



Board of Education

August 3, 2026





August 3, 2026

6:00pm

Board of Education Monthly Meeting

1. CALL TO ORDER
2. APPROVAL OF AGENDA.....Pp. 1-10
3. CONSENT AGENDA (*5 mins*)
 - a. Instructional Committee (*May 13*).....Pp. 11-12
 - b. Finance Committee (*June 22*).....Pp. 13-15
 - c. Regular Monthly Meeting (*July 6*)Pp. 16-22
 - d. Public Hearing (*July 13*)Pp. 23-26
 - e. City & Community (*July 15*)
 - f. Executive Committee (*July 20*)p. 27
 - g. Special Board of Education Meeting (*July 20*).....Pp. 28-31
 - h. Communication & Policy (*July 22*).....Pp. 32-41
4. RECOGNITIONS / REPORTS (*30 mins*)
 - a. Superintendent Report
 1. Legislative Updates
 2. Back to School Planning Updates
 3. Additional Teacher at Beaver Meadow School
 4. Memorial Field Project Update
 5. Presentation of Strategic Plan
5. COMMUNICATIONS & POLICY (*5 mins*)
 - a. Policy 432/537, Reporting of Child Abuse and Neglect (2nd Read)Pp. 42-45

6. INTSTRUCTIONAL COMMITTEE (5mins)
 - a. Updated 306 Counseling Plans and Standards.....Pp. 46-84
 7. FACILITIES UPDATE: Matt Cashman (5 mins)
 - a. Update on Summer Projects
 8. MIDDLE SCHOOL PROJECT (5 mins)
 - a. Update: 3 Weeks at a Glance.....p. 85
 9. PUBLIC COMMENT (30 mins)
 10. PERSONNEL (5 mins)
 - a. Teacher Confirmations.....Pp. 86-87
 - b. Coaches.....p. 88
 11. VOTES (5 mins)
 - a. Ballot Question: Sale of the Dewey School
 - b. Ballot Question: Sale of the Property on Curtisville Rd.
 - c. Date of the September Board of Education Meeting: Move to September 1, 2026
 - d. 306 Counseling Plan
 12. OTHER BUSINESS (5 mins)
 - a. Monthly Enrollment Reports.....Pp. 89-90
 13. PROPOSED CALENDARS OF MEETINGS (5 mins)Pp. 91-92
 14. NON-PUBLIC SESSION – RSA 91-A:3II I, RSA 91-A:3, Section II a, RSA 91—A:3, Section II d, RSA 193:3,II(a), RSA 193:3I, RSA 91-A-2, RSA 91-A:3, Section II (i), 91-A:3 , II (c)
 15. ADJOURNMENT
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Concord School District Policy #135 – Rules of Order

All meetings of the School Board shall be conducted in accordance with Robert’s Rules of Order ...

All regular and special meetings of the Board shall be public, but no person shall be allowed to create disorder or to interrupt or to interfere with the business of the Board.

Approved: 1962. Revised: December 4, 2006; August 3, 2015; April 3, 2017

Concord School District Policy #136- Public Comment & Participation at Board Meetings

A. General Meeting Policy

Meetings of the Board shall be open to the press and public.

The Board encourages residents to attend Board meetings so they may become acquainted with the operation and programs of the schools. Additionally, the Board will provide an opportunity for members of the public to provide input and comment at Board meetings consistent with the meeting and participation rules described below.

This policy sets forth the standards and meeting rules that apply to the public in attendance at Board meetings, and to the opportunity for the public to provide comment at Board meetings.

B. Opportunity for Public Comment

Consistent with RSA 189:74, The Board will provide the opportunity for members of the public to comment on District matters at all Board meetings except for emergency meetings called under RSA 91-A:2, II, or at meetings for which the sole purpose is to address one or more issues in non-public session under RSA 91-A:3.

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

1. The Board President shall set the allotted time for speakers and each speaker will be permitted equal time.
2. Members of the public shall not speak unless recognized by the Board President or other person presiding over the meeting.
3. The Board will provide thirty minutes, in a single setting, to hear public comments and will generally schedule the comment period during the first half of its meetings. Public comment may be extended beyond 30 minutes by a majority vote of the Board. If speakers do not fill the minimum 30-minute public comment period, the Board will move to table the remainder of the time until the end of the meeting or, if applicable, immediately before a scheduled non-public session. If no speakers are present at the end of the meeting, the Board may adjourn.
4. Speakers may not relinquish their allotted time to another speaker.
5. Speakers are requested to sign up prior to the meeting on a sign-up sheet to be provided. Although pre-registration is not required as a condition for offering public comment, the President will recognize speakers on a first-come basis using the sign-up Sheet as the starting point. If a person declines to speak or is not present at the time called, the President will move to the next name on the list.
6. The Board will provide an opportunity for written public comments for people unable to attend the meeting. Written comments that meet this paragraph's requirements and other policy provisions will be attached to the minutes, unless otherwise requested by the Board. If the thirty minutes for public comment have not been exhausted, the Board may read the written comments aloud at the meeting on a first received basis until the comment period has expired. Written comments must be submitted to the Superintendent at least two (2) days prior to the Board meeting.
7. Anonymous written comments will not be accepted as part of public comment as RSA 91-A:2, II requires that meeting minutes include the names of people appearing at public meetings. Only one (1) written comment is permitted per individual for each meeting. Written comments that include personally identifiable information (PII), or other confidential information will only be made public as required under RSA 91-A:4 and 5, and Board Policy #248, Response to Public Records Requests. This paragraph is not intended to limit other correspondence to the District, but only pertains to writings intended to be included as public comment at a School Board meeting.
8. In order to comply with the official minute requirements of RSA 91-A:2, II, speakers shall identify themselves clearly for the record.
9. During public comment, an individual may offer comments on agenda items or upon other District matters (e.g., operations, budget, and other issues relating to the District's school policies, programs, and operations.) However, consistent with RSA 189:74, I, and in the interest of protecting PII, as well as other confidential information, comments (including complaints) regarding individual students, volunteers, or employees (other than the Superintendent), should be directed to the Superintendent or otherwise as provided under the complaint resolution process set forth in Policy #812, Communication of Complaints about School District Employees;
10. Defamatory statements, comments threatening bodily harm, or which interfere with protected speech will not be tolerated.
11. Comments which do not adhere to the above provisions may be ruled out of order by the President. Repeated violations may result in the President terminating the speaker's privilege of address and deeming the violations a disruption to be treated as discussed in section C below.
12. Persons appearing before the Board are reminded that the public comment period is an opportunity for members of the public to provide their input to the Board but is not a question-and-answer session. Board members are without authority to answer spontaneously on behalf of the Board. Thus, in most instances Board response, if any, will be deferred pending consideration by the full Board.
13. In addition to the opportunity to offer input during the public comment period of a Board meeting, members of the public may also request initiatives, or other such items be placed on the Board's agenda. The determination whether to include the matter on a Board meeting agenda will be made consistent with Board Policy #132, Agenda Preparation and Dissemination. Requests to have a matter placed on the agenda should be presented in writing to the Superintendent no less than fourteen days prior to the next Board meeting and must set forth the specifics of the subject to be addressed.

C. Meeting Disruptions

The primary purpose of School Board meetings is to conduct the business of the Board as it relates to school policies, programs, and operations. While members of the public have the right to attend and offer input during the public comment period of meetings, they do not have the right to disrupt them. Impermissible disruptions include, but are not limited to:

1. Shouting or speaking while someone else has been recognized by the President;
2. Obstructing the views of others with posters or otherwise;
3. Refusing to terminate public comment after that speaker's time has expired;
4. Any other sustained or intentionally loud noises after the President has called for order; or
5. Any other conduct intended to disrupt the meeting or person speaking.

If, after a least two warnings from the President, an individual continues to disrupt the meeting by words or actions, the President may direct the person to leave the meeting. Upon refusal, the President may request assistance from law enforcement officials to have the individual removed, with the potential for criminal charges. Interruptions may result in a recess or provided the thirty minutes for public comment has expired, adjournment of the meeting.

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Legal References:

U.S. Const., 1st Amendment

RSA 91-A:2, Meetings Open to the Public RSA 91-A:3, Non-Public Sessions

RSA 189:65, VII & VII-a-Definitions (Student and Teacher personally identifiable information) RSA 189:74, School Board Public Comment Period

RSA 644:2, Disturbing the Peace

State v. Comely, 130 N.H. 688 (1988)

State v. Dominic, 117 N.H. 573 (1977)

Adopted October 1, 2018, Revised June 5, 2023 Corresponds to NHSBA Policy
BEDH

Concord School Board Policy #203 – Public Conduct in Schools, on or While Using District Property, and at School-Sponsored Events

I. Purpose

Concord School District is committed to modeling and promoting positive communication, mutual respect, consideration, civility, and orderly conduct amongst District employees, parents, students, and community members. It is not the intent of the District to deprive any person of the right to freedom of expression through comments, input, and expression of diverse views, but instead to maintain a safe, harassment-free environment for students, administrators, employees, parents, and other members of the community. Disruptive, volatile, or hostile communication or actions on or while using District property or at school-sponsored events are prohibited and will not be tolerated.

For purposes of this policy, "District property" means any building, office within a building, vehicles, property, land, network, or facilities used for school purposes or school-sponsored events, whether public or private.

II. Expected Level of Behavior

District employees will treat parents, students, visitors, other employees, and members of the public with courtesy and respect. Parents, students, visitors, and members of the public will treat District administrators and employees with courtesy and respect.

III. Unacceptable/Disruptive Behavior

No person on District property, while using District property, or at a school event shall:

- Injure, threaten, harass, or intimidate any employee, sports official, or coach;
- Impede, delay, disrupt, or otherwise interfere with any District activity, function, or school-sponsored event;
- Damage or threaten to damage another's property;
- Damage, destroy, or deface District property;
- Use obscenities toward another person;
- Engage in abusive, threatening, or obscene e-mails, texts, phone calls, or voice messages toward employees on or while using District property;
- Engage in any behavior that affects the health and safety of students, employees, visitors, or the general public on or while using District property or at a school-sponsored event.

IV. Recourse for Parents, Students, or Members of the Public

Parents, students, or members of the community who believe they were subject to unacceptable/disruptive behavior on the part of any District employee should report such behavior to the building Principal, who shall conduct an inquiry into the situation.

V. Employee Recourse and Authority of District Personnel to Remove

If any member of the public, including, without limitation, a parent of a District student, uses obscenities or speaks in a threatening manner, the employee to whom the remarks are directed will calmly and politely request the speaker to communicate civilly. If corrective action is not taken by the abusing party, the employee will verbally notify the abusing party that the meeting, conference, or telephone conversation is terminated until or unless the abusing party calms down and addresses the employee in a civil manner. If the meeting or conference is in person on District property, the employee will immediately notify their supervising administrator of the behavior. If an employee is threatened, harmed, or feels unsafe during an in-person meeting, they should call the School Resource Officer or Concord Police Department. No negative consequences will be taken against an employee for professionally ending such a conversation or making a report.

Inappropriate written communication will be addressed by the supervising administrator.

The Superintendent or designee (a building Principal, Assistant Principal, or other employee supervising the school or, for school activities or programs outside of the normal school day, the employee supervising the activity or program) is authorized to direct/require any person to leave District premises if that person violates this policy. If the offender refuses to leave the property, Concord Police Department should be notified immediately.

When an individual is directed to leave under the circumstances presented above, the incident shall be reported to the Superintendent or designee, who may take such further action as the Superintendent or designee deems appropriate under the circumstances. Such action may include, without limitation, issuance of a "no trespass" letter to such offender(s) stating that they may no longer enter some or all the District's buildings and/or grounds, without the written consent of the Superintendent. Issuance of such a letter shall not apply to meetings which are required to be open public meetings under the New Hampshire Right to Know Law. Additionally, if such a letter is issued to a parent of a current District student, the letter will include instructions for alternative means of communication with employees at the student's school, and accommodation for any transportation of the student to and from school or school activities.

VI. Implementation and Notice

The Superintendent will ensure that this policy is included in each school's Parent/Student Handbook, is made publicly available on the District website, and is included as part of annual employee training.

Legal References: RSA 193:11, Disturbance, RSA 635:2, Criminal Trespass, RSA 91-A, Access to Public Records and Meetings.

Adopted November 1, 2021

Concord School District Policy #132 – Agenda Preparation and Dissemination

The Superintendent shall prepare all agendas for regular and special 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 on 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. ...

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

Adopted 1971. Revised April 3, 2017; October 1, 2018

Concord School District Policy #133 – Minutes

Under RSA 91-A, the School Board, and each of the Board's committees (whether standing or ad hoc, or whether deemed a sub-committee or an advisory committees) is required to keep minutes for every "meeting" as defined under 91-A:2, I. As used below, "Board" shall mean and include the School Board, and each such Board committee.

The Board will keep a record of the actions taken at meetings in the form of minutes. At a minimum, all minutes, public and non-public, shall include: 1. the names of members participating; 2. persons appearing before the Board (any persons other than Board members who address the Board or speak at the meeting; 3. a brief description of each subject matter discussed; 4. identification of each member who made a first or second of any motion; 5. a record of all final decisions; 6. when a recorded roll call vote on a motion is required by law or called for by the President (or other presiding officer), a record of how each Board member voted on the motion; ...

All minutes will be kept in accordance with RSA 91-A:2 and RSA 91-A:3 and will be in the custody of the Superintendent. Draft minutes of all public meetings, clearly marked as drafts, will be made available for public inspection no later than five (5) business days after each public session. ...

Approved minutes, except those non-public session minutes which are sealed, shall be consistently posted on the District's website ...

Legal References: RSA 91-A:2 II, Public Records and Meetings: Meetings Open to Public; RSA 91-A:3 III, Public Records and Meetings: Non-Public Sessions; RSA 91-A:4 I, Public Records and Meetings: Minutes and Records available for Public Inspection
Adopted 1971. Revised June 7, 2001; January 3, 2017; December 4, 2017; December 3, 2018

Concord School District Policy #812 – Communication of Complaints about School District Employees

The Board believes that complaints and grievances are best handled and resolved by the parties directly concerned. Complaints may be brought forward by parents, students, or any member of the community. The proper channeling of complaints will be as follows: 1. Teacher; 2. Principal; 3. Superintendent; 4. School Board.

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

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

1. The Board member shall refer the person making the complaint to the Superintendent for investigation. The Superintendent may delegate the investigation to the Principal.
2. If the member of the public will not personally present the complaint to the Superintendent or Principal, the Board member shall then ask that the complaint be written and signed. The Board member will then refer the complaint to the Superintendent for investigation.
3. If the person making a complaint feels that a satisfactory reply has not been received from the Superintendent, he or she may request that the complaint be heard by the Board. The Board will hear and act upon the complaint only by majority vote. If the Board does hear and act upon the complaint, all Board decisions shall be final.
4. If the Board decides, in accord with Paragraph Three, to hear and act upon a complaint that pertains to personnel, employee, student or administrative matters, it shall determine whether the complaint shall be heard in public or non-public session in accordance with RSA 91-A:3 and the laws pertaining to student and family privacy rights. The Board shall also determine whether it is appropriate to inform the individual who is the subject of the complaint of the meeting and to provide said individual with further opportunity for explanation, comment, and presentation of the facts to the Board.
5. If the Superintendent is the subject of the complaint, the Board shall determine whether the complaint should be heard in public or non-public session in accordance with RSA 91-A:3. The Board may, to the extent it is appropriate, advise the Superintendent of the nature of the complaint and may give the Superintendent an opportunity for explanation, comment, and presentation of the facts.

