

Concord School District  
Board of Education  
**Regular monthly meeting**  
**June 1, 2020**

**Board members present:** Jennifer Patterson, *President*; Gina Cannon, Tom Croteau, Chuck Crush, Barb Higgins, Liza Poinier, Jim Richards, Danielle Smith, David Parker; student Board representatives Gaven Brown and Alice Richards

**Administrators present:** *Superintendent* Frank Bass, *Assistant Superintendent* Donna Palley, *Business Administrator* Jack Dunn, *Director of Facilities* Matt Cashman, *Director of Human Resources* Larry Prince

**Other administrators and staff:** Kaileen Chilauskas, Jim Corkum, Pam McLeod, Carol McCarthy, Michele Vance, Kris Gallo, Susan Lauze, Karen Fischer-Anderson and teachers Graeme Crowther, Frank Harrison, Katherine McDonough

**Students:** Grennon Gurney, Niyanta Nepal, Shaylee Artus, Neil Shea, Sydney Kilgore, Alexis Flynn, Nick Richards

**Guest:** Kathleen Murphy

Agenda Item 1. Call to Order

Board President Jennifer Patterson called the meeting to order at 7:02 p.m. and read the following statement:

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

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

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

*a) Providing public access to the meeting by telephone, with additional access by other electronic means:* We are utilizing *Microsoft Teams* for this meeting. All Board members have the ability to communicate contemporaneously through this platform, and the public has access to contemporaneously listen and, if necessary, participate in this meeting

through dialing the following phone # (925) 391-1169, Conf ID: 610 970 401#, by clicking on the link provided on the sau8.org website. The meeting is being broadcasted contemporaneously on ConcordTV's education channel (Comcast Channel 6 or www.youtube.com/ConcordNHTV), and a recording of the meeting will be posted on the ConcordTV website.

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

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

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

Ms. Patterson said she would confirm by roll call which Board members were participating, that participating members were able to speak and to hear each other, and whether anyone else was present in the room from which Board members were participating (a requirement of the Right to Know law). She said votes taken would be by roll call. The following Board members noted that they were present and that no one else was present in the room with them: Gina Cannon, Tom Croteau, Chuck Crush, Barb Higgins, David Parker, Liza Poinier, Jim Richards, Jennifer Patterson, Danielle Smith. Student Board representative Alice Richards was also in attendance; Gaven Brown was attending Senior Awards Night and was not present.

Interim Superintendent Frank Bass, Business Administrator Jack Dunn, Assistant Superintendent Donna Palley, Director of Human Resources Larry Prince, Director of Facilities Matt Cashman, and several administrators and teachers also attended remotely.

## Agenda Item 2. Approval of Agenda

Tom Croteau made a motion to approve the agenda.

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

## Agenda Item 3. Approval of Board minutes

Ms. Patterson briefly reviewed the minutes of the Board meeting on May 4 and Special Board meetings on May 12, May 18, and May 28.

Mr. Crush commented that he had not been able to attend meetings recently as the senior health care community in Massachusetts he manages had been impacted by the Covid-19 pandemic. He thanked the Board for its understanding of his time constraints.

**The Board voted by roll call 9–0 (Jennifer Patterson, Gina Cannon, Tom Croteau, Chuck Crush, Barb Higgins, Liza Poinier, Jim Richards, Danielle Smith, David Parker voted aye) to approve the minutes of the Board meeting on May 4 and Special Board meetings on May 12, May 18, and May 28 (moved by Ms. Higgins, seconded by Jim Richards).**

#### Agenda Item 4. Recognitions/Reports

Ms. Patterson thanked student representatives Alice Richards and Gaven Brown for their excellent participation in Board processes over the year. She noted that their hard work, particularly in terms of policy development, had been invaluable. Ms. Richards reflected on the year, noting remaining dates for seniors and underclassmen. She thanked the Board for the opportunity to contribute and participate. She spoke briefly about the graduation plans at Memorial Field, with a ceremony divided by commons to give more space for students and parents. She said that, in the past, many students felt unsure who was listening to student opinion; she thanked students for their feedback on several policies. She noted that Gaven will continue to college next year, and she was excited to encourage student participation at the District level and include student feedback on policy development. Ms. Cannon, Ms. Higgins, and Mr. Richards thanked Alice and Gaven for their tireless efforts.

Ms. Patterson thanked Superintendent Bass for all he had done for the District during his interim year, noting how tremendous his work had been. She said the Board really appreciated all he had done.

Superintendent Bass discussed the elective, ungraded literature seminar he started at the same time as remote learning, with a group of high school juniors, to study and discuss great literature. The seminar timeframe was late March to mid-June. Students “travelled” to Oxford Mississippi, Dublin, Finland, St. Petersburg, Thebes, Greece, and India, “reflecting who we are and where we are going” through literature.

