Coordinators provide, and in competition with other students’ needs such as ELL or homeless students. She believes that qualified people who are not stretched thin are needed for this job.

The Board voted 8-0 to adjourn (moved by Mr. Croteau, seconded by Ms. Kane).

The meeting adjourned at 8:07 p.m.

Respectfully submitted,

Jim Richards, *Secretary*
Lauren Hynds, *Recorder*