

Acknowledgement

In February 2022, Kyle Repucci, Rochester Public Schools Superintendent, retained Comprehensive Investigations and Consulting to conduct an inquiry into an incident that took place January 31, 2022, at the Rochester Middle School. Comprehensive Investigations and Consulting agreed to make its findings and recommendations directly to Superintendent Repucci via this written report. Comprehensive Investigations and Consulting further acknowledges and maintains that all decisions regarding imposition of any discipline regarding school employee is borne entirely by the Rochester School System. This inquiry includes what steps were taken as a result of this incident and what, if any further steps need to be taken as a result of information available as a result of this incident. It will not include any findings or recommendations regarding any students involved in the incident on January 31st, 2022.

On January 31, 2022, George Connolly, a teacher in the Rochester Middle School, instructed a student to leave his classroom. This student went to the Rochester Middle School Office. The incident in Mr. Connolly's classroom was videotaped by a student on his cellphone. Subsequently, Adam Houghton, the Principal of the Rochester Middle School and Linda Green, one of the Vice Principals in the Rochester School Middle School, conducted an inquiry into the event. The inquiry included: speaking to the student who was removed from Mr. Connolly's classroom; speaking to the student who had videotaped the incident; viewing the videotape and speaking to Mr. Connolly. They concluded their inquiry on February 1, 2022.

The videotape was originally posted on TikTok and reposted on Facebook. On or about February 12th, the repost generated over 1 thousand comments and 300 shares. The resulting publicity brought this event to the attention of Superintendent Repucci. As a result of Mr. Connolly's behavior, Superintendent Repucci reported him to The New Hampshire Department of Education. The New Hampshire Department of Education reported to the Rochester School System that Mr. Connolly was not certified to teach in New Hampshire.

Comprehensive Investigations and Consulting conducted an inquiry, interviewing school personnel, viewing videos, analyzing records and documents. Information that related to students or other Rochester School Department Personnel that is not directly related to this incident is not part of this report. Any information not related directly to this inquiry will be excised from the report. Information was reviewed that will only be referenced when it is necessary to provide context to conclusions and recommendations. Comprehensive Investigations and Consulting will make findings and provide recommendations based upon the Rochester School Board and New Hampshire Department of Education Administrative Rules.

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Report of Investigation

Comprehensive Investigations and Consulting conducted the following interviews in reference to the Investigations of the January 31, 2022 incident at Rochester Middle School:

- Interview of George Connolly
- Zoom Interview of George Connolly
- Interview of Adam Houghton
- Interview of Linda Green
- Interview of Kyle Repucci
- Interview of Jody Bousquin
- Interview of Marie Bahlert

Comprehensive Investigations and Consulting reviewed the following Statutes, Rules, and policies for the Investigation:

- State of New Hampshire Education Laws and Statutes
- Rochester School Board Policies
- New Hampshire Department of Education Administrative Rules
- New Hampshire Department of Education Technical Advisory
- Code of Conduct for New Hampshire Educators
- Code of Ethics and conduct for New Hampshire Educators
- Multi-Year Master Agreement Between Rochester Federation of Teachers and the Rochester School Board

Comprehensive Investigations and Consulting reviewed the following documents:

- Assistant Principal Green's Reports
- Emails provide by the Rochester School Department

- Students Text Messages
- Assistant Principal's Green's Notes for Interview
- George Connolly Personnel File
- Multi-year Master Agreement Between Rochester Federation of Teachers and the Rochester School Board
- Letters in support of George Connolly
- Comprehensive Investigations and Consulting viewed the following Videos
- Video of Incident on January 31, 2022
- Video of Hallway in Rochester Middle School

Finding of Facts

1. On January 31, 2022, George Connolly removed a student from his class.
2. The most accurate representation of the incident is preserved in a video recording, which has been uploaded to the social media platform, TikTok and shared on Facebook.
3. A student in Mr. Connolly's class anticipated an incident and was ready to record what occurred in the class.
4. The video captures these events.
5. In the video, Mr. Connolly, in a loud and angry manner, says to the student, "Stand up right now."
6. Mr. Connolly forcefully pushed a chair as he said this.
7. The student stood up.
8. Mr. Connolly said, "Give me your cell phone."
9. The student replied, "No."
10. Mr. Connolly repeated, "Give me your cell phone."
11. The student again said, "No".
12. Mr. Connolly, for the third time, said, "Give me your cell phone."
13. The student replied, "That is not how it works, sir."
14. During the verbal exchange, Mr. Connolly moved forward to be in closer proximity to the student.
15. At the same time, the student was backing up.
16. Mr. Connolly then walked around the student towards the classroom door.
17. Mr. Connolly said, "Okay, let's go."
18. Mr. Connolly then threw open the classroom door with force and the door hit the wall.
19. Mr. Connolly stepped from the classroom and said, "Get out here right now."
20. The student stepped out of the classroom and sarcastically said, "My pencil."
21. In his interview, Mr. Connolly stated about the student,
 - a. "... he was just being so disruptive to the process and we weren't getting anywhere. So, in about thirty minutes into the class, I just, I raised my voice on him, which I don't normally raise my voice at the children, but I did. Then it just escalated from there and then he, uh, started in on about how 'that's not how it works,' and he goes back-n-forth trying to be disrespectful."
22. Mr. Connolly stated about the incident,
 - a. "... we were going to start a new process that day where they were going to be doing evaluations of each other's work. So, I needed to explain to them how that was going to work. There was some explicit teaching that had to be done. I kept trying to start that and the student had his phone out and he was playing a video game on it and he kept making comments out to the class, and he was, um, kept playing with the phone and so I told him to stop, and that he couldn't be using his phone and he couldn't be playing video games. He just kept responding with, ya

know, negative comments and, um, he was speaking out to the class more than to me. Sometimes he would just ignore me, anyhow. I asked him to put the phone down and we wouldn't put the phone down."