Over the course of the seminar, the issue of grading arose. The students spent considerable time reflecting on this issue, and presented their thoughts about how to create better learning to the Board. The students were Grennon Gurney, Niyanta Nepal, Shaylee Artus, Neil Shea, Sydney Kilgore, Alexis Flynn, Nick Richards. The students noted that an ad hoc committee comprised of themselves, teachers including Frank Harrison, Katherine McDonough and Graeme Crowther, and members of the administration including CHS Assistant Principals Jim Corkum and Kaileen Chilauskus, met over several weeks to discuss the District grading policy. They provided feedback on current policies, as well as new ideas on policies that may be proposed moving forward. They wanted the grading system to reflect how each student was capable of achieving competency and to encourage them to adopt a growth mindset.

Part 1 – Stepping away from a 1-100 system fully and why that is the best option for the school (Sydney). One of the most important decisions the school community must make is to switch completely to a 1-4 grading system. To use an analogy by Mr. Harrison, for the past few years we've had one foot on the dock with a 0-100 scale, and one foot in the canoe as we've slowly moved toward the 1-4 scale. Because we haven't made that last step, we're coming to a crucial point where the "in-between" stage is ultimately not representing the full potential of the new system, and has caused most of the confusion and frustration among students, teachers, and parents about competency-based grading. By changing the numbers, we are changing how we view grading and the learning process as a whole, which will be the foundation for moving forward with this system.

Part 2 – Feedback and how it must be integrated effectively for the transition to work. (Nick) Work Study Practices and collaboration grades will be used to distinguish students. An important aspect for the integration of this new grading system must be the feedback from students on how to effectively implement it; this was what we felt our primary role was in this discussion. A major concern from students is how feedback on assignments will be received from teachers. Most students are confused why they received a 2.5 rather than a 3 on a given assignment. We as a group think this will be an important aspect of the system, as teachers must actively explain to students exactly what this assignment earned and why it earned that grade, so students can learn from their mistakes and improve upon them to accomplish the competency. Another concern related to feedback was how they will be distinguished from the group as individuals. What will make a student different from all the other students earning a 3? Work Study Practices and collaboration grades that reflect how active a student is in class, and how well they work with others, are effective methods to distinguish student achievement. This way, teachers can communicate what a student is doing beyond the grade they earn on a test or project. We believe the feedback we receive from teachers will be a vital part of this new grading plan.

Part 3 – Clear rubrics in each department must be established to maintain consistency (Alexis). Inconsistency among teachers and across departments has been one of the biggest complaints when trying out the 1-4 system this past school year. Students feel like they are being graded unfairly, simply because each teacher has handled this change differently. To tackle this issue, clear grading rubrics within each department must be established. This makes the most sense, since not every subject can be graded the same way. However, if all the teachers in one department are on the same page, there won't be any confusion or inconsistency among the students. This will instill the confidence in both teachers and students that is necessary for this system to be successful.

Part 4 – The system must be reflective of growth – you should have multiple attempts to express your mastery of a competency, and your first several grades should be eliminated as long as you eventually show mastery. (Shaylee) Potentially, competency could shift the focus of students from a mindset of competition to a mindset of personal growth. With this new system, grades would update as students progress in their studies; once a student displays competency or above, the lower or weaker grades would no longer be averaged into the whole, therefore reflecting the end product and

illustrating what the student learned rather what he or she didn't know at the beginning of the course. Also, in this new system, grades would be released less frequently, because students should be motivated to apply themselves to the best of their abilities rather than focusing on a certain grade. The intent of the new grading implementation should reflect the sole purpose of school, which is to continuously learn.

Part 5 – Once this grading system has been implemented, there has to be VERY clear communication with the community (parents, students and especially teachers) (Neil). When making a large-scale change like this, information should be *over communicated* to the people it affects, in this case parents, teachers and students. That communication could include: 1. In the beginning of the year, assemblies could be held for each grade, explaining the changes. 2. A packet of information could be created for students and parents to reference, and a separate packet created for teachers so they understand how to evaluate their students. We have to remember that the purpose of this communication is to help students be confident in the new system and see it for what it is: a positive evolution in learning and evaluation.

Conclusion (Niyanta). As a group, we have learned through our discussions what students need to successfully adopt this grading system. The most important concept we want the system to reflect is how every student is their own entity and should be viewed as such in a classroom. We want to eliminate the idea of competition and bring back the notion of learning for the sake of learning, and we believe that keeping these ideas in mind will help us do that this upcoming year.

Ms. Cannon commented that these students were among the best and brightest students in the community and their conversations were at the graduate school level. She said she hoped the community heard and took into consideration their ideas. Ms. Patterson said the students reflected the shift in mindset from competition to personal growth; to learning for its own sake. They were looking for ways to have the entire student body experience this.