Adopted 1975. Revised 1983; 1985; August 6, 2001; August 5, 20

91-A:3 II. – NON-PUBLIC SESSIONS

II. Only the following matters shall be considered or acted upon in nonpublic session:

a. DISMISSAL, PROMOTION, OR COMPENSATION

91-A:3 II. (a) The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.

b. HIRING

RSA 91-A:3 II (b) "The hiring of any person as a public employee."

c. PERSONNEL

RSA 91-A:3 II (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant.

d. PROPERTY

RSA 91-A:3 II (d) Consideration of the acquisition, sale, or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.

e. LITIGATION

RSA 91-A:3 II (e) Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against the public body or any subdivision thereof, or against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled. Any application filed for tax abatement, pursuant to law, with any body or board shall not constitute a threatened or filed litigation against any public body for the purposes of this subparagraph.

Concord School District Policy #171
School Board Member Conflict of Interest

A conflict of interest exists where there is a potential for a School Board member to influence the outcome of a matter in which he or she has a direct personal and pecuniary interest; such conflict would ordinarily arise when a Board member is acting in a judicial or legislative capacity.

To be a conflict of interest, a pecuniary interest must be immediate, definite and capable of demonstration, not remote, uncertain, contingent and speculative. To avoid a conflict of interest by this standard, the pecuniary interest must be such that men and women of ordinary capacity and intelligence would not be influenced by it. Additionally, Board members should refrain from engaging in conduct or actions that give the appearance of a conflict of interest, embarrass the Board, or personally embarrass another Board member.

A Board member shall avoid a conflict of interest and, should one arise, shall immediately disclose said conflict of interest to the Board President and Superintendent. Should a conflict of interest arise in the course of any Board meeting, the Board member shall also immediately disclose said conflict of interest to the other Board members in attendance at the meeting. If the matter is addressed in nonpublic session, the Board member will also be required to leave the room during any consideration of the matter.

In order to avoid the appearance that familial relationships may create a conflict of interest, any Board member who has a family member employed by the District shall also declare his/her relationship with the employee. If the matter is addressed in non-public session, the Board member will also be required to leave the room during any consideration of the matter.

To assist Board members with recognition and disclosure of personal and professional relationships which may give rise to a conflict of interest during their service on the Board, each Board member will complete a conflict of interest questionnaire at the beginning of his or her term on the Board and will review and update the information provided in response to that questionnaire on an annual basis

Adopted January 7, 2002. Revised November 2, 2009; June 5, 2017
(Related Board Policy: #110 - Code of Ethics)
Corresponds to NHSBA Policy BCB

- (f) Consideration of applications by the adult parole board under RSA 651-A.
- (g) Consideration of security-related issues bearing on the immediate safety of security personnel or inmates at the county correctional facilities by county correctional superintendents or their designees.
- (h) Consideration of applications by the business finance authority under RSA 162-A:7-10 and 162-A:13, where consideration of an application in public session would cause harm to the applicant or would inhibit full discussion of the application.
- (i) Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.
- (j) Consideration of confidential, commercial, or financial information that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to RSA 541 or RSA 541-A.

91-A:5 Exemptions. –

The following governmental records are exempted from the provisions of this chapter:

I. Records of grand and petit juries.

I-a. The master jury list as defined in RSA 500-A:1, IV.

II. Records of parole and pardon boards.

III. Personal school records of pupils, including the name of the parent or legal guardian and any specific reasons disclosed to school officials for the objection to the assessment under RSA 193-C:6.

IV. Records pertaining to internal personnel practices; confidential, commercial, or financial information; test questions, scoring keys, and other examination data used to administer a licensing examination, examination for employment, or academic examinations; and personnel, medical, welfare, library user, videotape sale or rental, and other files whose disclosure would constitute invasion of privacy. Without otherwise compromising the confidentiality of the files, nothing in this paragraph shall prohibit a public body or agency from releasing information relative to health or safety from investigative files on a limited basis to persons whose health or safety may be affected.

V. Teacher certification records in the department of education, provided that the department shall make available teacher certification status information.

VI. Records pertaining to matters relating to the preparation for and the carrying out of all emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.

VII. Unique pupil identification information collected in accordance with RSA 193-E:5.

VIII. Any notes or other materials made for personal use that do not have an official purpose, including but not limited to, notes and materials made prior to, during, or after a governmental proceeding.

IX. Preliminary drafts, notes, and memoranda and other documents not in their final form and not disclosed, circulated, or available to a quorum or a majority of the members of a public body.

X. Video and audio recordings made by a law enforcement officer using a body-worn camera pursuant to RSA 105-D except where such recordings depict any of the following:

(a) Any restraint or use of force by a law enforcement officer; provided, however, that this exemption shall not include those portions of recordings which constitute an invasion of privacy of any person or which are otherwise exempt from disclosure.

(b) The discharge of a firearm, provided that this exemption shall not include those portions of recordings which constitute an invasion of privacy of any person or which are otherwise exempt from disclosure.

(c) An encounter that results in an arrest for a felony-level offense, provided, however, that this exemption shall not apply to recordings or portions thereof that constitute an invasion of privacy or which are otherwise exempt from disclosure.

XI. Records pertaining to information technology systems, including cyber security plans, vulnerability testing and assessments materials, detailed network diagrams, or other materials, the release of which would make public security details that would aid an attempted security breach or circumvention of law as to the items assessed.

XII. Records protected under the attorney-client privilege or the attorney work product doctrine.

Source. 1967, 251:1. 1986, 83:6. 1989, 184:2. 1990, 134:1. 1993, 79:1. 2002, 222:4. 2004, 147:5; 246:3, 4. 2008, 303:4, eff. July 1, 2008. 2013, 261:9, eff. July 1, 2013. 2016, 322:3, eff. Jan. 1, 2017. 2018, 91:2, eff. July 24, 2018. 2019, 54:1, eff. Aug. 4, 2019. 2021, 163:2, eff. July 30, 2021.



PRIORITY #1: EQUITY AND DIVERSITY

The mission of the Equity Advisory is to improve inclusiveness, uplift the voices of historically marginalized people in the Concord school community and create an environment that encourages personal exploration and growth.

The vision is to catalyze systemic and cultural changes in the Concord schools and community. We will build a culture centered on restorative and inclusive practices, trust, and accountability, and provide oversight and guidance for the implementation of district wide initiatives.

PRIORITY #2: CURRICULUM, INSTRUCTION AND ASSESMENT

The Mission of the CSD curriculum is that we remain current with research-based teaching practices that ensure a quality competency-based education; consistent, rigorous, coherent, clear expectations, individualized, student driven, engaging, challenging.

PRIORITY #3: SOCIAL AND EMOTIONAL LEARNING

Concord School District Overarching MTSS-B/SEL Goal – Develop clearly defined District-Wide Multi-tiered Systems of Supports that utilizes consistent frameworks, data collection and analysis, and social emotional curriculum, in order to advance the development of a continuum of support for student’s growth in social, emotional, and behavioral health throughout their educational career.

PRIORITY #4: COMMUNICATION

Families, students, staff, and our community need timely communication through a variety of channels. The district will organize resources, tools, and training needed to actively communicate with stakeholders: students, family, staff, and community. Strong communication will improve student/parent engagement, student agency, student attendance, and these factors all influence student achievement.

PRIORITY #5: FACILITIES

Ensure that the Concord School District has state of the art, sustainable infrastructure and facilities designed to support and enhance the learning experience and safety of all students and to enable staff and faculty to function at optimal levels.

PRIORITY #6: SAFETY

Ensure that the Concord School District enhanced training, building security systems and state of the art infrastructure to support and enhance safety of all students and staff in our schools.



Instructional Committee Meeting Minutes May 13, 2026

In Attendance: Brenda Hastings-Chair, Sarah Sadowski (remote), Barb Higgins, Alex Dubois

Administration: Assistant Superintendent Kim Yarlott, Superintendent Tim Herbert

Meeting called to order: 5:33pm. Vote was taken and approved for Sarah Sadowski to join the meeting remotely.

Agenda Items:

- Presentation on 306s Counseling Requirements – Fern Seiden and Jodi McLaughlin
- Student-Teacher Ratios – Discussion

Discussion:

Presentation on 306's

Purpose: Using ASCA National Model, our Portrait of a Learner, CHS Crimson Culture Vision of a Graduate and new guidance from the ED306.30 minimum standards, create an alignment of programs and competencies.

Counselor Responsibilities and 306 standards (7). Counselors worked as a K-12 team to look at core curriculum across grade bands. The committee created 'I Can' statements across grade bands.

Other standards reviewed (2-6). Emphasis on MTSS-B and collaboration between staff.

Reference:

Ed 306.30 School Counseling Program.

- a. *No less frequently than biennially, the local school board shall approve a comprehensive and developmentally appropriate K-12 school counseling program and implementation plan for each school, consistent with the requirements of this section. (b) The school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student's development of work-study practices in academic development, career development, and personal and social development*

Student-Teacher-Ratios:

Tim – looking at current staffing and ratios. Class size guidelines shared as well. When compared, we are within the guidelines. When we are close to or above the recommended levels, mid-year, we provide an educational assistant for the classroom. Summer enrollment is closely monitored, with the option to add a classroom position before the start of the school

year. Kim provided meeting notes from 2024 whereby we had a committee established to make recommendations for an adjustment to the policy.

Decision: Reconvene a committee to look at the proposal and make some recommendations to the policy committee.

Motions and Votes:

Motion 1: The Instructional Committee will bring the 306s for counseling to the full board in June for approval.

Made by: Brenda Hastings

Seconded by: Barb Higgins

Vote: 4-0

Motion Passed

Adjournment:

A motion to adjourn made by: Barb Higgins

Seconded by: Alex Dubois

Meeting Adjourned: 6:41pm

Submitted by: Kim Yarlott/Brenda Hastings



Finance Committee Meeting Minutes 6/22/2026

In Attendance: Jess Campbell-Chair, Cara Meeker, Pamela Walsh, and Madeleine Mineau

Administration: Jack Dunn, Tim Herbert, Maureen Cail and Ellen Desmond

Others in Attendance: Scott McIntyre, CBIZ CPAs Representative

Meeting called to order: 5:30 pm

Agenda Items:

- Audit 2025
- Projected Year End Fund Balance
- 2028 Budget Planning
- Facilities & Renovation Trust Funds
- Non Public

Discussion:

FY 2025 Audit

- Jack Dunn introduced Scott McIntyre, representative from CBIZ CPAs
- Independent audit of the district completed including quality review
 - 2025 Single Audit: No material deficiencies or weaknesses found. No non compliance.
 - 2025 Financial Statements Audit: No material deficiencies or weaknesses found. No non compliance.
- CBIZ is the same company we have been using, it has just been under different names due to mergers and acquisitions
- Reviewed
 - Statement of net position
 - Balance sheet
 - Statement of revenues
 - Subsequent events

Projected Year End Fund Balance

- Jack Dunn provided high level overview of projected 2025 year end balance
- CSD will not be carrying over the final payment for School Care. It will be applied to 2025 balance.
- Special Ed Reserve fund will no longer be available
- Currently looking at 2027 projects

- Lunch Debt
 - o Currently about \$120,000 in unpaid lunch funds
 - o Committee discussed current process and explored solutions to make paying for lunch easier for families
 - o Jessica Campbell asked Jack Dunn to bring back to the committee a procedure on how guardians can donate unused lunch balances to total lunch debt.

2028 Budget Planning

- Jack Dunn provided overview of proposed 2028 Budget Planning Calendar
- Ms. Mineau asked that more information be provided before budget meetings
- Ms. Meeker asked that the board include a session on the city budget and the impact of both budgets on the community and planning

Facilities and Renovation Trust Fund

- \$19.7 Million projected in FY26 balance
- District will start debiting from this fund for project specific costs, specifically Middle School

Motions and Votes:

Motion 1: Bring motion to the full board that funds for the property of the middle school construction project office come from the facilities fund account.

Made by: Pamela Walsh

Seconded by: Jessica Campbell

Vote: 4-0

Motion Passed

Motion 2: Enter Non-Public under RSA 91-A:2 A1 (a) at 6:38pm

Made by: Pamela Walsh

Seconded by: Cara Meeker

Vote: 4-0

Motion: Passed

Motion 3: Seal Minutes

Made by: Pamela Walsh

Seconded by: Cara Meeker

Vote: Roll Call 4-0

Motion: Passed

Motion 4: Come out of Non-Public

7:00pm

Made by: Pamela Walsh

Seconded by: Cara Meeker

Vote: 4-0

Motion: Passed

Adjournment:

A motion to adjourn made by: Pamela Walsh

Seconded by: Cara Meeker

Vote: 4-0

Motion Passed

Meeting Adjourned

Submitted by: Jessica Campbell



Board of Education Minutes – July 6, 2026

In Attendance: Pamela Walsh - President, Cara Meeker - Vice President, Liz Boucher – Secretary, Jess Campbell, Alex Dubois, Barb Higgins, Madeleine Mineau, and Sarah Sadowski

Absent: Brenda Hastings

Administration: Timothy Herbert – Superintendent, Matt Cashman, Kris Gallo, Kaily Roukey, Bridget Edinger

Call to Order

Ms. Walsh called the meeting to order at 6:00 p.m. Ms. Boucher conducted roll call attendance.

Approval of Agenda

The Board voted via voice vote 8-0 to approve the agenda. (Moved by Ms. Boucher, 2nd by Ms. Higgins).

Consent Agenda

- a.) Instructional Committee (May 13)
- b.) Regular Monthly Meeting (June 1)
- c.) Building Committee (June 4)
- d.) Special Board Meeting (June 8)
- e.) Communication & Policy (June 10)
- f.) Executive Committee (June 22)
- g.) Finance Committee (June 22)
- h.) Instructional Committee (June 29)
- i.) Joint Capital Facilities & Sustainability (July 1)

Motion to approve the Consent Agenda (Moved by Ms. Higgins, 2nd by Ms. Mineau).

Motion to remove Items A & G from the Consent Agenda to amend the Instructional Committee meeting minutes of May 13th to add the time the meeting adjourned and amend the Finance Committee meeting minutes of June 22nd to add the times when entered non-public, returned from non-public and time adjourned. (Moved by Ms. Boucher, Ms. Sadowski)

Voice vote in the affirmative, 8-0, to remove items A&G from the Consent Agenda for amendments.

Motion to amend the Instructional Committee meeting minutes of May 13th to reflect that Ms. Sadowski did not call meeting to order but rather requested to participate remotely (Moved by Ms. Sadowski, 2nd by Ms. Boucher)

Voice vote in the affirmative, 8-0, to amend the Instructional committee meeting minutes of May 13th.

The Board voted 8-0, via voice vote, to approve the consent agenda as amended.

Recognitions/Reports

Superintendent Herbert reintroduced new administrators, Kaily Roukey - Director of Student Services, and Kris Gallo - Assistant Superintendent of Curriculum, Instruction and Assessment.

End of year highlights: Superintendent Herbert reported that Concord High School's graduation ceremony was held at NHTI, with 355 graduates recognized, including 305 students receiving a high school diploma and 50 students receiving a Concord School District diploma. He also noted the successful completion of the Rundlett Middle School commencement ceremony and 8th-grade dance. Mill Brook School celebrated its end-of-year Field Day sharing that Concord Fire Department was there for the children to explore the trucks. MBS also concluded the Cliff Grant initiative, through which each student received two books—one to keep and one to share with another reader.