Frank Harrison, who teaches biology, chemistry and “next-gen” science at CHS, said it had been great to work with these students, adding that the shift to competency-based grading was a long journey; CHS had been working on competencies for about 13 years. He said competencies actually represent the best, most mature way to implement self-pacing and allows students to find their own pace and he has seen students engage and have more ownership in the process. It hasn't been perfect.

Kaileen Chilauskas said she watched students process what they had learned about competency-based grading – that they would receive more information, not less – and that they were not just receiving a single number grade but would receive an assessment on many competencies, and would be evaluated on aspects other than academics. Teachers would report on the whole person they are. She said students were looking at leaders in the building to make sure competency-based grading was implemented consistently and that they would receive adequate feedback from their teachers. She was enthusiastic about pushing the consistency, making sure exemplars are used.

Jim Corkum commented that all the students who spoke would be phenomenal educators. He said that teaching methods were evolving, the nature of student work has evolved, and now the way we report on student work also needs to evolve. In addition to reporting on academic progress, teachers would also focus on self-direction, showing citizenship, and how students worked as members of a team.

Board members thanked the students for their thoughtful presentation, noting that not only is communication needed but extensive training for teachers so that competency-based grading was implemented correctly and consistently. Superintendent Bass thanked the administrators and teachers for their participation in this ad hoc committee.

There was some discussion throughout the meeting about the technical aspects of the call. The Board worked to make sure that the public was able to view the meeting remotely, and responded to input about technical concerns from members of the public.

Superintendent Bass noted that Michael Worsley had been brought in to work with CHS Principal Mike Reardon on issues of diversity and racial discrimination awareness. He thanked Assistant Superintendent Donna Palley for her hard and continuing work on the summer school program, noting that any summer programming would make for a better transition for students from remote learning to, hopefully, a return to school in the fall.

Ms. Palley said many people were developing a variety of programs for the summer. Remote learning was being monitored to see if improvements could be made; materials students would need in their homes in order to participate were being provided. Thousands of books had been sent to hundreds of students around the city. Planning committees were focusing on specific areas, and this work will continue looking at these needs for the fall; the distinct areas of focus are physical safety, social/emotional needs, teaching and learning, technology, and operational aspects. Parent, student and staff surveys were in development. The District had applied for and received several grants from FEMA, the Cares Act, etc. Ms. Palley also recognized IT Director Pam McLeod and the IT department for their work.

Superintendent Bass briefly discussed the proposal for consultant Nate Levenson to perform a survey of special education, and concerns about its timing and cost. He said he reached out to teachers and special education administrators, who felt the survey was needed, but with so many immediate requirements due to the Covid-19 situation, it could not be started now. The status of the pandemic in the fall was unknown. He recommended issuing an RFP for the special education/student services survey in September or October, after which the Board could make its decision.

Superintendent Bass discussed with the Board several open positions. CMS and ADS had decided to each have a full-time school psychologist at their buildings, which would not increase the budget but was a different use of the budgeted positions from what had originally been contemplated. Ms. Palley said there were currently two full-time school psychologists covering all five elementary schools, plus preschool and all out-of-district needs. The two new psychologists at ADS and at CMS would focus on clinical work with students, and connections with family partners. There would be a small amount of testing

but that would not be the primary focus for these positions. Mr. Croteau noted that the administration's role was to say what they needed, and the Board's role was to provide resources. Mr. Parker commented that addressing the social/emotional needs of children was complicated, and he thought it best to delay the assessment of the special education program. He said while these positions might be needed, he had reservations. Superintendent Bass clarified that these were one-year contracts. He said he agreed with Mr. Parker in general but recognized a short-term issue to provide services to students who need them. Ms. Cannon suggested that two clinicians would be vital if the District resumed physical school in the fall; that behaviors expected in a classroom might not have been expected at home.

Superintendent Bass thanked CHS Principal Mike Reardon and CPD Chief Osgood for their graduation planning, which was finalized as a full-day event with three graduations. He said he wanted to make it as supportive and family-oriented an event as possible. Ms. Higgins thanked teacher Jennifer Speidel for all her work creating masks for CHS seniors.

Jack Dunn described the Fleischman family donation, and others that had been made to support families. The District had been feeding between 200-250 families, with any overflow going to the Boys & Girls Club. He highlighted financial donations made to help pay down lunch balances and provide food to families. The website [concordschoolsfeedsfamilies.org](http://concordschoolsfeedsfamilies.org) had gone live and was accepting donations. The student balances would likely be zeroed out and would be completed by the end of the week. Board members thanked the Fleischman family and others who had made donations in support of Concord families for their generosity.

Agenda Item 5. Public Comment– agenda items only. Ms. Patterson reviewed the relevant policy and gave guidance about input. She acknowledged comments that had been received by email about the nomination of Kathleen Murphy as interim Superintendent, including those who expressed concern that the District do everything it could to eliminate racial injustice and promote equity. She invited Mrs. Murphy to comment.