Legislative Update: Superintendent Herbert provided an update on several education-related bills. HB 656 addresses transparency in grant budgeting and reporting. HB 1467 establishes the New Hampshire Seal of Civic Excellence and Engagement; Concord High School plans to present information on the requirements students must meet to earn the designation. HB 564 relates to school administrative budgets and includes a requirement for districts to disclose the 10 highest salaries within the district.

Charter Amendment process: Superintendent Herbert reviewed the Charter amendment process.

Communications & Policy

Policy 901, Whistleblowers Protection (2nd read)

Policy 542, Acceptable Technology Use-Students (2nd read)

Policy 542.1, Use of Artificial Intelligence (2nd read)

Policy 432/537, Reporting of Child Abuse and Neglect (1st read)

Facilities Update

Mr. Cashman reviewed upcoming summer projects. The CRTC welding program is progressing, and Commons B at CHS is expanding with three additional rooms. Renovation work has been completed on the BMS sidewalk, and CMS sidewalk improvements have begun, including added drainage. At Broken Ground School, electrical upgrades for third-grade classrooms are being completed, marking the final phase of the building's electrical modernization. A permanent special education classroom is also being added to replace an accordion-style partition. Custodial teams are conducting deep cleaning across all buildings.

Middle School Project Update

Mr. Cashman reported that site preparation continues with all loam removed and structural fill fully installed. Settlement monitoring devices show no settlement to date, and the monitoring will

continue. Installation of rammed aggregate piers is expected to begin within the next two to three weeks, pending engineering analysis. Geothermal work will begin late July into early August, with 84 wells planned at approximately 800 feet deep. Mr. Cashman reviewed the construction work hours as allowed by the ordinance. Long-range schedule expectations include foundation work in late summer/early fall and structural steel-installation projected for January 2027.

Site Activity & Public Communication: Gravel trucking for the school footprint is largely complete. Drone footage showing current site progress is available on the district website.

A job-site sign with a QR code is being created to provide direct access to project updates. Additionally, a weekly three-week look ahead schedule will be posted every Thursday following the owner-architect-contractor meeting. These updates will be available online and physically posted at two locations: Cypress Street and Conant Drive. Community members may also sign up for middle school updates at sau8.org

Joint sustainability and Capital: The committee received a presentation from Beacon Integrated Solutions on rooftop solar versus rooftop solar with carport canopies for the new middle school. The district's goal remains a net-zero building. Current designs include solar canopies in the south parking lot, but additional arrays in the north lot would be required to meet net-zero targets. A simulation video demonstrated what expanded canopies could look like. The committee requested additional information from the district and contractors by the July 13 meeting.

Memorial Field Update

The Superintendent met with city representatives to discuss ongoing planning for Memorial field. Bleacher removal is scheduled, and long-term field design options (primarily Plan A and Plan D) continue to be evaluated. Civil engineering constraints limit how much designs can shift without requiring further reviews. The track location remains a major discussion point. Both parties currently favor keeping the track in its existing location to avoid extended downtime and disruption to soft ball and baseball fields. A temporary resurfacing option is being explored, though contractors noted it would not resolve underlying structural issues. Additional cost estimates are forthcoming.

Special Board Meeting

Public hearings on July 13 will address two proposals:

1. Sale of the current district office building.
2. Sale of district-owned land near Broken Ground School.

The board will not vote on these items at the July meeting. Following the required waiting period, votes may occur at the August board meeting. The anticipated ballot submission deadline is September 14. The board intends to submit materials immediately following the August vote.

Finance

Ms. Campbell reported that the committee reviewed the FY25 audit, which again showed no material deficiencies or weakness. Year-end fund balance projections were discussed, including confirmation that the final SchoolCare payment will not carry over into the next fiscal year. Early planning for the

FY28 budget has begun, with interest in a joint session explaining how city and school budgets interact. The committee also revisited lunch debt procedures and requested a proposal allowing families to donate unused lunch balances.

The board discussed a motion to authorize \$372,000 from the Facilities and Renovations Trust fund to reimburse the purchase of 20 Conant Drive, currently used as the middle school construction office. Using trust funds rather than bond funds preserves the district's ability to resell the property.

Public Comment

Stephen Michlovitz urged the board to move forward with the sale of the current district office building, noting its prime location and readiness for redevelopment. He asked the board to delay any vote on selling the Broken Ground parcel for at least one year, allowing community members time to organize efforts to preserve the land in its natural state for educational and recreational use.

Don Brueggemann reiterated community concerns regarding the proposed middle school bus route along Noyes and Cypress Streets. He stated that moving buses off campus does not automatically make the route safer, citing narrow roadways, limited sidewalks, poor visibility, and heavy pedestrian traffic as ongoing safety concerns. He urged the Board to revisit the traffic plan, consider alternative options, and engage the community in further discussion before construction limits future changes, emphasizing the need to address safety concerns proactively.

Mila Paul first clarified a misspelling of her name in prior records. She then spoke about the Curtisville Road forest parcel and asked the board to delay the sale until after November to avoid voter confusion and allow time for conservation efforts.

Elizabeth Tardugno, a Mill Brook parent, requested delaying the sale of the Curtisville Road parcel. She highlighted the educational value of the land for students, noting its use for walk-a-thons, science lessons, and outdoor learning. She stated that unlike buildings, the parcel does not impose financial burdens and that selling it would be a loss to both students and the broader community. She noted growing community momentum to preserve the land.

Laurie Rardin, a long-time Concord resident, spoke in support of preserving the Curtisville Road parcel and asked the board to delay the decision to allow time for community members to pursue appropriate steps to protect the land.

Personnel

Superintendent Herbert brought forward several teacher confirmations.

The board voted 8-0, via voice vote, to approve the teacher confirmations as presented for the 2026-2027 school year (Moved by Ms. Higgins, 2nd by Ms. Meeker).

Board members questioned the appointment of a one-year-only teacher position at Abbot-Downing School to fill a resignation vacancy. Superintendent Herbert stated that he would look into the matter and provide additional information.

Superintendent Herbert presented a list of 2026 Fall Coaches for confirmation.

The board voted 8-0, via voice vote, to approve the fall coaches as presented (Moved by Ms. Higgins, 2nd by Ms. Mineau).

Votes

Motion: The Concord School Board authorize the use of \$372,000 from the Facilities & Renovations Trust Fund for the purchase of the property located at 20 Conant Drive, to be used as the Middle School Construction Project Office in support of the Middle School Construction Project.

Vote passed, by roll call, 8-0:

Ms. Campbell - yes
 Mr. Dubois – yes
 Ms. Higgins – yes
 Ms. Meeker – yes
 Ms. Mineau – yes
 Ms. Sadowski – yes
 Ms. Walsh – yes
 Ms. Boucher – yes
 Ms. Hastings- Absent

The board voted 8-0, via voice vote, to approve Policy 901 on 2nd reading (Moved by Ms. Meeker, 2nd by Ms. Sadowski).

The board voted 8-0, via voice vote, to approve Policy 542 on 2nd reading (Moved by Ms. Meeker, 2nd by Ms. Boucher).

The board voted 8-0, via voice vote, to approve Policy 542.1 on 2nd reading (Moved by Ms. Meeker, 2nd by Ms. Boucher).

Other Business

Superintendent Herbert presented a monthly enrollment report stating that summer months are currently in flux.

Ms. Sadowski noted ongoing concerns about traffic impacts on Noyes and Cypress Streets, referencing testimony from both June 8 and the current meeting. She emphasized the need to improve communication and trust with neighborhood residents. She suggested adding an agenda item next month to consider forming an ad hoc listening committee, where residents could meet informally with the traffic engineer and a school board representative to discuss constraints, ask questions, and explore possible adjustments. She proposed holding such meetings in the neighborhood rather than at the district office to strengthen community engagement. The Chair advised her to submit the request to the Executive Committee for placement of a future agenda, and Ms. Sadowski agreed to do so.

Ms. Boucher reminded the Board that the study of best practices for community communication and engagement was already referred last month to the City and Community Committee. The City and Community Committee did not meet last month and was not scheduled to meet in July. Ms. Boucher noted that the request above regarding a listening committee is a matter of the City and Community Committee chaired by Ms. Higgins. The City and Community Committee then set a date to meet in July.

Proposed Calendars of Meetings

7/13 Special Board Meeting Public Hearing 6:00pm
 7/15 City & Community 5:30pm
 7/20 Executive Committee 5:00pm
 7/20 Board of Education Retreat 5:30pm
 7/22 Instructional Committee and Communication & Policy 5:30pm
 8/3 Board of Education Meeting 6:00pm
 8/5 Admin Retreat
 8/6 Admin Retreat
 8/6 Building Committee 5:30pm
 8/10 Communication & Policy 5:30pm
 8/12 Finance Committee 5:00pm
 8/12 Instructional Committee 5:30pm
 8/17 Executive Committee 5:00pm
 8/17 City & Community 5:30pm
 8/19 Negotiations 5:00pm
 8/19 Capital Facilities 5:30pm
 8/27 Opening Day Ceremony 8:00am
 8/27 Professional Day
 8/28 Professional Day
 8/31 First Day of School

Non-Public Session

RSA 91-A:3II I, RSA 91-A:3, Section II a, RSA 91-A:3, Section II d, RSA 193:3, II(a), RSA 193:31, RSA 91-A-2, RSA 91-A:3, Section II (i)

The board voted unanimously via roll call vote 8-0, to enter into non-public under RSA 91:3, Section II (c) & (e) (Moved by Ms. Boucher at 6:59 pm, 2nd by Ms. Sadowski).

Ms. Campbell - yes

Mr. Dubois – yes

Ms. Higgins – yes

Ms. Meeker – yes

Ms. Mineau – yes

Ms. Sadowski – yes

Ms. Walsh – yes

Ms. Boucher – yes

Ms. Hastings- Absent

Motion to come out of non-public session

Time: 7:09 pm

Made by Ms. Boucher; 2nd by Ms. Sadowski

Motion passed 8-0, via voice vote, in the affirmative to exit non-public session

Motion to seal the minutes of the non-public session

Made by Ms. Boucher; 2nd by Ms. Meeker

Roll call vote 8-0 in the affirmative to seal the minutes of the non-public session

Ms. Campbell - yes

Mr. Dubois – yes

Ms. Higgins – yes

Ms. Meeker – yes

Ms. Mineau – yes

Ms. Sadowski – yes

Ms. Walsh – yes

Ms. Boucher - yes

Ms. Hastings- Absent

Adjournment

Motion to Adjourn

Time: 7:09 pm

Made by Ms. Higgins; 2nd by Ms. Meeker

Voice vote in the affirmative 8-0 to adjourn the meeting

Respectfully submitted, Sarah LeMay
and Liz Boucher, Secretary



Board of Education Minutes Public Hearing – Ballot Initiatives July 13, 2026

In Attendance: Pamela Walsh – President, Cara Meeker – Vice President, Liz Boucher – Secretary, Alex Dubois, Brenda Hastings, Barb Higgins (arrived late), Madeleine Mineau, and Sarah Sadowski

Absent: Jess Campbell

Administration: Timothy Herbert – Superintendent, Matt Cashman, Jack Dunn, Bridget Edinger

Meeting called to order

Ms. Walsh called the meeting to order at 6:00 p.m. Ms. Boucher conducted roll call attendance.

Agenda

Discussion around the sale of Dewey School

Discussion around the sale of the Broken Ground Site

Public Comment

Public comment

Steve Michlovitz of Ward 10 urged the Board to delay action on the Broken Ground property emphasizing the ecological importance of the 59-acre parcel as part of a larger wildlife corridor. He states that development would permanently remove valuable natural resources and asked for additional time to explore alternatives and build community consensus.

Duane Bailey discussed the physical, emotional, and spiritual benefits of access to nature. He expressed concern for children's mental and emotional well-being and encouraged using the land as an educational and wellness resource.

Jae Whitelaw questioned the need to sell the property and encouraged the Board to focus on long-term district needs rather than short-term tax relief. She noted the parcel was originally acquired for future school expansion and suggested the land could still serve future educational purposes.

Claire Michlovitz of Ward 10 supports placing the Dewey School sale on the ballot but opposes moving forward with the Broken Ground sale at this time. She requested additional time to pursue conservation options highlighting environmental, recreational, and educational benefits of the land.

Graham Gifford expressed agreement with previous speakers' advocacy for preservation of the property.

Stephen Henninger stated the property has long been viewed as having multiple future uses emphasizing its importance as a wildlife corridor and recreation area. He suggested the district still has other related property nearby that should be considered part of a larger plan and believes the proposal is not ready to advance.

Holly Carson & Al Larson of Ward 10 asked whether the public could know potential future uses or buyers before deciding to state that their support, which would depend on how the land would ultimately be used. They indicated support for either conservation or workforce housing depending on the proposal.

Linda Mead opposes selling the Broken Ground parcel and discussed the presence of threatened and endangered turtle species. She supported selling underutilized buildings but preserving the land.

Kass Ardinger, of 30 Westbourne Rd. opposes the selling of the Dewey School and suggests that it be converted into a magnet school or specialized educational center. She proposed attracting tuition-paying students from other districts. She believes that the building could become a long-term educational and revenue-generating asset.

Liz Tardugno of Ward 10 opposes the selling of the Broken Ground property highlighting student use of the land for outdoor education and recreation. She discussed wildlife habitat and community trail use. She suggested selling buildings instead of undeveloped land. Her son, Tristan, asked that the trees be preserved so animals would continue to have a place to live.

Laurie Rardin supports selling Dewey School and opposes placing the Broken Ground land sale on the ballot. She raised concerns about traffic, transportation, water, sewer, and infrastructure impacts.

Fran Philippe of Ward 10 supports preserving the land and requested that the Broken Ground question not move forward at this time.

Kelly Mahony lives adjacent to Dewey School and expressed uncertainty about supporting a sale without knowing future use plans. She raised concerns about traffic, parking, noise, and preserving the building's historic character.

Nicole Fox shared her support for exploring Kass Ardinger's magnet school concept. She prefers keeping Dewey School in public ownership if practical. She opposed placing the Broken Ground sale on the ballot and raised environmental and infrastructure concerns.

Erin Stewart & Jeffrey Fetter of Ward 5 initially supported selling Dewey School however, they changed their perspective with the proposed magnet school idea. They suggested retaining ownership and generating ongoing revenue through educational uses. They would like to preserve the character of the neighborhood.

Jonathan Sadowski of Ward 10 read a letter from neighbor, Chris Gaunt who urges preservation of the Broken Ground parcel, highlighting recreation, wildlife habitat, and conservation value. He offered to assist with fundraising and conservation efforts.

Jim Richards of 3 Willard St. supports placing the Broken Ground sale question on the ballot arguing the property was purchased for a school that is no longer planned. He believes voters should decide its future and suggests giving the city or conservation groups the opportunity to purchase it before private development.

Susanne Smith Meyr opposes development of the land and supports using it for outdoor classrooms, environmental education, and habitat studies. She suggested working with conservation organizations.

Roy Schweiker of Zone A supported allowing voters to decide through a ballot question. He noted that voter approval would permit a sale but would not require one. He suggested offering multiple ballot options, including conservation, affordable housing, or unrestricted sales.

Michelle Coffin lives near Dewey School and expressed concern about unknown future uses of the building. She favors exploring the magnet school concept and suggested more planning before placing the issue on the ballot.

Gary Coffin shared concerns about neighborhood impacts if Dewey School is sold. He recommended forming a committee of neighbors and Board members and suggested establishing deed restrictions to guide future use.

Rebecca Sky opposes ballot initiative #2 as currently written. She feels the proposal is too broad and requested more community involvement and stronger protection. She supports pursuing conservation opportunities.

Caitlin Doggart of Ward 10 spoke in favor of preserving the trails and open space. She asked the Board not to rush the decision and encouraged exploration of conservation alternatives.

A letter from Mila Paul was read by a community member. The letter requested delaying any sale of the Curtisville Road property and described the land's value for recreation, accessibility, and forest connectivity. She explained how development could fragment wildlife habitat and asked for time to pursue conservation funding and partnerships.

Mark Levesque of Ward 10 requested the Board slow down and gather more information, questioning whether the potential tax benefit justified selling the property. He pointed out that the land is not costly to maintain and supported evaluating the sale of aging buildings rather than undeveloped land.

Ms. Walsh closed the public hearing 6:55pm

Board Discussion

Ms. Sadowski proposed amending Ballot Initiative #2 to limit any sale to conservation purposes, stating the public testimony strongly indicated interest in conservation-focused options.

Motion: Amend Ballot Initiative #2 to specify conservation purposes only. (Moved by Ms. Sadowski, 2nd by Ms. Higgins).

Administration advised that changing the language would likely restart the legal process, requiring a new public hearing, new waiting periods, and potential delays beyond the ballot deadline.

Board members discussed the need for additional public input, the desire to explore conservation opportunities, and whether conservation should remain the responsibility of the school district or another entity. There were concerns about process and timing.

Ms. Sadowski withdrew the motion.

Ms. Mineau stated that if permanent conservation is the community's goal, the school district may not be the appropriate long-term owner. She encouraged conservation advocates to develop a concrete proposal for purchase and preservation and supported delaying action while emphasizing maintaining momentum.

Ms. Walsh clarified there is currently no developer selected, no agreement in place, and no prearranged plan for either property.

Additional Board members discussed the difficulty of developing detailed plans before obtaining voter authorization to sell and acknowledged public concerns, indicating additional discussion would occur at the August meeting.

Adjournment

The Board voted 8-0 to adjourn the meeting (Moved by Ms. Higgins, 2nd by Ms. Boucher).

Meeting adjourned 7:07pm.

Respectfully submitted, Sarah LeMay



Executive Committee Meeting Minutes July 20, 2026

In Attendance: Pamela Walsh-President, Cara Meeker-Vice President, Liz Boucher- Secretary

Administration: Superintendent Timothy Herbert, Jack Dunn, Michelle Garron, Bridget Edinger

Others in Attendance: none

Meeting called to order: 5 pm

Agenda Items:

- Call to order, Pamela Walsh
- Develop the agenda for the August 3, 2026 Board of Education Meeting
- Review calendars for August and September 2026 meetings

Discussion:

- Reviewed line by line of proposed agenda for the August 3, 2026 meeting
- Back to School Night in August will still occur but due to budget cuts the event will be scaled back, and administration is working on an alternative location. More details to come.
- Administration gave a brief update of Memorial Field regarding the bleacher removal
- Reviewed what will be voted on at the meeting: Ballot Question 1, Ballot Question 2, 306s counseling plan, and date of September Board meeting
- Proposed August and September meeting calendars reviewed and modified

Adjournment:

A motion to adjourn made by: Ms. Walsh

Seconded by: Liz Boucher

Vote: voice vote in the affirmative

Meeting Adjourned: 5:23 pm

Submitted by: Liz Boucher, Secretary



Special Meeting of the Board
July 20, 2026
5:30 pm

In Attendance: Pamela Walsh-President, Cara Meeker-Vice President, Liz Boucher- Secretary, Jess Campbell, Sarah Sadowski, Madeleine Mineau, Alex Dubois, Brenda Hastings

Absent: Barb Higgins

Administration: Superintendent Timothy Herbert, Jack Dunn

Others in Attendance: none

Meeting called to order: 5:30 pm

Ms. Walsh asked for Ms. Boucher to call the roll for attendance

Agenda Items:

1. Year End Review
 - a. Systems
 - b. Communication
 - c. Scheduling meetings
 - d. Agendas
2. Review Strategic Plan
3. Goals for 2026-2027
 - a. Class size policy
 - b. Screen time
 - c. Open enrollment
 - d. Pre-k programming standards
 - e. Student services cost
 - f. Revenue ideas
4. 2026-2027 School Year Calendar
5. Committee Consolidation

Discussion:

Dr. Herbert began by reviewing staff positions lost to the budget and how the District may fill those systems, i.e. communication, policy management, meeting minutes. The Board reviewed how minute documentation and submission procedure is going.

Currently, committee meetings are scheduled by the Exec committee. Ms. Meeker mentioned other Districts have standing committee days each month. Ms. Walsh cited schedule conflicts have previously prevented standing days/times. Following discussion there was interest in setting standing days/times for each committee.

Dr. Herbert led the discussion on communication between committee chairs and staff. Following discussion, it was decided that ALL communications between committee chairs and respective staff must go through Bridget. Please send all email communication to Bridget (i.e. Committee meeting agendas, minutes, documents, questions, etc.) and "cc" main administrator and corresponding administrator's assistant.

<u>Administrator</u>	<u>Assistant</u>
Tim Herbert	Bridget Edinger
Jack Dunn	Sarah Lamay
Matt Cashman	Mary Wyatt
Kris Gallo	Jennifer Perry

Ms. Walsh asked the administration for a 6–12-month calendar of essential middle school building project due dates. This is meant to provide a clear view forward of pressure points and expectations. Ms. Meeker inquired about the possibility of hiring a PR communication consultant for the project. Mr. Dunn to follow up regarding the feasibility of this request.

Dr. Herbert reviewed the printed copy of the 2022-2027 Strategic Plan. The plan was divided into sections. Many of the "accomplishments" will continue to be worked on. New goals have been added. The Strategic Plan is to be presented by Dr. Herbert at the August Board meeting. The Board is then scheduled to vote on the Strategic Plan at the September Board meeting. There was discussion about whether there is an opportunity to include state-wide policy in the Strategic Plan.

Goals for 2026-2027

- Class size continues to be limited by physical space and number of staff; ideas to overcome these limitations were discussed. These ideas included flexible move up days over the summer, redistricting, and formal expectations across schools. Ms. Meeker attempted to clarify the discussion mentioning that class size and student behavior may be two different concerns. Ms. Mineau stated they both overlap.
- Screen time continues to be discussed by the Board. This issue has budget implications. The topic will be presented and discussed further in September by the Instructional Committee. Ms. Walsh suggested community meetings discuss screen time use, applications used in school, and field questions by parents and other community members.
- Open enrollment policy is being reviewed by the policy committee at their July 22nd meeting.
- Copies of the NH Department of Education's NH Early Learning Expectations (Birth to Age Five) packet were provided. Further review and discussion of this material will be taken up by the Instructional Committee.
- The Director of Student Services is in the process of learning more about our current Elementary programming. Ms. Sadowski will serve as Board liaison on the Student Services Committee.

- Ms. Walsh informed the Board that Governor Ayotte signed HB 1300. Ms. Walsh cited that there are continued questions about what this bill will mean and asked the District to provide talking points for communicating with the public.
- Revenue ideas presented- TIFF Districts, impact fees, CTE after hours, meal plan for school meals, sale of Eastman School
- Additional discussion
 - Dr. Herbert provided Memorial Field updates. Pending a phased project. Board members requested cost estimates for priority items.
 - Board members asked about how the District can be incorporated into the City's master plan (i.e. bus stops, bike lanes, walking paths)
 - Mr. Dubois asked whether the public's comment about making Dewey School a Magnet School is feasible.

Review of 2026-2027 School Calendar highlighted Tuesday, September 8th is a professional day for staff (no school) and there is an elimination of a professional day in March. Ms. Walsh asked the District to further highlight to families that there will be no school on Tuesday, September 8th.

Brief discussion on the topic of consolidating committees to decrease the time commitment of Board members and hopefully improve efficiency.

Adjournment:

A motion to adjourn made by: Ms. Boucher

Seconded by: Ms. Mineau

Voice vote in the affirmative to adjourn the meeting

Meeting Adjourned: 7:39 pm

Submitted by: Liz Boucher, Board Secretary



Communication & Policy Meeting Minutes July 22, 2026

In Attendance: Cara Meeker- Chair, Alex Dubois, Barb Higgins, Sarah Sadowski

Administration: Superintendent Tim Herbert, Graeme Crowther

Meeting called to order: 5:33pm

Agenda Items: Policy 500, Open Enrollment

The committee and District reviewed for the second time Policy 500 regarding Open Enrollment, which has been updated from the previous meeting to include proposed open enrollment numbers for Concord High School only. Committee members received a presentation from Superintendent Herbert on the reasoning for the District proposal for a limited open enrollment program and the logistics around accepting applications for non-resident students while giving priority to resident students as well as maintaining class sizes consistent with current District policies.

The committee and District then went through the draft to make technical and substantive updates for purposes of clarity and alignment with intent. The District will return to the committee with another draft that reflects updates in August.

The committee and District also discussed the requirements and timing for a public hearing on open enrollment per state law. No date for the public hearing was set but committee members agreed to look at the calendar and discuss a recommended timeline at the August meeting.

No motion required.

Motion to adjourn.

Made by Sarah Sadowski

2nd by Alex Dubois

Motion passed on a voice vote.

The Communication and Policy Committee adjourned at 6:35 pm.

Respectfully submitted,

Cara Meeker, Committee Chair

Concord School District

Strategic Plan 2022-2027

Updated January 2026 | Board Review

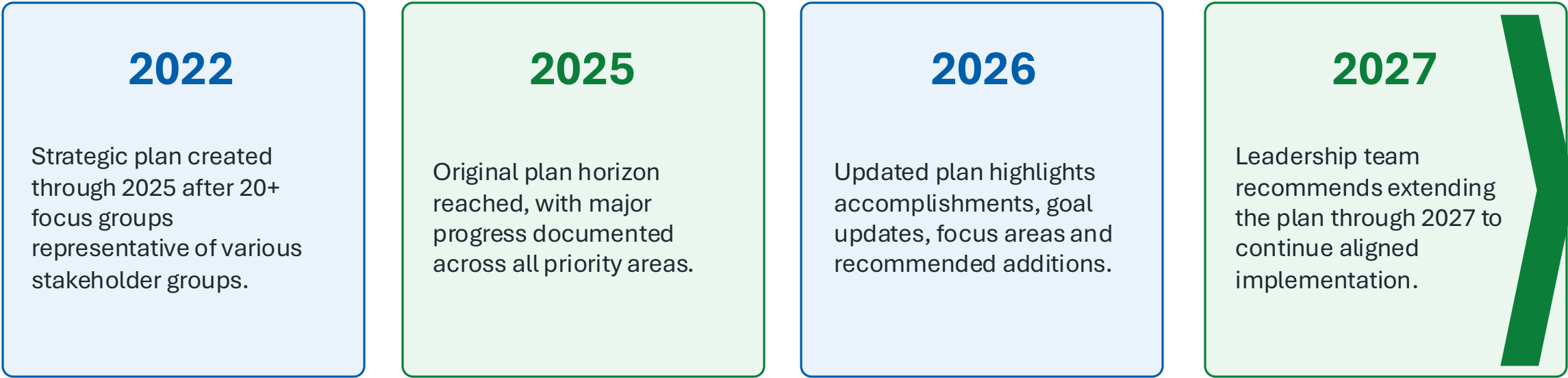
Accomplishments

Priorities

Recommendation

Prepared for the Board of Education

The 2022 plan established the district’s shared direction through six priority areas. The January 2026 update documents significant progress, refines focus areas, and recommends extending the plan through 2027.



Board focus today: endorse the extension and confirm the updated actions that will guide implementation.

Equity & Diversity

- Equity audit underway by Great Schools Partnership
- Home-to-school liaisons/social workers support families
- Restorative practice training and reporting system in place

Communication

- Websites redesigned and annual report published
- ParentSquare used pK-12 with guidelines informed by feedback

Curriculum, Instruction & Assessment

- Curriculum reviews and adoptions across math, social studies, SEL and ELA
- Pathways program in its third year; described as a model for the state
- Schoology, iReady, eduClimber and K-5 report cards advanced

Facilities

- 10-year capital plan presented annually
- Landscaping/grounds/fields plan presented in 2025
- Federal grant received for three electric buses and charging infrastructure



Social & Emotional Learning

- District Community Leadership Team (DCLT) created with 22 members including students
- Districtwide SEL competencies adopted
- Changemakers/Wayfinder/Crimson Culture implemented

Safety

- Homeland Security tools and local/state partners support reviews
- CRASE, simulations and tabletop exercises continue
- Reunification sites identified; radios purchased through DOJ grant
- 215 radios
- 75 CHS
- 50 RMS
- 25 Elementary
- 5 central and Transportation

Original six priorities

- Equity & Diversity
- Curriculum, Instruction & Assessment
- Social & Emotional Learning
- Communication
- Facilities
- Safety

Themes across priorities

- Continue the vision established in 2022
- Use data and stakeholder feedback to guide next steps
- Translate updates into clear implementation work
- Monitor progress annually with the Board and community

New/additional emphasis

- Operations is added as a new priority
- AI competency for teachers, students and staff
- Financial and student/staff data security
- Districtwide registrar for consistency and translation support

Board takeaway: the update preserves the plan's strategic continuity while adding targeted operational, data-security and AI capacity-building needs.

Equity & Diversity

Create a welcoming environment that challenges every student and recognizes each student's unique abilities.

- Use the equity audit to identify strengths and improvement areas
- Increase community partnerships, family supports and transportation access
- Add centralized family access to supports, higher-ed partnerships and student voice opportunities
- Re-examine the role of the Director for Diversity, Equity & Inclusion

Curriculum, Instruction & Assessment

Maintain competency-based education with rigorous, research-based, differentiated instruction and assessment.

- Align curriculum and competencies K-12
- Expand Pathways to middle school and explore NHTI opportunities for CRTIC/CHS students
- Add explicit digital wellness instruction K-12
- Use data, PLCs and an annual district report card to inform interventions

Social & Emotional Learning

- Develop and implement a districtwide MTSS framework
- Analyze data from adopted SEL programs: Changemakers and Wayfinder
- Improve behavior data integrity through standard definitions and reporting
- Continue professional development that supports trust, relationships and school culture

Communication

- Enhance communication across stakeholders in the Concord community
- Train staff and community partners to meet Title II ADA federal guidelines
- Publish a branding guide with communication and accessibility standards
- Strengthen staff intranet, onboarding resources and consistent communication-tool training

Implementation implication: success depends on common language, common tools, and consistent data practices across schools.

Facilities

- Maintain and review a 10-year Capital Improvement Plan
- Address infrastructure needs: HVAC, windows, doors, food services, transportation facility and grounds
- Advance sustainability, electric fleet and long-range property planning

Safety

- Continue facility safety reviews and Emergency Operation Plan work
- Participate in citywide crisis teams and annual stakeholder training
- Maintain reunification planning and life-safety equipment
- Create a districtwide Behavior Intervention Team to improve safety

Operations - New

- Hire a districtwide registrar for consistent registration, communication and translation
- Build AI competency for teachers, students and staff
- Conduct bi-annual cybersecurity audit and review recommendations
- Strengthen protection of student personally identifiable information
- Communication Plan

Board takeaway: the new Operations priority is a practical infrastructure layer for consistency, AI readiness, cybersecurity and data privacy.

The updated plan shows meaningful progress, preserves strategic continuity, and adds timely focus areas for 2026-2027 implementation.