Kathleen Murphy said racial equity was a very important issue, especially as New Hampshire had historically been homogenous, and she appreciated the forthrightness and honesty of those who had raised the issue. She spoke about the racial bullying situation that had recently occurred in the Hampton School District, emphasizing that she was involved and committed to community relations, transparency and the work that had been done in that District. About 18 months ago, principals in her district had been dealing with racial comments that primary-age school children had made which were of great concern to the student involved and her family. When she became aware of this, she immediately met with the parents, afterwards assuming that resolution had been achieved, the child's needs had been met, and the family had found what they were looking for. She said that, in retrospect, this did not happen. She later found the family had filed a complaint with the NAACP. A request for a manifest educational hardship placement resulted in a public hearing, where the District and the family presented information. This request was denied by the Hampton school board. The family then went to the NH DOE; their request for a

hearing at that level was later withdrawn. Mrs. Murphy said she did take further steps to address racial equity in the schools, including hosting a public forum and inviting local churches to participate. In order to address these concerns, she felt it was important to build expertise within the leadership team and in staff, who continue to participate in training sponsored by NH Listens from the Carsey Institute at UNH. After that training, she contracted with a third party to review the incident to provide her with other opportunities to improve and to understand situation. In that review, suggestions included reviewing District policy. She provided new language in the bullying policy and trained teachers on that. She received notice from the Office of Civil Rights in Boston via the Department of Justice (4-5 months after the initial work was done) that asked for yet another review and monitoring of data on bullying and racial discrimination in the district. OCR recommended another policy based on Title VI; as the then-policy did not include procedure for parents to file complaints. She said she had been committed through her career to improvement, noting that there are also difficult periods for any leader. She said she took a lot of time to talk with her community, families and staff to help them heal. She said that the most important thing was to continue one's awareness of implicit bias, to understand what youngsters go through dealing with the challenges of special education, poverty, race and other barriers to learning. Educators need to understand the differences that exist among children.

Hopkinton resident Darlene Gildersleeve said there had been a petition of no confidence to remove Superintendent Murphy, and what stood out to her was that teachers and parents seemed to be fearful of retribution. She noted that Office of Civil Rights (OCR) lawsuits were expensive to school districts. She said she was calling as an interested party and on behalf of parents in Hampton. She said, while several Board members were parents focused on special education, they also needed to look at the character of the nominee, who was recommending her, and make those recommendations public.

Caller Sheri Cloutier (no town indicated) asked Superintendent Murphy what she would have done differently, and also stated that her recommendations needed to be made public. She asked, with the current widespread and present state of racism in the US, what she would do to build community.

Caller Jeffrey Clay (no town indicated) encouraged Board members to google "Keith Ingraham," suggested that what took place in Hampton was not the first time Mrs. Murphy made improper decisions.

Concord resident Phil Baroody said he was a 42-year school counselor, and had had the pleasure and honor of working with Mrs. Murphy for nine years, first when she was Principal at Candia and later for seven years in Derry. He said she was "a straight shooter," and honest, noting that even if in disagreement, she would always listen to you. He said that, as a middle school counselor, he had been involved in situations like Concord's recent experience and had seen Mrs. Murphy make tough calls. He was calling to pledge his support, noting that she would be very visible in the community, and that a lot of people who know and had worked with her, including teachers and educators, were in support.

Concord resident Sarah Moeckel said she was not sure if other commenters were Concord residents. She said recently learned how complicated the history of the incident in Hampton had been. Ms. Moeckel said the District needed a proactive, robust plan for diversity of all types: socioeconomic, racial and mental health and was concerned if the Board would fail to recognize and plan ahead for that. She said Superintendent Bass had done a good job, and including student voices in policy development was a good start.

Concord resident Pedro Altagracia, who said he works in public health, asked Mrs. Murphy if she had proactively taken courses to improve her cultural competence and recognize her implicit bias. He said the role of an interim was, at least, to smooth the transition for the next candidate. He said that most children he had interacted with have been children of color; as Concord's student population was continuing to diversify. He said those thinking of staying in Concord long-term might do so because education was prioritized here, but he would feel more comfortable if the Superintendent received training to identify possible personal bias as she handled related situations.