Recommended Board Direction

- Approve/endorse extending the Strategic Plan through 2027
- Accept the January 2026 updates, including Operations as a new priority
- Direct district leadership to translate each priority into annual implementation steps, measurable indicators and periodic Board updates

Suggested Monitoring Structure

- Annual district report card to the community
- Priority-by-priority Board updates tied to budget, CIP, curriculum and student-support cycles
- Use data dashboards, PLC protocols, audit results and stakeholder feedback to monitor implementation

Recommended motion: Move that the Board endorse the updated Concord School District Strategic Plan 2022-2027 and support its implementation through 2027.

Concord School District Policy #432 *

Reporting Child Abuse and Neglect

Purpose

Through mandated reporting of suspected instances of child abuse or neglect, Concord School District provides protection to children whose life, health, and welfare may be endangered.

I. Statutorily Mandated Reporting – All Persons.

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

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

To report child abuse or neglect to DCYF, call 24/7 (800) 894-5533 (in-state) or (603) 271-6562. In cases of current emergency or imminent danger, call 911 immediately. Law enforcement should be called when there is an observance of criminal behavior consistent with the Memo of Agreement (MOU) between the School District and Concord Police Department (CPD).

1. The report should contain to the extent known:

- a. The name and address of the child suspected of being abused or neglected;
- b. The person responsible for the child's welfare;
- c. Specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries);
- d. The identity of the person or persons suspected of being responsible for such neglect or abuse; and
- e. Any other information that might be helpful in establishing neglect or abuse.

2. **Modes of Reporting.** When making a report to DCYF Central Intake, there are three (3) modes of reporting that the Central Intake Service Provider will inform you about before you proceed to the actual report. The modes of reporting are:
 - a. Disclosure Allowed - The Caller/Reporter provides all their identifying information to DCYF, and it may be provided to the child's family upon request.
 - b. Disclosure NOT Allowed – The Caller/Reporter provides all their identifying information to DCYF; however, information is redacted in official paperwork provided to the child's family unless the case goes on to prosecution. At prosecution, identifying information in all reports becomes public record.
 - c. Anonymous – The Caller/Reporter calls the (603) 271-6562 number, blocks their “Caller ID” when calling DCYF, and does not provide any of their identifying information (personal or organizational). If calling anonymously, be sure to get the “Report Number” from Central Intake for your call and document it on the District's designated reporting form as it is the only proof that the Caller/Reporter made the report to DCYF.
3. **Required Reporting Mode for School Employees, Volunteers and Contracted Service Providers.** Notwithstanding that state law allows an anonymous mode of reporting to DCYF, it is the policy of the District that employees, volunteers and contracted service providers who are making a report to DCYF regarding a child/family involved with the District make such report using the “Disclosure Allowed” or “Disclosure NOT Allowed” modes. This will help ensure there is a legal record of the report being made on behalf of the District. If concerns exist regarding reporting modes due to potential retaliation from the family or others, consult the building Principal or building supervisor for support.

II. Additional Provisions Relating to School Employees, Volunteers and Contracted Service Providers.

Each school employee, volunteer or contracted service provider having reason to suspect that a child is being or has been abused or neglected must also immediately report their suspicions to the building Principal or other building supervisor. This initial report may be made orally but must be supplemented with an original completed designated reporting form as soon as practicable after the initial report, but in no event longer than one (1) calendar day.

1. Request for Assistance in Making an Initial Report.

The initial report to the building Principal/building supervisor may be made prior to the report to DCYF, but only if:

- a. The initial report is made for the purpose of seeking assistance in making the mandated report to DCYF, and

- b. Reporting to the building Principal or building supervisor will not cause any undue delay (measured in minutes) of the required report to DCYF.

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

2. Action upon Receiving Report or Information of Report.

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

The building Principal or building supervisor shall forward the original completed designated reporting form to the Superintendent within twenty-four (24) hours if it is available. If the completed form is not yet available, the Principal or supervisor shall forward a written report including the relevant information, such as:

- a. The identities of the child(ren) and other persons directly involved in the report (suspected responsible parents or others);
- b. The identities of siblings or other children in the household of the child(ren) who is the subject of the report;
- c. Information relating to the fact that a report was made to DCYF (e.g., date, mode, person who made the report, and the DCYF report number); and
- d. Any other information requested by the Superintendent, law enforcement or DCYF.

The building Principal or building supervisor will follow the initial report with the original completed designated reporting form as soon as it is available from the original reporter. DCYF reports shall be maintained permanently in a separate file within the SAU office and not as part of any involved student's file.

3. Personal Notes of Reports.

Each person with knowledge of a report to DCYF (e.g., the original reporter, the Principal, the Superintendent, etc.) is encouraged to create and maintain personal notes reflecting the information they have relative to the nature of the report, as well as information pertaining to the fact of the report (e.g., date, time, person making the report, and the mode of the report), and the DCYF report number.

4. Additional Reporting Requirements.

Employees, volunteers and contract providers are reminded of the requirements to report any act of "theft, destruction, or violence" as defined under RSA 193-D:4, I (a), incidents of "bullying" per Board Policy #539 and "hazing" per Board Policy #692 under

RSA 671:7. A single act may simultaneously constitute abuse, bullying, hazing, and/or an act of theft, destruction or violence.

III. Signage, Notification and Designated Reporting Form.

The Superintendent is directed to ensure that the building Principal or building supervisor of each school post a sign within the school that is readily visible to students, in the form provided by DCYF or available from the Granite State Children's Alliance, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing DCYF's website. Additionally, information pertaining to the requirements of Section I. of this policy shall be included in each school's Student and Parent Handbook or placed on the District's website. Finally, the Superintendent shall ensure that the District's designated reporting form is readily available to all staff members, volunteers, or contracted service providers, either in hard copy form or through the District or school websites.

VI. Training Required.

The Superintendent shall ensure that all District employees, volunteers and contracted service providers receive training (in-person or online) upon beginning service with the District, with at minimum a biennial renewal training thereafter, on the mandatory reporting requirements, this policy, and the materials described in Board Policy #402 and RSA 189:13-a, XII.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect

NH Code of Administrative Rules, Code of Conduct for NH Educators, Ed 510.05(e), Duty to Report

RSA 169-C, Child Protection Act

RSA 169-C:29-39, Reporting Law

RSA 189:72, Child Abuse or Neglect Information

RSA 193-D:4, Safe School Zones, Written Report Required

Safe School Zone Memorandum of Understanding Between Concord Police Department and Concord School District

Board Policy #402, Training and Information Relative to Child Sexual Abuse Prevention

Board Policy #539, Student Safety and Violence Prevention – Bullying

Board Policy #692, Hazing

Board Policy #890, Volunteers

Adopted June 1984. Revised May 5, 2003; March 5, 2018, August 5, 2019; October 7, 2019; **August 3, 2026.**

* Also Policy #537

Corresponds to NHSBA Policy JLF

Concord School District School Counseling Program Implementation Plan

Abbot-Downing School

The school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student's development of work-study practices in academic development, career development, and personal and social development by means of the following components:				
	Activities Year 1 26-27	Activities Year 2 27-28	People Responsible	Evidence of Activities
A school counseling core curriculum designed to help students attain the desired work-study practices and to provide all students with the knowledge, attitudes, and skills appropriate to their developmental level, including prevention and intervention activities	Sept. 2026: Ensure all staff responsible for core curriculum are trained in delivery and fidelity measures. Sept.: Set goals for roll out of core curriculum standards; identify gaps in current SEL programming and plan for ways to ensure coverage of standards. Sept.– June: Delivery of core curriculum as a universal intervention. June: Review core curriculum and set goals for Year 2.	Sept.: Ensure all staff responsible for core curriculum are trained and review goals. June: Evaluate implementation of core curriculum Sept.-June: Delivery of core curriculum as a universal intervention. June: Review core curriculum and set goals for Year 2.	Director of Student and Staff Wellness SEL and MTSS-B Implementation Specialists Tier 1 Coach Tier 2/3 Coach School Administrators	100% of school counseling staff and Tier 1 Teams will be trained in core curriculum. Goal setting as recorded by Tier 1 and Advanced Tier teams will demonstrate evidence of evaluation and continual improvement of core curriculum.

The school counseling core curriculum shall be delivered throughout the school's overall curriculum and be systematically presented by school counselors in collaboration with other professional educators in classroom and group activities	Sept-June: Implementation of Changemakers SEL Curriculum	Sept-June: Implementation of Changemakers SEL Curriculum	Classroom Teachers	By 2028, 100% fidelity for Changemakers implementation as measured by teacher SEL surveys administered by district SEL Implementation Specialist. 15% of all students will receive small group instruction of core curriculum support as evidenced by EduClimber data collection. 5% of all students needing intensive supports as evidenced by EduClimber data collection Each year, 4 assemblies or grade level meetings will occur that reinforce whole school integration of core curriculum. Information on core curriculum posted on
	January – April: Implementation of Grade 5 DARE program	January – April: Implementation of Grade 5 DARE program	School Counselor	
	By January: Implementation of Grade 4 Bullying Prevention	By January: Implementation of Grade 4 Bullying Prevention	SEL Implementation Specialist	
	Quarterly: Whole school or grade level meetings to integrate core curriculum	Quarterly: Whole school or grade level meetings to integrate core curriculum	School psychologists	
	Sept-June: 8-10 Week intervention cycles implemented: Tier 2 interventions provided in small groups that target students needing early interventions as related to the core curriculum: learning skills (executive functioning; self-management skills (self-regulation of emotions) and social skills (empathy and relationship skills).	Sept-June: 8-10 Week intervention cycles implemented: Tier 2 interventions provided in small groups that target students needing early interventions as related to the core curriculum: learning skills (executive functioning; self-management skills (self-regulation of emotions) and social skills (empathy and relationship skills).	School social workers/HSLs Special Educators Community providers providing on-site interventions (Riverbend co-located and school-based therapists, outreach counselors)	

	Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices. Provide a variety of opportunities (PTO meeting presentation, website, family letters) to share core curriculum components)	Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices. Provide a variety of opportunities (PTO meeting presentation, website, family letters) to share core curriculum components)		website, along with parent letters.
Individual student planning that is coordinated and systematic including activities designed to assist students in establishing personal goals, developing future plans, and attaining college and career-ready, work-study practices	Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices. Sept.-June: Facilitation of Section 504 plans to	Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices. Sept.-June: Facilitation of Section 504 plans to	School Counselors Home-to-School Liaisons/Social Workers	Advanced tier intervention data collected via EduClimber Section 504 and Special Education data

	ensure students can access core curriculum Sept.-June: IEP counseling services provided to ensure the delivery of specialized instruction in attaining work-study practices.	ensure students can access core curriculum Sept.-June: IEP counseling services provided to ensure the delivery of specialized instruction in attaining work-study practices.		
Responsive services to meet students' immediate needs and concerns and counselor teaming in crisis response	Sept.-June: Implement behavior crisis team intervention protocols and suicide prevention plans. Sept: Train all student support staff in protocols.	Sept.-June: Implement behavior crisis team intervention protocols and suicide prevention plans. Sept: Train all student support staff in protocols.	School Administrator School psychologists School Counselors Home-to-School Liaisons/Social Workers Director of Student and Staff Wellness	Safety screening data School behavior and crisis intervention team protocols
School counseling program management including data-driven decision-making reflective of the student's needs	Sept-June: Execution of MTSS-B Implementation plan; data reviewed at MTSS-B meetings to make decisions regarding universal programs and referrals for Tier 2 and Tier	Sept-June: Execution of MTSS-B Implementation plan; data reviewed at MTSS-B meetings to make decisions regarding universal programs and referrals for Tier 2 and Tier	Tier 1 and Tier 2/3 Team members School Administrators MTSS and SEL Specialists	Tier 1 and Tier 2 Team protocols in place and practiced with fidelity as measured by the MTSS-B Fidelity Inventory

	3 interventions; ongoing management of teams with external and internal coaching.	3 interventions; ongoing management of teams with external and internal coaching.	Director of Student and Staff Wellness	Academic, behavior, discipline, SAEBRS, School nurse visits EduClimber and Powerschool data
Consultation and collaboration with parents, teachers, other educators, and community organizations	Sept.- June: Collaboration with parents, staff, and community partners on an as needed basis and through Section 504, IEP Meetings. Monthly consultation with Riverbend Community Mental Health Center Sept.-June: School Mental Health Liaison consultations through MTSS-B process. Monthly behavioral health consultation through district school counseling PLCs.	Sept.- June: Collaboration with parents, staff, and community partners on an as needed basis and through Section 504, IEP Meetings. Monthly consultation with Riverbend Community Mental Health Center Sept.-June: School Mental Health Liaison consultations through MTSS-B process. Monthly behavioral health consultation through district school counseling PLCs.	School Administration School Counselors Home-to-School Liaisons/Social Workers School Mental Health Liaison (Riverbend Community Mental Health Center) Director of Student and Staff Wellness	Community partner list maintained by Director of Student and Staff Wellness

Policies and procedures for the referral of students for additional assistance	Sept-June: Utilization of Request for Assistance (Tier 2) forms by School Staff	Sept-June: Utilization of Request for Assistance forms by School Staff	School Counselors	Referrals to advanced tier intervention documented through MTSS-B Teams
	Sept: School staff trained in use of referral form.	Sept: School staff trained in use of referral form.	Home-to-School Liaisons/Social Workers	Riverbend Facilitated Referral Pathway documentation collected by Director of Student and Staff Wellness
	Sept: Training in facilitated referral process for community mental health supports	Sept: Training in facilitated referral process for community mental health supports	School Mental Health Liaison (Riverbend Community Mental Health Center)	Home-to-School Liaison and Social Work documentation regarding external referrals

Beaver Meadow School

The school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student's development of work-study practices in academic development, career development, and personal and social development by means of the following components:				
	Activities Year 1 26-27	Activities Year 2 27-28	People Responsible	Evidence of Activities
A school counseling core curriculum designed to help students attain the desired work-study practices and to provide all students with the knowledge, attitudes, and skills appropriate to their developmental level,	Sept. 2026: Ensure all staff responsible for core curriculum are trained in delivery and fidelity measures.	Sept.: Ensure all staff responsible for core curriculum are trained and review goals.	Director of Student and Staff Wellness SEL and MTSS-B Implementation Specialists	100% of school counseling staff and Tier 1 Teams will be trained in core curriculum. Goal setting as recorded by Tier 1 and Advanced

including prevention and intervention activities	Sept.: Set goals for roll out of core curriculum standards; identify gaps in current SEL programming and plan for ways to ensure coverage of standards. Sept.– June: Delivery of core curriculum as a universal intervention. June: Review core curriculum and set goals for Year 2.	June: Evaluate implementation of core curriculum Sept.-June: Delivery of core curriculum as a universal intervention. June: Review core curriculum and set goals for Year 2.	Tier 1 Coach Tier 2/3 Coach School Administrators	Tier teams will demonstrate evidence of evaluation and continual improvement of core curriculum.
The school counseling core curriculum shall be delivered throughout the school's overall curriculum and be systematically presented by school counselors in collaboration with other professional educators in classroom and group activities	Sept-June: Implementation of Changemakers SEL Curriculum January – April: Implementation of Grade 5 DARE program By January: Implementation of Grade 4 Bullying Prevention	Sept-June: Implementation of Changemakers SEL Curriculum January – April: Implementation of Grade 5 DARE program By January: Implementation of Grade 4 Bullying Prevention	Classroom Teachers School Counselor SEL Implementation Specialist School psychologists School social workers/HSLs Special Educators	By 2028, 100% fidelity for Changemakers implementation as measured by teacher SEL surveys administered by district SEL Implementation Specialist. 15% of all students will receive small group instruction of core curriculum support as

	Quarterly: Whole school or grade level meetings to integrate core curriculum Sept-June: 8-10 Week intervention cycles implemented: Tier 2 interventions provided in small groups that target students needing early interventions as related to the core curriculum: learning skills (executive functioning; self-management skills (self-regulation of emotions) and social skills (empathy and relationship skills). Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices.	Quarterly: Whole school or grade level meetings to integrate core curriculum Sept-June: 8-10 Week intervention cycles implemented: Tier 2 interventions provided in small groups that target students needing early interventions as related to the core curriculum: learning skills (executive functioning; self-management skills (self-regulation of emotions) and social skills (empathy and relationship skills). Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices.	Community providers providing on-site interventions (Riverbend co-located and school-based therapists, outreach counselors)	evidenced by EduClimber data collection. 5% of all students needing intensive supports as evidenced by EduClimber data collection Each year, 4 assemblies or grade level meetings will occur that reinforce whole school integration of core curriculum. Information on core curriculum posted on website, along with parent letters.