Mrs. Murphy responded to the comments of callers, noting that she had been a member of a statewide leadership cohort sponsored by the Endowment for Health, focusing on racial equity. The program provided 40 hours of training, including work on cultural competencies and implicit biases. She also continued to participate in training on those topics at Hampton. In terms of inclusion, she said the starting point for her on equity issues was special education, which then expanded to issues of income, poverty, and diversity of students in terms of racial and ethnic backgrounds. She had long been concerned about mental health and social/emotional student learning, and pursued a 4-year grant for training teachers and staff on trauma. She acknowledged that her responses had been more reactive than proactive; anticipating the next steps her district needed to prepare for, but that Hampton now had a goal and an active plan to address equity in the district. Initially Hampton was a homogeneous community, but this has begun to change. She said she has demonstrated an ability to look forward and see what the needs are. Mrs. Murphy noted that student voices are very important, and these were included in the recently-completed 3-5 year strategic plan for Hampton District. One of the issues Hampton students saw for the future was grading. Regarding the situation in Newmarket, she said she was alerted to someone who was a volunteer, not a teacher, who did not hold certification but had taught martial arts in the community. A student brought their concerns forward; when she heard about it, she contacted the police and immediately became a police matter. She made the correct response regarding felonious sexual assault on students, and the perpetrator is still in jail. Regarding what she would have done differently about the racial bullying incident, she wished she would have had a conversation earlier with the family. She had not been aware of the situation as it was being handled within the school. Mrs. Murphy said she has an open door to listen and to learn, which is critically important for a leader.

## Agenda Item 6. Personnel

Superintendent Bass commented on implicit bias and how it could affect decision-making. He noted that School Safety Officer (and Title IX Coordinator) Karen Fischer-Anderson's role would be to address issues of equity and training, among other important areas.

He presented candidate Kathleen Murphy as interim Superintendent.

Kathleen Murphy, Interim Superintendent of Schools, Concord School District, Salary TBD, one year only. *Education:* University of New Hampshire, Durham, NH, CAGS Administration, 1994; Rivier College, Nashua, NH, S. Educational Administration, 1976; Plymouth State College, Plymouth, NH, S. Education, 1971. *Certification:* Experienced Educator Certificate, exp. 06/30/22, Superintendent, Principal. *Experience:* Superintendent, 2011-present, Hampton School District, Hampton, NH; Commissioner for MIC3, 2014-present, Military Interstate Children's Compact Commission, NH; Director Division of Instruction, 2008-2011, New Hampshire Department of Education, Concord, NH; Superintendent of Schools, 2003-2008, Newmarket School District, Newmarket, NH; Instructional Supervisor, 2002-2003, Nashua School District, Nashua, NH; Assistant Superintendent, 1996-2002, Derry Cooperative School District, Derry, NH; School Principal, 1984-1996: West Running Brook Middle School, Derry, Gilbert H. Hood Middle School, Derry, Grinnell Elementary School, Derry, Candia Moore School, Candia; Classroom Teacher, 1971-1984, Grinnell Elementary School Classroom Teacher. Kathleen replaces Franklyn Bass, Ph.D., end of contract.

Ms. Patterson commented that there was no guarantee that any institution would always be free of repugnant behavior, but that it did need the structures in place to address this. She said the Board had been privileged to have Dr. Bass working with the Board and the community to begin to address these issues. The Board had hoped to have a permanent Superintendent in place, but it understandable that two finalists had withdrawn their names from consideration due to the Covid-19 pandemic. She said that, looking at what Mrs. Murphy had faced, she was impressed with her willingness to come forward and learn from her mistakes, a tremendously qualifying experience in her opinion. She said Mrs. Murphy was a well-qualified candidate not just in her academic credentials but how she has handled challenges.

Ms. Cannon suggested that whoever was interested in the Interim position would not be eligible for the permanent position. Ms. Patterson said the Board was explicitly moving forward with the position as a one-year position.

Ms. Higgins said she was on the sub-committee to identify and vet the candidate along with Mr. Parker, Mr. Dunn, and Mr. Bettencourt. She spoke with the Winnacunnet superintendent at length, who was very honest with her and supportive of Mrs. Murphy, saying she was willing to do the right thing for her District no matter how it would be seen publicly. She added that she had received a message from Concord resident Delle Champagne in support of Mrs. Murphy. Ms. Higgins also spent time speaking with the *Concord Monitor* reporter, but not a single statement was included from that. She said she was frustrated when people were influenced by a single inadequate newspaper article,

fueled by someone who did not know the candidate. She said Mrs. Murphy had answered every question and has not looked away, and Concord needs a superintendent who can deal with conflict and trauma.

Mr. Parker stated that he was on the ad hoc search committee for the interim Superintendent and attested to the hard work of due diligence that was done. Stating that schools are probably more inclusive than any other institution in the city, he noted that racial injustice was not just a school issue but was a cultural issue. He said an interim Superintendent's job was not to give a long-term vision to the community; that was the Board's job. Mr. Parker said he asked her tough questions, and asked references tough questions, and was convinced she was the right choice.

Ms. Cannon said she looked up the OCR complaint online and read the findings completely. She stated that, having been an agitator against the Board a year ago and now better understanding the Board's role and responsibilities, she had no concerns about standing up in support of Mrs. Murphy's nomination.