	Provide a variety of opportunities (PTO meeting presentation, website, family letters) to share core curriculum components)	Provide a variety of opportunities (PTO meeting presentation, website, family letters) to share core curriculum components)		
Individual student planning that is coordinated and systematic including activities designed to assist students in establishing personal goals, developing future plans, and attaining college and career-ready, work-study practices	Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices. Sept.-June: Facilitation of Section 504 plans to ensure students can access core curriculum Sept.-June: IEP counseling services provided to ensure the delivery of specialized instruction in attaining work-study practices.	Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices. Sept.-June: Facilitation of Section 504 plans to ensure students can access core curriculum Sept.-June: IEP counseling services provided to ensure the delivery of specialized instruction in attaining work-study practices.	School Counselors Home-to-School Liaisons/Social Workers	Advanced tier intervention data collected via EduClimber Section 504 and Special Education data

Responsive services to meet students' immediate needs and concerns and counselor teaming in crisis response	Sept.-June: Implement behavior crisis team intervention protocols and suicide prevention plans. Sept: Train all student support staff in protocols.	Sept.-June: Implement behavior crisis team intervention protocols and suicide prevention plans. Sept: Train all student support staff in protocols.	School Administrator School psychologists School Counselors Home-to-School Liaisons/Social Workers Director of Student and Staff Wellness	Safety screening data School behavior and crisis intervention team protocols
School counseling program management including data-driven decision-making reflective of the student's needs	Sept-June: Execution of MTSS-B Implementation plan; data reviewed at MTSS-B meetings to make decisions regarding universal programs and referrals for Tier 2 and Tier 3 interventions; ongoing management of teams with external and internal coaching.	Sept-June: Execution of MTSS-B Implementation plan; data reviewed at MTSS-B meetings to make decisions regarding universal programs and referrals for Tier 2 and Tier 3 interventions; ongoing management of teams with external and internal coaching.	Tier 1 and Tier 2/3 Team members School Administrators MTSS and SEL Specialists Director of Student and Staff Wellness	Tier 1 and Tier 2 Team protocols in place and practiced with fidelity as measured by the MTSS-B Fidelity Inventory Academic, behavior, discipline, SAEBRS, School nurse visits EduClimber and Powerschool data
Consultation and collaboration with parents, teachers, other educators, and community organizations	Sept.- June: Collaboration with parents, staff, and community partners on an as needed basis and	Sept.- June: Collaboration with parents, staff, and community partners on an as needed basis and	School Administration School Counselors	Community partner list maintained by Director of Student and Staff Wellness

	through Section 504, IEP Meetings. Monthly consultation with Riverbend Community Mental Health Center Sept.-June: School Mental Health Liaison consultations through MTSS-B process. Monthly behavioral health consultation through district school counseling PLCs.	through Section 504, IEP Meetings. Monthly consultation with Riverbend Community Mental Health Center Sept.-June: School Mental Health Liaison consultations through MTSS-B process. Monthly behavioral health consultation through district school counseling PLCs.	Home-to-School Liaisons/Social Workers School Mental Health Liaison (Riverbend Community Mental Health Center) Director of Student and Staff Wellness	
Policies and procedures for the referral of students for additional assistance	Sept-June: Utilization of Request for Assistance (Tier 2) forms by School Staff Sept: School staff trained in use of referral form. Sept: Training in facilitated referral process for community mental health supports	Sept-June: Utilization of Request for Assistance forms by School Staff Sept: School staff trained in use of referral form. Sept: Training in facilitated referral process for community mental health supports	School Counselors Home-to-School Liaisons/Social Workers School Mental Health Liaison (Riverbend Community Mental Health Center)	Referrals to advanced tier intervention documented through MTSS-B Teams Riverbend Facilitated Referral Pathway documentation collected by Director of Student and Staff Wellness Home-to-School Liaison and Social Work

				documentation regarding external referrals
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Broken Ground School

The school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student's development of work-study practices in academic development, career development, and personal and social development by means of the following components:				
	Activities Year 1 26-27	Activities Year 2 27-28	People Responsible	Evidence of Activities
A school counseling core curriculum designed to help students attain the desired work-study practices and to provide all students with the knowledge, attitudes, and skills appropriate to their developmental level, including prevention and intervention activities	Sept. 2026: Ensure all staff responsible for core curriculum are trained in delivery and fidelity measures. Sept.: Set goals for roll out of core curriculum standards; identify gaps in current SEL programming and plan for ways to ensure coverage of standards. Sept.– June: Delivery of core curriculum as a universal intervention.	Sept.: Ensure all staff responsible for core curriculum are trained and review goals. June: Evaluate implementation of core curriculum Sept.-June: Delivery of core curriculum as a universal intervention. June: Review core curriculum and set goals for Year 2.	Director of Student and Staff Wellness SEL and MTSS-B Implementation Specialists Tier 1 Coach Tier 2/3 Coach School Administrators	100% of school counseling staff and Tier 1 Teams will be trained in core curriculum. Goal setting as recorded by Tier 1 and Advanced Tier teams will demonstrate evidence of evaluation and continual improvement of core curriculum.

	June: Review core curriculum and set goals for Year 2.			
The school counseling core curriculum shall be delivered throughout the school's overall curriculum and be systematically presented by school counselors in collaboration with other professional educators in classroom and group activities	Sept-June: Implementation of Changemakers SEL Curriculum	Sept-June: Implementation of Changemakers SEL Curriculum	Classroom Teachers	By 2028, 100% fidelity for Changemakers implementation as measured by teacher SEL surveys administered by district SEL Implementation Specialist. 15% of all students will receive small group instruction of core curriculum support as evidenced by EduClimber data collection. 5% of all students needing intensive supports as evidenced by EduClimber data collection Each year, 4 assemblies or grade level meetings will occur that reinforce whole school integration of core curriculum.
	January – April: Implementation of Grade 5 DARE program	January – April: Implementation of Grade 5 DARE program	School Counselor	
	By January: Implementation of Grade 4 Bullying Prevention	By January: Implementation of Grade 4 Bullying Prevention	SEL Implementation Specialist	
	Quarterly: Whole school or grade level meetings to integrate core curriculum	Quarterly: Whole school or grade level meetings to integrate core curriculum	School psychologists	
	Sept-June: 8-10 Week intervention cycles implemented: Tier 2 interventions provided in small groups that target students needing early interventions as related to the core curriculum: learning skills (executive functioning; self-	Sept-June: 8-10 Week intervention cycles implemented: Tier 2 interventions provided in small groups that target students needing early interventions as related to the core curriculum: learning skills (executive functioning; self-	School social workers/HSLs	
			Special Educators	
			Community providers providing on-site interventions (Riverbend co-located and school-based therapists, outreach counselors)	

	management skills (self-regulation of emotions) and social skills (empathy and relationship skills). Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices. Provide a variety of opportunities (PTO meeting presentation, website, family letters) to share core curriculum components)	management skills (self-regulation of emotions) and social skills (empathy and relationship skills). Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices. Provide a variety of opportunities (PTO meeting presentation, website, family letters) to share core curriculum components)		Information on core curriculum posted on website, along with parent letters.
Individual student planning that is coordinated and systematic including activities designed to assist students in establishing personal goals, developing future	Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for	Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for	School Counselors Home-to-School Liaisons/Social Workers	Advanced tier intervention data collected via EduClimber Section 504 and Special Education data

plans, and attaining college and career-ready, work-study practices	attainment of work-study practices. Sept.-June: Facilitation of Section 504 plans to ensure students can access core curriculum Sept.-June: IEP counseling services provided to ensure the delivery of specialized instruction in attaining work-study practices.	attainment of work-study practices. Sept.-June: Facilitation of Section 504 plans to ensure students can access core curriculum Sept.-June: IEP counseling services provided to ensure the delivery of specialized instruction in attaining work-study practices.		
Responsive services to meet students' immediate needs and concerns and counselor teaming in crisis response	Sept.-June: Implement behavior crisis team intervention protocols and suicide prevention plans. Sept: Train all student support staff in protocols.	Sept.-June: Implement behavior crisis team intervention protocols and suicide prevention plans. Sept: Train all student support staff in protocols.	School Administrator School psychologists School Counselors Home-to-School Liaisons/Social Workers Director of Student and Staff Wellness	Safety screening data School behavior and crisis intervention team protocols
School counseling program management	Sept-June: Execution of MTSS-B Implementation	Sept-June: Execution of MTSS-B Implementation	Tier 1 and Tier 2/3 Team members	Tier 1 and Tier 2 Team protocols in place and

including data-driven decision-making reflective of the student's needs	plan; data reviewed at MTSS-B meetings to make decisions regarding universal programs and referrals for Tier 2 and Tier 3 interventions; ongoing management of teams with external and internal coaching.	plan; data reviewed at MTSS-B meetings to make decisions regarding universal programs and referrals for Tier 2 and Tier 3 interventions; ongoing management of teams with external and internal coaching.	School Administrators MTSS and SEL Specialists Director of Student and Staff Wellness	practiced with fidelity as measured by the MTSS-B Fidelity Inventory Academic, behavior, discipline, SAEBRS, School nurse visits EduClimber and Powerschool data
Consultation and collaboration with parents, teachers, other educators, and community organizations	Sept.- June: Collaboration with parents, staff, and community partners on an as needed basis and through Section 504, IEP Meetings. Monthly consultation with Riverbend Community Mental Health Center Sept.-June: School Mental Health Liaison consultations through MTSS-B process. Monthly behavioral health consultation through district school counseling PLCs.	Sept.- June: Collaboration with parents, staff, and community partners on an as needed basis and through Section 504, IEP Meetings. Monthly consultation with Riverbend Community Mental Health Center Sept.-June: School Mental Health Liaison consultations through MTSS-B process. Monthly behavioral health consultation through district school counseling PLCs.	School Administration School Counselors Home-to-School Liaisons/Social Workers School Mental Health Liaison (Riverbend Community Mental Health Center) Director of Student and Staff Wellness	Community partner list maintained by Director of Student and Staff Wellness

Policies and procedures for the referral of students for additional assistance	Sept-June: Utilization of Request for Assistance (Tier 2) forms by School Staff Sept: School staff trained in use of referral form. Sept: Training in facilitated referral process for community mental health supports	Sept-June: Utilization of Request for Assistance forms by School Staff Sept: School staff trained in use of referral form. Sept: Training in facilitated referral process for community mental health supports	School Counselors Home-to-School Liaisons/Social Workers School Mental Health Liaison (Riverbend Community Mental Health Center)	Referrals to advanced tier intervention documented through MTSS-B Teams Riverbend Facilitated Referral Pathway documentation collected by Director of Student and Staff Wellness Home-to-School Liaison and Social Work documentation regarding external referrals
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Christa McAuliffe School

The school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student's development of work-study practices in academic development, career development, and personal and social development by means of the following components:				
	Activities Year 1 26-27	Activities Year 2 27-28	People Responsible	Evidence of Activities
A school counseling core curriculum designed to help students attain the desired work-study practices and to provide all students with the knowledge, attitudes, and skills appropriate to their	Sept. 2026: Ensure all staff responsible for core curriculum are trained in delivery and fidelity measures.	Sept.: Ensure all staff responsible for core curriculum are trained and review goals.	Director of Student and Staff Wellness SEL and MTSS-B Implementation Specialists	100% of school counseling staff and Tier 1 Teams will be trained in core curriculum.

developmental level, including prevention and intervention activities	Sept.: Set goals for roll out of core curriculum standards; identify gaps in current SEL programming and plan for ways to ensure coverage of standards. Sept.– June: Delivery of core curriculum as a universal intervention. June: Review core curriculum and set goals for Year 2.	June: Evaluate implementation of core curriculum Sept.-June: Delivery of core curriculum as a universal intervention. June: Review core curriculum and set goals for Year 2.	Tier 1 Coach Tier 2/3 Coach School Administrators	Goal setting as recorded by Tier 1 and Advanced Tier teams will demonstrate evidence of evaluation and continual improvement of core curriculum.
The school counseling core curriculum shall be delivered throughout the school's overall curriculum and be systematically presented by school counselors in collaboration with other professional educators in classroom and group activities	Sept-June: Implementation of Changemakers SEL Curriculum January – April: Implementation of Grade 5 DARE program By January: Implementation of Grade 4 Bullying Prevention	Sept-June: Implementation of Changemakers SEL Curriculum January – April: Implementation of Grade 5 DARE program By January: Implementation of Grade 4 Bullying Prevention	Classroom Teachers School Counselor SEL Implementation Specialist School psychologists School social workers/HSLs Special Educators	By 2028, 100% fidelity for Changemakers implementation as measured by teacher SEL surveys administered by district SEL Implementation Specialist. 15% of all students will receive small group instruction of core curriculum support as

	Quarterly: Whole school or grade level meetings to integrate core curriculum Sept-June: 8-10 Week intervention cycles implemented: Tier 2 interventions provided in small groups that target students needing early interventions as related to the core curriculum: learning skills (executive functioning; self-management skills (self-regulation of emotions) and social skills (empathy and relationship skills). Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices.	Quarterly: Whole school or grade level meetings to integrate core curriculum Sept-June: 8-10 Week intervention cycles implemented: Tier 2 interventions provided in small groups that target students needing early interventions as related to the core curriculum: learning skills (executive functioning; self-management skills (self-regulation of emotions) and social skills (empathy and relationship skills). Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices.	Community providers providing on-site interventions (Riverbend co-located and school-based therapists, outreach counselors)	evidenced by EduClimber data collection. 5% of all students needing intensive supports as evidenced by EduClimber data collection Each year, 4 assemblies or grade level meetings will occur that reinforce whole school integration of core curriculum. Information on core curriculum posted on website, along with parent letters.