Mr. Croteau said it was not until the *Monitor* article that he was made aware of the breadth of the issues that occurred in Hampton, which had raised questions for him. He said that perhaps a two-week period or a month's time would be helpful to give people more time to do research and come to the place where Mrs. Murphy's hiring would be better. He said that people might think, what is Board doing considering someone with those attachments for the interim Superintendent?

Mr. Crush shared that this was Dr. Bass' last Board meeting, and he was proud to have been integral in bringing him on board. He said he had not been able to read as much about the candidate as others had but, with that said, he was not comfortable moving forward and felt more due diligence was needed; he said he was going to err on the side of caution.

Ms. Patterson asked what Board members were contemplating as a process in terms of needing more time, noting that Dr. Bass was present for the rest of the month, and that there were significant matters on the District's plate and a real need for continuity. Mr. Croteau said the public was just now having questions and the community would need to have more time. Mr. Parker said the job of the ad hoc committee was to research thoroughly, and did so with intentionality. Ms. Higgins said she felt the *Monitor* article was not fair, noting that Mr. Croteau had been on previous Superintendent search committees and the Board happily accepted his candidates. Mr. Crush said he felt more time was needed to consider Mrs. Murphy's candidacy, and he would need more thought about what to do in the interim. He said he appreciated the work of the ad hoc committee and their time doing the legwork and talking to references, but that the final decision was for the full Board to make, not the ad hoc committee. He said it was important to do the right thing in hiring the leader of the District for the next year.

Mr. Richards said he very much liked the way Mrs. Murphy answered the questions at the meeting, that she was professional and would not mind the delay requested in order for other Board members to do more research.

Liza Poinier thanked the commenters and recognized the work of the ad hoc committee, agreeing that the Board did not have to vote at that time but could set another meeting in two weeks, now that the community has had a chance to hear of Mrs. Murphy. She said the Board was looking for an interim, not someone who would stay for many years and needed someone who was honest, forthright and transparent to continue the path of healing the District was on, and to give time to identify a permanent Superintendent.

Ms. Cannon suggested these concerns had not been “on anyone’s radar” until the *Monitor* published its article. She said the reporter did not do his due diligence prior to printing the article, and should apologize for the significant mistakes that made a substantial material difference in what people took away from that article. She said the OCR findings were public record and encouraged other Board members and the public to look up the matter. She commented about the hypocrisy of people concerned about a petition to remove Mrs. Murphy because she placed the Hampton Principal immediately on administrative leave, saying she was castigated for doing the absolutely right thing, to protect the alleged victim until enough information was gathered to come to a conclusion.

Ms. Patterson asked what the Board would gain by taking more time, noting that Board members had opportunities to do background research and the Board had solicited and received public input, and asked Mrs. Murphy to respond to concerns raised; in her opinion, Mrs. Murphy had responded directly to everything that was said. Danielle Smith said she had felt strongly positive about Mrs. Murphy but after reading the article had thought perhaps more time was needed. She said Mrs. Murphy did such a great job addressing those concerns and was not sure what more time would accomplish. Mr. Parker commented that, if it were a perfect world, he would not have a problem delaying a decision somewhat. He said Mrs. Murphy was the most kid-centered superintendent he had encountered, with an understanding of special education, but was not a one-issue candidate. He said a delay would only give the public more time to make sure they were being heard, but said the Board was hearing the public now. He said he did not see what would be gained by taking more time.

Ms. Patterson noted that the last comment she received before the meeting asked whether the District and Mrs. Murphy were open to making commitments to eliminate racial inequity, and that the focus should be on making and honoring such commitments. In terms of that, Mr. Parker commented that the Board already addresses these issues, having hired Karen Fischer-Anderson to lead Title IX issues including bullying and racism.

Mr. Parker moved to select Kathleen Murphy as Interim Superintendent. Ms. Cannon seconded the motion.

**The Board voted 5-4 by roll call (Jennifer Patterson, Gina Cannon, Barb Higgins, Liza Poinier, David Parker voted aye; Tom Croteau, Chuck Crush, Jim Richards, Danielle Smith voted nay) to approve the hiring of Kathleen Murphy as Interim Superintendent (motioned by Ms. Cannon, seconded by Mr. Croteau).**

Mr. Prince presented two administrator confirmations.

Kerry Finnegan, Assistant Principal Rundlett Middle School, \$122,138, step III, M+30/CAGS. *Certification:* Experienced Educator Certificate, exp. 06/30/21; Principal, Special Education Administrator, Associate School Psychologist, Emotional and Behavioral Disabilities, General Special Education. Kerry replaces Chrigus Boezeman (step III = \$113,996) – resignation. Budgeted at \$113,996

Paula Mercier, Assistant Principal, Rundlett Middle School, \$122,138, step III, M+30/CAGS. *Certification:* Experienced Educator Certificate, exp. 06/30/21, Principal, English Education. Paula replaces Brett Gottheimer (step III, M+30/CAGS = \$122,138) – resignation. Budgeted at \$122,138

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

Human Resources Director Larry Prince presented four professional leaves of absence.

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

Mr. Prince presented a number of confirmations of current teachers.

Jesse Camacho, Math Teacher, Concord High School, \$17,121, 20% of M-14, one year only. Jesse is requesting a 20% leave of absence from his full-time Special Education teacher position to accept this assignment: 80% Special Education Teacher/20% Math Teacher. Jesse has been employed as a teacher with Concord School District since 2006. Funded by Special Education Teacher position. Budgeted at \$17,121

Heidi Crumrine, Literacy Coach, Concord High School, \$35,322, 40% of M+30-14, one year only. Heidi is requesting a 40% leave of absence from her full-time English teacher position to accept this assignment: 60% English Teacher/40% Literacy Coach. Heidi has been employed as a teacher with Concord School District since 2004. Heidi replaces Kaileen Chilauskas (40% of M-14 = \$34,242) – transfer to CAA. Budgeted at \$34,242

Jeffrey Fullam, Art Teacher, Concord High School, \$17,121, 20% of M-14, one year only. Jeff is requesting a leave of absence from his 20% Curriculum Facilitator position to accept this assignment: 100% Art Teacher. Jeff has been employed as a teacher with Concord School District since 1999. Funded by Curriculum Facilitator position. Budgeted at \$17,121

Alyson Holt, Science Teacher, Concord High School, \$23,617, 30% of M-12, one year only. Alyson will continue in this one-year-only assignment: 30% Science Teacher. Alyson has been employed as a teacher with Concord School District since 2019. She replaces Frank Harrison (20% of M-14 = \$17,121) – LOA and Lyn Vinskus (10% of M+30-14 = \$8,830) – LOA. Budgeted at \$25,951

Kristen Houghton, Curriculum Facilitator, Concord High School, \$34,242, 40% of M-14, one year only. Kristen is requesting a 40% leave of absence from her full-time English teacher

position to accept this assignment:

60% English Teacher/40% Curriculum Facilitator. Kristen has been employed as a teacher with Concord School District since 2007. She replaces Kaileen Chilauskas (40% of M-14 = \$34,242) – transfer to CAA. Budgeted at \$34,242

Zachary Procek, English Teacher, Concord High School, \$47,548, M-2, 40% one-year-only. Zachary is a full-time English Teacher He has been employed as a teacher with Concord School District since 2019. He replaces Denise Fournier (M-14 = \$85,605) – retirement. Budgeted at \$85,605

Lyn Vinskus, Science Coach, Concord High School, \$35,322, 40% of M+30-14, one year only. Lyn holds this position 2019-2020 and is once again requesting 40% leave of absence from her full-time Science Teacher position to continue in this assignment: 60% Science Teacher/40% Science Coach. Lyn has been employed as a teacher with Concord School District since 1998. Federal Funds

Eric Dymont, Classroom Teacher, Rundlett Middle School, \$78,722, M-12. Eric held this position one-year-only in 2019-2020: Grade 6 Classroom Teacher. Eric has been employed as a teacher with Concord School District since 2019. He replaces Emily Bemis (M-14 = \$85,605) – transfer. Budgeted at \$85,605

Ann Lanney, School Nurse/Nurse Coordinator, Rundlett Middle School, \$63,672, BSN-12. Ann's School Nurse position is being redefined: School Nurse/Nurse Coordinator. Ann has been employed as a School Nurse with Concord School District since 2002. New Position. Budgeted at \$63,672

Alison Casco, Classroom Teacher, Abbot-Downing School, \$88,304, M+30-14. Alison is leaving her position as Technology Integrator/Media Specialist to accept this assignment: Classroom Teacher. Alison has been a teacher with Concord School District since 1998. She replaces Diane Serard (B-13 = \$77,687) – retirement. Budgeted at \$77,687

Tina-Marie Hussey, Classroom Teacher, Beaver Meadow School, \$50,112, B-3, one year only. Tina held this position one-year-only in 2019-2020: Elementary Classroom Teacher. Tina has been employed as a teacher with Concord School District since 2019. She replaces Michelle Mulligan (B-13 = \$77,687) – LOA. Budgeted at \$77,687

Andrea McMillan, ELL Teacher, Mill Brook School, \$38,038, 80% of B-2. Andrea is an ELL teacher, one-year-only, at Concord High School. Her assignment 2020-2021 will be: 80% Elementary ELL Teacher. Andrea has been employed with Concord School District since 2018. New Position. Budgeted at \$44,228

Mr. Prince presented a number of new teacher confirmations.