	Provide a variety of opportunities (PTO meeting presentation, website, family letters) to share core curriculum components)	Provide a variety of opportunities (PTO meeting presentation, website, family letters) to share core curriculum components)		
Individual student planning that is coordinated and systematic including activities designed to assist students in establishing personal goals, developing future plans, and attaining college and career-ready, work-study practices	Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices. Sept.-June: Facilitation of Section 504 plans to ensure students can access core curriculum Sept.-June: IEP counseling services provided to ensure the delivery of specialized instruction in attaining work-study practices.	Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices. Sept.-June: Facilitation of Section 504 plans to ensure students can access core curriculum Sept.-June: IEP counseling services provided to ensure the delivery of specialized instruction in attaining work-study practices.	School Counselors Home-to-School Liaisons/Social Workers	Advanced tier intervention data collected via EduClimber Section 504 and Special Education data

Responsive services to meet students' immediate needs and concerns and counselor teaming in crisis response	Sept.-June: Implement behavior crisis team intervention protocols and suicide prevention plans. Sept: Train all student support staff in protocols.	Sept.-June: Implement behavior crisis team intervention protocols and suicide prevention plans. Sept: Train all student support staff in protocols.	School Administrator School psychologists School Counselors Home-to-School Liaisons/Social Workers Director of Student and Staff Wellness	Safety screening data School behavior and crisis intervention team protocols
School counseling program management including data-driven decision-making reflective of the student's needs	Sept-June: Execution of MTSS-B Implementation plan; data reviewed at MTSS-B meetings to make decisions regarding universal programs and referrals for Tier 2 and Tier 3 interventions; ongoing management of teams with external and internal coaching.	Sept-June: Execution of MTSS-B Implementation plan; data reviewed at MTSS-B meetings to make decisions regarding universal programs and referrals for Tier 2 and Tier 3 interventions; ongoing management of teams with external and internal coaching.	Tier 1 and Tier 2/3 Team members School Administrators MTSS and SEL Specialists Director of Student and Staff Wellness	Tier 1 and Tier 2 Team protocols in place and practiced with fidelity as measured by the MTSS-B Fidelity Inventory Academic, behavior, discipline, SAEBS, School nurse visits EduClimber and Powerschool data
Consultation and collaboration with parents, teachers, other educators, and community organizations	Sept.- June: Collaboration with parents, staff, and community partners on an as needed basis and	Sept.- June: Collaboration with parents, staff, and community partners on an as needed basis and	School Administration School Counselors	Community partner list maintained by Director of Student and Staff Wellness

	through Section 504, IEP Meetings. Monthly consultation with Riverbend Community Mental Health Center Sept.-June: School Mental Health Liaison consultations through MTSS-B process. Monthly behavioral health consultation through district school counseling PLCs.	through Section 504, IEP Meetings. Monthly consultation with Riverbend Community Mental Health Center Sept.-June: School Mental Health Liaison consultations through MTSS-B process. Monthly behavioral health consultation through district school counseling PLCs.	Home-to-School Liaisons/Social Workers School Mental Health Liaison (Riverbend Community Mental Health Center) Director of Student and Staff Wellness	
Policies and procedures for the referral of students for additional assistance	Sept-June: Utilization of Request for Assistance (Tier 2) forms by School Staff Sept: School staff trained in use of referral form. Sept: Training in facilitated referral process for community mental health supports	Sept-June: Utilization of Request for Assistance forms by School Staff Sept: School staff trained in use of referral form. Sept: Training in facilitated referral process for community mental health supports	School Counselors Home-to-School Liaisons/Social Workers School Mental Health Liaison (Riverbend Community Mental Health Center)	Referrals to advanced tier intervention documented through MTSS-B Teams Riverbend Facilitated Referral Pathway documentation collected by Director of Student and Staff Wellness Home-to-School Liaison and Social Work

				documentation regarding external referrals
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Mill Brook School

The school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student's development of work-study practices in academic development, career development, and personal and social development by means of the following components:				
	Activities Year 1 26-27	Activities Year 2 27-28	People Responsible	Evidence of Activities
A school counseling core curriculum designed to help students attain the desired work-study practices and to provide all students with the knowledge, attitudes, and skills appropriate to their developmental level, including prevention and intervention activities	Sept. 2026: Ensure all staff responsible for core curriculum are trained in delivery and fidelity measures. Sept.: Set goals for roll out of core curriculum standards; identify gaps in current SEL programming and plan for ways to ensure coverage of standards. Sept.– June: Delivery of core curriculum as a universal intervention.	Sept.: Ensure all staff responsible for core curriculum are trained and review goals. June: Evaluate implementation of core curriculum Sept.-June: Delivery of core curriculum as a universal intervention. June: Review core curriculum and set goals for Year 2.	Director of Student and Staff Wellness SEL and MTSS-B Implementation Specialists Tier 1 Coach Tier 2/3 Coach School Administrators	100% of school counseling staff and Tier 1 Teams will be trained in core curriculum. Goal setting as recorded by Tier 1 and Advanced Tier teams will demonstrate evidence of evaluation and continual improvement of core curriculum.

	June: Review core curriculum and set goals for Year 2.			
The school counseling core curriculum shall be delivered throughout the school's overall curriculum and be systematically presented by school counselors in collaboration with other professional educators in classroom and group activities	Sept-June: Implementation of Changemakers SEL Curriculum Quarterly: Whole school or grade level meetings to integrate core curriculum Sept-June: 8-10 Week intervention cycles implemented: Tier 2 interventions provided in small groups that target students needing early interventions as related to the core curriculum: learning skills (executive functioning; self-management skills (self-regulation of emotions) and social skills (empathy and relationship skills). Sept-June: Tier 3 intensive interventions implemented:	Sept-June: Implementation of Changemakers SEL Curriculum Quarterly: Whole school or grade level meetings to integrate core curriculum Sept-June: 8-10 Week intervention cycles implemented: Tier 2 interventions provided in small groups that target students needing early interventions as related to the core curriculum: learning skills (executive functioning; self-management skills (self-regulation of emotions) and social skills (empathy and relationship skills). Sept-June: Tier 3 intensive interventions implemented:	Classroom Teachers School Counselor SEL Implementation Specialist School psychologists School social workers/HSLs Special Educators Community providers providing on-site interventions (Riverbend co-located and school-based therapists, outreach counselors)	By 2028, 100% fidelity for Changemakers implementation as measured by teacher SEL surveys administered by district SEL Implementation Specialist. 15% of all students will receive small group instruction of core curriculum support as evidenced by EduClimber data collection. 5% of all students needing intensive supports as evidenced by EduClimber data collection Each year, 4 assemblies or grade level meetings will occur that reinforce whole school integration of core curriculum.

	individualized interventions provided to students needing personalized support for attainment of work-study practices. Provide a variety of opportunities (PTO meeting presentation, website, family letters) to share core curriculum components)	individualized interventions provided to students needing personalized support for attainment of work-study practices. Provide a variety of opportunities (PTO meeting presentation, website, family letters) to share core curriculum components)		Information on core curriculum posted on website, along with parent letters.
Individual student planning that is coordinated and systematic including activities designed to assist students in establishing personal goals, developing future plans, and attaining college and career-ready, work-study practices	Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices. Sept.-June: Facilitation of Section 504 plans to ensure students can access core curriculum	Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices. Sept.-June: Facilitation of Section 504 plans to ensure students can access core curriculum	School Counselors Home-to-School Liaisons/Social Workers	Advanced tier intervention data collected via EduClimber Section 504 and Special Education data

	Sept.-June: IEP counseling services provided to ensure the delivery of specialized instruction in attaining work-study practices.	Sept.-June: IEP counseling services provided to ensure the delivery of specialized instruction in attaining work-study practices.		
Responsive services to meet students' immediate needs and concerns and counselor teaming in crisis response	Sept.-June: Implement behavior crisis team intervention protocols and suicide prevention plans. Sept: Train all student support staff in protocols.	Sept.-June: Implement behavior crisis team intervention protocols and suicide prevention plans. Sept: Train all student support staff in protocols.	School Administrator School psychologists School Counselors Home-to-School Liaisons/Social Workers Director of Student and Staff Wellness	Safety screening data School behavior and crisis intervention team protocols
School counseling program management including data-driven decision-making reflective of the student's needs	Sept-June: Execution of MTSS-B Implementation plan; data reviewed at MTSS-B meetings to make decisions regarding universal programs and referrals for Tier 2 and Tier 3 interventions; ongoing management of teams	Sept-June: Execution of MTSS-B Implementation plan; data reviewed at MTSS-B meetings to make decisions regarding universal programs and referrals for Tier 2 and Tier 3 interventions; ongoing management of teams	Tier 1 and Tier 2/3 Team members School Administrators MTSS and SEL Specialists Director of Student and Staff Wellness	Tier 1 and Tier 2 Team protocols in place and practiced with fidelity as measured by the MTSS-B Fidelity Inventory Academic, behavior, discipline, SAEBRs,

	with external and internal coaching.	with external and internal coaching.		School nurse visits EduClimber and Powerschool data
Consultation and collaboration with parents, teachers, other educators, and community organizations	Sept.- June: Collaboration with parents, staff, and community partners on an as needed basis and through Section 504, IEP Meetings. Monthly consultation with Riverbend Community Mental Health Center Sept.-June: School Mental Health Liaison consultations through MTSS-B process. Monthly behavioral health consultation through district school counseling PLCs.	Sept.- June: Collaboration with parents, staff, and community partners on an as needed basis and through Section 504, IEP Meetings. Monthly consultation with Riverbend Community Mental Health Center Sept.-June: School Mental Health Liaison consultations through MTSS-B process. Monthly behavioral health consultation through district school counseling PLCs.	School Administration School Counselors Home-to-School Liaisons/Social Workers School Mental Health Liaison (Riverbend Community Mental Health Center) Director of Student and Staff Wellness	Community partner list maintained by Director of Student and Staff Wellness
Policies and procedures for the referral of students for additional assistance	Sept-June: Utilization of Request for Assistance (Tier 2) forms by School Staff	Sept-June: Utilization of Request for Assistance forms by School Staff	School Counselors Home-to-School Liaisons/Social Workers	Referrals to advanced tier intervention documented through MTSS-B Teams

	Sept: School staff trained in use of referral form. Sept: Training in facilitated referral process for community mental health supports	Sept: School staff trained in use of referral form. Sept: Training in facilitated referral process for community mental health supports	School Mental Health Liaison (Riverbend Community Mental Health Center)	Riverbend Facilitated Referral Pathway documentation collected by Director of Student and Staff Wellness Home-to-School Liaison and Social Work documentation regarding external referrals
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Rundlett Middle School

The school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student's development of work-study practices in academic development, career development, and personal and social development by means of the following components:				
	Activities Year 1 26-27	Activities Year 2 27-28	People Responsible	Evidence of Activities
A school counseling core curriculum designed to help students attain the desired work-study practices and to provide all students with the knowledge, attitudes, and skills appropriate to their developmental level, including prevention and intervention activities	Sept.: Ensure all staff responsible for core curriculum are trained in delivery and fidelity measures. Sept.: Set goals for roll out of core curriculum standards; identify gaps in current SEL programming and plan	September: Ensure all staff responsible for core curriculum are trained and review goals. June: Evaluate implementation of core curriculum	Director of Student and Staff Wellness Tier 1 Coach Tier 2/3 Coach SEL Implementation Specialist School Administrators	100% of staff will be trained in core curriculum Goal setting as recorded by Tier 1 and Advanced Tier teams will demonstrate evidence of evaluation and continual improvement of core curriculum.

	for ways to ensure coverage of standards. Sept. – June: Delivery of core curriculum as a universal intervention. June: Review core curriculum and set goals for Year 2.	Sept. – June: Delivery of core curriculum as a universal intervention. June: Review core curriculum and set goals for Year 2.		
The school counseling core curriculum shall be delivered throughout the school's overall curriculum and be systematically presented by school counselors in collaboration with other professional educators in classroom and group activities	Sept-June Implementation of Wayfinders SEL Curriculum Sept: Grade 6 -Thriving in Middle School Program delivered. Sept-May: Grade 7 S.O.S. Suicide Prevention Program delivered. Sept-June: Grade 8 – Thrive Program Healthy Relationships Program delivered.	Sept-June Implementation of Changemakers SEL Curriculum Sept: Grade 6 - Thriving in Middle School Program Sept-May: Grade 7 S.O.S. Suicide Prevention Program delivered. Sept-June: Grade 8 – Thrive Program Healthy Relationships Program delivered.	Classroom Teachers School Counselor SEL and MTSS-B Implementation Specialists School psychologists School social workers/HSLs Special Educators Community providers providing on-site interventions (Riverbend co-located and school-	By 2028, 100% fidelity for Wayfinder implementation as measured by teacher surveys implemented by Tier 1 Coach. 15% of all students will receive small group instruction of core curriculum support as evidenced by EduClimber data collection. 5% of all students needing intensive supports as evidenced by EduClimber data collection

	Quarterly: Whole school or grade level meetings to integrate core curriculum Sept-June: 8-10 Week intervention cycles implemented: Tier 2 interventions provided in small groups that target students needing early interventions as related to the core curriculum: learning skills (executive functioning; self-management skills (self-regulation of emotions) and social skills (empathy and relationship skills). Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices.	Sept-June: Whole school or grade level meetings to integrate core curriculum Sept-June: 8-10 Week intervention cycles implemented: Tier 2 interventions provided in small groups that target students needing early interventions as related to the core curriculum: learning skills (executive functioning; self-management skills (self-regulation of emotions) and social skills (empathy and relationship skills). Sept-June: Tier 3 intensive interventions implemented: individualized interventions provided to students needing personalized support for attainment of work-study practices.	based therapists, outreach counselors)	Each year, at least 1 grade level assembly will occur that reinforces whole school integration of core curriculum. Information on core curriculum posted on website, along with parent letters.
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	Provide a variety of opportunities (PTO meeting presentation, website, family letters) to share core curriculum components)	Provide a variety of opportunities (PTO meeting presentation, website, family letters) to share core curriculum components)		
Individual student planning that is coordinated and systematic including activities designed to assist students in establishing personal goals, developing future plans, and attaining college and career-ready, work-study practices	Tier 3 Individualized interventions Nov.:Student Led Conferences Section 504 Facilitation IEP Counseling Services	Tier 3 Individualized interventions Nov.:Student led conferences Section 504 Facilitation IEP Counseling Services	School Counselors Home-to-School Liaisons/Social Workers Advisory Teachers	Advanced tier intervention data collected via EduClimber Section 504 and Special Education data
Responsive services to meet students' immediate needs and concerns and counselor teaming in crisis response	Implementation of behavior crisis team intervention protocols and suicide prevention plans	Implementation of behavior and crisis team intervention protocols and suicide prevention plans	School Administrator School psychologists School Counselors Home-to-School Liaisons/Social Worker Student Assistance Counselor	Safety screening data School behavior and crisis intervention team protocols

			Director of Student and Staff Wellness	
School counseling program management including data-driven decision-making reflective of the student's needs	Sept-June: Execution of MTSS-B Implementation plan; data reviewed at MTSS-B meetings to make decisions regarding universal programs and referrals for Tier 2 and Tier 3 interventions; ongoing management of teams with external and internal coaching.	Sept-June: Execution of MTSS-B Implementation plan; data reviewed at MTSS-B meetings to make decisions regarding universal programs and referrals for Tier 2 and Tier 3 interventions; ongoing management of teams with external and internal coaching.	Tier 1 and Tier 2/3 Team members School Administrators MTSS and SEL Specialists Director of Student and Staff Wellness	Tier 1 and Tier 2 Team protocols in place and practiced with fidelity as measured by the MTSS-B Fidelity Inventory Academic, behavior, discipline, SAEBRS, School nurse visits and EduClimber and Powerschool data
Consultation and collaboration with parents, teachers, other educators, and community organizations	Collaboration with parents, staff, and community partners on an as needed basis and through Section 504, IEP Meetings Monthly consultation with Riverbend Community Mental Health Center School Mental Health Liaison consultations	Collaboration with parents, staff, and community partners on an as needed basis and through Section 504, IEP Meetings Monthly consultation with Riverbend Community Mental Health Center School Mental Health Liaison consultations	School Administration School Counselors Home-to-School Liaisons/Social Worker Check and Connect Counselor SAP Counselor School Mental Health Liaison (Riverbend	Community partner list maintained by Director of Student and Staff Wellness

	through MTSS-B participation School mental and behavioral health consultation through District PLC	through MTSS-B participation School mental and behavioral health consultation through District PLC	Community Mental Health Center) Director of Student and Staff Wellness	
Policies and procedures for the referral of students for additional assistance	Sept-June: Utilization of Request for Assistance (Tier 2/3) forms by School Staff Sept: School staff trained in use of referral form. Sept: Training in facilitated referral process for community mental health supports	Sept-June: Utilization of Request for Assistance forms by School Staff Sept: School staff trained in use of referral form. Sept: Training in facilitated referral process for community mental health supports	School Counselors Home-to-School Liaisons/Social Workers School Mental Health Liaison (Riverbend Community Mental Health Center)	Referrals to advanced tier intervention documented through MTSS-B Teams Riverbend Facilitated Referral Pathway documentation collected by Director of Student and Staff Wellness Home-to-School Liaison and Social Work documentation regarding external referrals