Alice Ochterski, World Language Teacher, District, \$17,994, 40% of B-1. *Certification:* Pending. Alice replaces Nancy Emery (20% of B-13 = \$15,537) – resignation and 20% New from Reallocation. Budgeted at \$19,793

Heather Zerbi, School Nurse, Concord High School, \$51,812 RN- 6. *Education:* College of Nursing, Aberdeen, Scotland, UK, RN Gen/88; Foresterhill College, Aberdeen, Scotland,

UK, RN Peds/84. *Certification:* School Nurse 2, exp. 06/30/21. *License:* Registered Nurse, exp. 04/21/21. Heather replaces Mary Palm (BSN 12 = \$63,672) – transfer. Budgeted at \$63,672

Brianna Durand, Classroom Teacher, Rundlett Middle School, \$64,957, M-7. *Education:* Southern NH University, Manchester, NH, M.Ed./12. University of New Hampshire, Durham, NH, B.A./10. *Certification:* Experienced Educator Certificate, exp. 06/30/21, Elementary Education K-8. Brianna replaces Julie Harrington (B-13 = \$77,687) – retirement. Budgeted at \$59,784

Lisa Noordergraaf, Music Teacher, Rundlett Middle School, \$22,369, 91 days of B-1, 1<sup>st</sup> Semester Only. *Certification:* Pending. Lisa replaces Anthony Varga (91 days of M+30-14 = \$43,911) – LOA. Budgeted at \$43,911

Sarah Nute, Classroom Teacher, Rundlett Middle School, \$64,957, M-7. *Certification:* Experienced Educator Certificate, exp. 06/30/22 Elementary Education K-8, English Education 5-12. Sarah replaces Betsy Heath (M-14 = \$85,605) – retirement. Budgeted at \$59,784

Megan Vasconcellos, Classroom Teacher, Abbot-Downing School \$68,196, B-10. *Certification:* Experienced Educator Certificate, exp. 06/30/22 Elementary Education, K-6. Megan replaces Tracie Carpenter (B-13 = \$77,687) – retirement. Budgeted at \$59,784

Rachel Casasanta, Special Education Teacher, Broken Ground School, \$64,957, M-7. *Certification:* Experienced Educator Certificate, exp. 06/30/21, Elementary Education (K-8), General Special Education. New Position. Budgeted at \$59,784

Katrina Faherty, Special Education Teacher, Broken Ground School, \$57,849, B-6. *Certification:* Beginning Educator Certificate, exp. 06/30/21, General Special Education. Katrina replaces Lisa Mills (M-14 = \$85,605) – retirement. Budgeted at \$88,304

Meghan MacKinnon, Classroom Teacher, Broken Ground School, \$59,784, M-5. *Certification:* Experienced Educator Certificate, exp. 06/30/22, Elementary Education K-6. Meghan replaces Matthew Finney (B-13 = \$77,687) – transfer. Budgeted at \$77,687

Hannah Hojer, Classroom Teacher, Broken Ground School, \$62,348 M-6. *Certification:* Experienced Educator Certificate, exp. 06/30/21, Elementary Education K-8. Hannah replaces Shawni Taylor (B-5 = \$55,285) – resignation. Budgeted at \$55,285

Robert Walters, Special Education Teacher, Mill Brook School, \$50,112, B-3. *Certification:* Beginning Educator Certificate, exp. 06/30/22, General Special Education. New Position. Budgeted at \$59,784

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

#### Agenda Item 7. Update on Superintendent search

Ms. Patterson noted that, unfortunately, the Superintendent search needed to be suspended until the fall. The public input received and the work of many in the District this year, including the screening committee, would continue to be helpful and would contribute to the new search.

#### Agenda Item 8. Negotiations Committee

Ms. Patterson noted that the committee had met on May 26 to discuss contractual issues. As all negotiations are non-public, no further information was available.

#### Agenda Item 9. Proposed calendar of meetings

The proposed Board calendars for June and July were discussed, including a joint meeting of the Capital Facilities and Finance committee on June 11 and a Special Board meeting on the budget on June 25.

#### Agenda Item 10. Public comment

Concord resident and parent Kate Frey thanked Superintendent Bass, Principal Mike Reardon and those working on an actual graduation for the Class of 2020. She asked for an update on next steps for the Perkins report, noting a reversal of longtime law about internal personnel practices by the NH Supreme Court. Superintendent Bass commented that the task was to balance what was appropriately in the public domain and what was not. The redacted report would be sent to the court, which would adjudicate its release. Ms. Frey asked whether the District's attorney would continue to oppose the release of the report. Superintendent Bass commented that, although the Supreme Court had ruled on a related case, it was not as simple as declaring that all students were protected and all staff were not; the Judge with jurisdiction over this would decide whether the District successfully determined what was appropriate for the public and what was not.

There was no further public comment.

#### Agenda Item 11. Adjournment

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

The Board adjourned at 10:38 p.m.

Respectfully submitted,

Barb Higgins, *Secretary*  
Linden Jackett, *Recorder*