Concord High School

The school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student's development of work-study practices in academic development, career development, and personal and social development by means of the following components:					
Counseling Program Standards	Activities Year 1 26-27	Activities Year 2 27-28	People Responsible	Timelines	Evidence of Activities
A school counseling core curriculum designed to help students attain the desired work-study practices and to provide all students with the knowledge, attitudes, and skills appropriate to their developmental level, including prevention and intervention activities	True Colors	True Colors	School Counselors	Freshman Year	Counselor and freshman team calendars
	Interest inventories & career exploration activities	Interest inventories & career exploration activities	School Counselors	Freshman and sophomore years regularly	Counselor and freshman team calendars
	Freshman presentation on academics, high school expectations, credits, etc	Freshman presentation on academics, high school expectations, credits, etc	School counselors	with some delivery to juniors and seniors	Counselor and freshman team calendars
	Use of Xello software at various grade levels	Use of Xello software at various grade levels	School counselors	November of Senior year	Counselor calendars
	Alignment with Granite Edvance's Apply NH initiative	Alignment with Granite Edvance's Apply NH initiative	School counselors	Freshman – senior year	Counselor calendars

	Crimson Culture & Portrait of a graduate integration	Crimson Culture & Portrait of a graduate integration	Dept facilitators, all counselors		Facilitator meeting calendar/notes
The school counseling core curriculum shall be delivered throughout the school's overall curriculum and be systematically presented by school counselors in collaboration with other professional educators in classroom and group activities	Curriculum aligned with subject areas in 9th and 10th grade	Curriculum aligned with subject areas in 9th and 10th grade	School counselors	September – June	Counselor and team calendars
	Freshman teams	Freshman teams	School counselors and freshman teachers	August-June	Meeting notes, counselor and teacher calendars
	Advisories organized by grade level and counselor	Advisories organized by grade level and counselor	School counselors	August – June	Counselor calendars, advisory master calendar
	All 8th-to-9th-grade transition activities help students adapt academically and socially	All 8th-to-9th-grade transition activities help students adapt academically and socially	School counselors	November, April, May and June	Counselor calendars, notes/emails between CHS counselors and all middle schools (RMS, DCS, are private schools, area charter schools)
Individual student planning that is coordinated and	Academic advising and course selection meetings	Academic advising and course selection meetings	School counselors	February (course selection)	Master calendar, counselor calendars

systematic including activities designed to assist students in establishing personal goals, developing future plans, and attaining college and career-ready, work-study practices	Counseling on academic and career Pathways	Counseling on academic and career Pathways	and teachers School counselors, Classroom Teachers	Aug – June academic advising as needed	Counselor calendars, notes, conversations with students
	Junior Seminar workshop day	Junior Seminar workshop day	School Counselors	Aug – June	IEPs Master calendar
	Individual career counseling using interest inventories	Individual career counseling using interest inventories	School counselors	April	Counselor calendar, student need
	Junior Planning sessions & Financial Aid Night	Junior Planning sessions & Financial Aid Night	School counselors	October and April	Master calendar
	Connections with ELO Coordinator and apprenticeships	Connections with ELO Coordinator and apprenticeships	School counselors and ELO coordinator	Ongoing	Continued relationships, student access, list of accessed ELOs
Responsive services to meet students' immediate needs and concerns and counselor teaming in crisis response	Individual counseling and SAP/social work groups	Individual counseling and SAP/social work groups	School psychologist s School Counselors, SAP and	September – June	Counselor calendars, records of groups held and who attended
		Crisis support through entire		Ongoing	Guardian data, admin notes, log entries, some SIRT referrals

	Crisis support through entire counseling department	counseling department	social workers		
	Connections with Riverbend, NH Rapid Response, and other local agencies	Connections with Riverbend, NH Rapid Response, and other local agencies	All counselors, referrals from faculty and staff	Ongoing	Regular monthly meetings with Riverbend, counselor calendars
	SIRT (School Intervention & Response Team)	SIRT (School Intervention & Response Team)	School Psychologist , School counselors, Liaisons/Social Workers	Aug – June	Bi-weekly meeting notes, referrals, accessed tier 2 interventions
	Responsive services adjusted to address growing student trauma and mental health needs	Responsive services adjusted to address growing student trauma and mental health needs	School counselors representing each house, admin, SAP, School Psychologist , School social worker	Ongoing	Tier 2 and 3 interventions service array

School counseling program management including data-driven decision-making reflective of the student's needs	Data collected and reviewed through MTSS processes.	Data collected and reviewed through MTSS processes.	House teams SIRT Team Tier 2 Team Tier 3 Team School Administrators	September - June	9 th Grade SAEBRS iReady PSAT EduClimber behavior and attendance logs PowerSchool log entries and attendance logs
Consultation and collaboration with parents, teachers, other educators, and community organizations	Collaboration with staff and community partners Communication with parents through all media Junior Workshop contacts Strong relationships with Granite Edvance, Riverbend, and NAMI Readily available to consult with any counselor or support network needed by a student/family	Collaboration with staff and community partners Communication with parents through all media Junior Workshop contacts Strong relationships with Granite Edvance, Riverbend, and NAMI	School Counselors	September - June	Records of school counselor participation Special Programs: Records of 504 students Communication logs

		Readily available to consult with any counselor or support network needed by a student/family			
Policies and procedures for the referral of students for additional assistance.	Clear referral pathways through MTSS, SIRT, and Rapid Response protocols Team-based approach ensures students in need are connected to appropriate services Proactive and reactive referrals to internal (SAP, social work) and external (Riverbend, NAMI) resources	Clear referral pathways through MTSS, SIRT, and Rapid Response protocols Team-based approach ensures students in need are connected to appropriate services Proactive and reactive referrals to internal (SAP, social work) and external (Riverbend, NAMI) resources	FOR ALL: School Counselors, School Psychologist SAP Counselor, HSLs/SWs, School Mental Health Liaison	September - June	EduClimber: Referrals to advanced tiers Riverbend Facilitated Referral documentation SIRT Meeting notes and data SAP Quarterly Report

Three-Weeks at a Glance: 7-24-26

- Continue sewer water and drainage work from south to north.
- Complete CB-35A and associated drainage work.
- Install pole bases and pull electrical wire for the north temporary lighting (south section).
- Install the stormwater system and related structures on the south side.
- Prepare temporary parking areas and the north parking lot.
- Rammed Aggregate Piers (RAPs) Start Friday 7/31 or 8/3.
- Fine grade and pave the north parking lot and the south temporary parking lot.
- Geothermal work is scheduled for late August 2026. (80-day duration).
- Most paving, utility, and site work is scheduled to continue through the first week of August, with several activities overlapping.



38 Liberty Street | Concord, NH 03301-2934
 Telephone 603.225.0811 | Fax 603.226.2187 | www.sau8.org

TO: Members, Concord School Board
 FROM: Michele Garon, Director of Human Resources
 DATE: August 3, 2026
 REFERENCE: New Teacher Confirmations 2026-2027

Joshua Hardy	Concord Regional Technical Center Digital Media & Production Technology	\$71,029 B-7
Education:	Colby-Sawyer College, New London, NH Communications, BA/2013	
Certification:	Pending	
Experience:	Concord Community TV, Concord, NH Executive Director, 2019 – Present Staff Producer/Station Manager, 2013 – 2019 Joshua replaces Clint Klose, retirement. This position is grant funded.	
Logan Moulton	Concord High School .6 Music/Acting Teacher	\$35,558 B-3 (60%)
Education:	Southern New Hampshire University, Manchester, NH Music Education, BA/2024	
Certification:	Beginning Educator License, Music Education, exp. 6/30/2027	
Experience:	Canterbury Elementary, Canterbury, NH Elementary Music Teacher, 2024 - Present Belmont Middle School, Belmont, NH Middle School Band Director, 2024 - Present Hampstead Middle School, Hampstead, NH Long Term Substitute Music Teacher, March 2024- June 2024 Bow High School, Bow, NH Long Term Substitute Music Teacher, December 2023-March 2024 Logan replaces Douglas McKernan, retirement. Budgeted amount, \$40,920.	
Esther Wrobel	Rundlett Middle School Special Education Teacher	\$53,485 B-1
Education:	Southern New Hampshire University, Manchester, NH English, BA/2026 New Hampshire Technical Institute, Concord, NH Special Education, Certificate/2024	
Certification:	Statement of Eligibility, Special Education Teacher, exp. 4/13/2029 Esther replaces Julie Britton, resignation. Budgeted amount, \$81,797.	

Carly Barton	Beaver Meadow School	\$33,557
	.6 Preschool Teacher	B-3 (60%)
Education:	Southern New Hampshire University, Manchester, NH	
	Elementary Education, B.A./2022	
Certification:	Beginning Educator License, Elementary Education (K-6),	
	Special Education Teacher, exp. 6/30/2028	
	Statement of Eligibility, Early Childhood Education (N-3), exp. 7/16/2029	
	Early Childhood Special Education Teacher (N-3), exp. 6/19/2027	
Experience:	Mill Falls Public Charter School, Manchester, NH	
	Part-Time Special Education Teacher, 2024-2025	
	Boscawen Elementary School, Boscawen, NH	
	Fourth Grade Teacher, 2022-2023	
	Long-Term Second Grade Substitute Teacher, 2022	
	Carly replaces Hannah Linqata, transfer.	
	Budgeted amount, \$55,262.	



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TO: Members, Concord School Board
 FROM: Michele Garon, Director of Human Resources
 DATE: August 3, 2026
 REFERENCE: Coach Nominations

Stacy Landry	Concord High School	\$9,137
	Varsity Girls Hockey Coach	Step 3, Group 2
Profession:	Self Employed	
	Stacy's Grill, Concord, NH 2019-Present	
Education:	Saint Lawrence University, Canton, NY, BA/2001	
Experience:	New England Wildcats, Hooksett, NH	
	Coach, 2024-Present	
	Concord Youth Hockey Association, Concord, NH	
	Coach, 2018-2023	
	Concord High School, Concord, NH	
	Coach, 2012-2018	
	Concord Youth Hockey U-14 Girls Hockey Team, Concord, NH	
	Coach, 2009-2010	
	NH Selects U-19 Girls Hockey Team, Hooksett, NH	
	Coach, 2001-2004	
	Elite Hockey Camps, Hanover, NH and Norwich, VT	
	Coach, 1997-2001	
	Mounsey Summer Hockey Camp, Concord, NH	
	Coach, 1997-1998	
	St. Lawrence University Hockey Camp, Canton, NY	
	Coach, 1997	
	MVP Hockey Camps, Niagara Falls, NY and Kitchner, ON, CAN	
	Coach, 1997	
	Stacy replaces Kate Billings, Resignation.	
Sarah Zarnowski	Concord High School	\$4,569
	Varsity Cross Country Coach	Step 2, Group 6
Profession:	Lincoln Financial Group, Dover, NH	8.5%
	Manager, Financial Support Operations	
Education:	Southern New Hampshire University, Manchester, NH, BA/2024	
Experience:	Concord High School, Concord, NH	
	Assistant Track Coach, 2026	
	Sarah replaces Chris Beyer, Resignation.	

2026-2027 Enrollment Progress Report

[illegible]

RMS	802
Total RMS	802

CHS	1170	1168
Deerfield	113	124
Total CHS	1283	1292

Total K - 12	3657	3673	3652	3655	3649	3650	3655	3639	3632	3621	3614
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Preschool

Abbot-Downing	26	22
Beaver Meadow	40	56
Mill Brook	46	51
Community Placement	2	2
Total Preschool	114	131

CRTC	684	660
	684	660

Enrollment Report

Aug-26

Elementary	K	1	2	3	4	5	Total
Abbot-Downing School							
	19	18	16	18	22	25	
	19	18	16	18	21	25	
	18	17	16	18	21	24	
	56	53	48	54	64	74	349
Beaver Meadow School							
	18			15	15	16	
3R class	18	18	22	15	14	16	
6	18	18	21	15	14	15	
6	54	36	43	45	43	47	268
Broken Ground School							
					19	21	
				26	19	21	
				26	19	20	
				26	18	20	
				25	18	20	
				103	93	102	298
Christa McAuliffe School							
						20	
	20	22	17	23	17	20	
	20	21	16	22	16	20	
	20	21	16	22	16	19	
	60	64	49	67	49	79	368
Mill Brook School							
	14						
	14	21	22				
	13	21	22				
	13	20	21				
	13	20	21				
	13	20	21				
	80	102	107				289
Totals	250	255	247	269	249	302	1572

Middle	6	7	8	Total	
Rundlett	286	247	269	802	
CHS	9	10	11	12	Total
Concord	270	281	287	332	1170
Deerfield	19	25	22	47	113
Total	289	306	309	379	1283

Homeschooling notifications (since 7/1/20): 177

Out of District placements K-12: 25

Special education students at charter schools: 26

Homeless students K-12: 3

ELL students K-12: 43

CRTC: 1st	453	CRTC:2nd	231
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Preschool	Number of children
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ADS	26
BMS	40
Mill Brook	46
Community placements	2
Total	114

Class Size Guidelines

Kinder	17	Example	14-17-20
Primary	21	Example	18-21-24
Intermed	25	Example	22-25-28

District Total	3657
<i>(not including preschool numbers)</i>	

BOARD OF EDUCATION August 2026

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
WEEK 1						1/2
WEEK 2	3 Board of Education Meeting 6:00pm	4	5 Admin Retreat	6 Admin Retreat	7	8/9
WEEK 3	10	11	12 Finance Committee 5pm Instructional Committee 5:30pm	13	14	15/16
WEEK 4	17 Executive Committee 5pm City & Community 5:30pm	18	19 Communication & Policy 5:30pm	20	21	22/23
WEEK 5	24/31 8/31 First Day of School	25 Back to school Night at MBS 5-7pm	26 New Teacher Orientation at CHS Library 8:30am Rain Date for Back to School Night	27 Professional Day	28 Opening Day Ceremony 8am CHS Gym Professional Day	29/30

BOARD OF EDUCATION September 2026

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
WEEK 1		1 Board of Education Information Night 5pm Board of Education Meeting 6pm	2 Capital Facilities 5:30pm	3	4 Filing for the Board of Education Elections Opens 8am	5/6
WEEK 2	7 Labor Day	8 PD Day No School	9	10	11	12/13
WEEK 3	14 Instructional Committee 5:30pm BOE Election Filing Closes	15	16 Communication & Policy 5:30pm	17	18	19/ 20 9/20 Multicultural Festival at Keach Park 11-5pm
WEEK 4	21 Executive Committee 5:30pm Finance Committee 6:00pm	22	23 City & Community Relations 5:30pm	24	25	26/27
WEEK 5	28	29	30			