23. In the interview, Mr. Connolly admitted that he lost control of his actions verbally and physically when he said, "Give me the phone,"

a. "And I was going to take the phone and bring it down to the office, and that's when the whole thing escalated and, uh, he said "That's not the way it works." And, uh, then I got mad and I raised my voice again, and then I pulled the door open and I didn't mean to swing it against the wall, but I did when I pulled it at the handle and it's just the way it went, and it went a lot harder than I thought it would. It was- he wasn't anywhere near the door. It was-I was between him and the door so it wasn't like I was going to hit him with the door or anything like that, but I shouldn't have swung it open. I was pretty frustrated by that point."

24. In his interview he was asked about if he was being disciplined,

a. Bennett When you spoke to the assistant principal.

b. Connolly Yes.

c. Bennett Did you think you were, at that time, being disciplined?

d. Connolly Yes. She was very clear that I was. It was, ya know, um, I don't now as much discipline as counseled, I guess that's the same as disciplined.

e. Bennett I don't want to put words in your mouth, if you could explain that a little bit better though.

f. Connolly Well, I was- she was counseling me on that, um, that it wasn't the right thing to have happened and that I should've handled it in a different way.

25. Mr. Connolly was unaware of what the steps were necessary to discipline him under the teachers' contract,

a. Bennett "Do you know the different steps from the teachers' contract that discipline is the different levels of discipline have you seen that?

b. Connolly Um, no.

c. Bennett So you didn't know that you have a right when someone's disciplined you, before they put it in your file, that you have a right to see that?

d. Connolly No.

e. Bennett Did you think the assistant principal was putting something into your file with regards to the event?

f. Connolly Yes.

g. Bennett What did you think was going into your file?

h. Connolly I was assuming just, um, a write up of what, um, what had happened, um, I am not quite sure what. I just assumed somebody wrote something and put it in the file and said that's what had happened.

26. Later, he was asked,
- a. Bennett Now, did you ever speak to the principal about this event?
 - b. Connolly No, I don't think I did. I don't think I spoke to Adam at all.
27. Mr. Connolly was just making assumptions regarding the purpose of the discussion with Assistant Principal Green,
- a. Bennett When you spoke to her, what did you think the purpose of the discussion was?
 - b. Connolly Uh, um, I assumed that the purpose of the discussion was so that they could identify that this incident happened. That I had not handled the situation correctly and that I could've handled it better.
28. Mr. Connolly's anger and frustration were clear throughout the entire video.
29. Linda Green is the Assistant Principal at Rochester Middle School and was interviewed on March 3, 2022.
30. Assistant Principal Green stated she has been employed in the Rochester School System since July of 2021.
31. Prior to her position in Rochester, she was the Principal at Perry Elementary School in Perry, Maine.
32. At the time of the incident, the student went down to the office and met with Assistant Principal Green regarding a separate incident.
33. Assistant Principal Green stated that on January 31st, 2022, she had an interaction with the student who had been sent to the school office due to the incident in Mr. Connolly's class. In the relevant portion of the conversation, the student told Assistant Principal Green that Mr. Connolly had tried to take his phone away. The student had refused to give Mr. Connolly his phone. There is a school rule against students having their phones in school. The student stated that Mr. Connolly had yelled at him and had thrown a chair at him.
34. Assistant Principal Green was called by the student's mother, who played the audio version of the tape.
35. That evening, Assistant Principal Green relayed information about the incident and the recording to Principal Houghton.
36. Principal Houghton, in essence, told Assistant Principal Green to further investigate the incident.
37. The following morning, February 1, 2022, Assistant Principal Green called down to the office, the student who had taken the video. She watched the video. She subsequently learned that the video was posted on the internet. It never occurred to her that there was a reason for her to be concerned because the video was in the public domain. After watching the video, Assistant Principal Green felt that Mr. Connolly losing his temper was inappropriate. Her observation was that the chair was not thrown at the student; rather, the chair was pushed under a table. Both opening the door in the quick and forceful way it was

opened, and slamming it, were unnecessary actions. When Mr. Connolly raised his voice, he did not say anything abusive or inappropriate.

38. Assistant Principal Green had a conversation with Principal Houghton after she viewed the tape. They viewed the tape together. Principal Houghton instructed her to have a talk with Mr. Connolly that day. She was supposed to inform Mr. Connolly that he had a right to have his Union Representative with him at the time. She was supposed to inform Mr. Connolly that this was not an informal conversation; the conversation would be about the incident that happened in his classroom the day before. Mr. Connolly declined to have a Union Representative during the conversation. Assistant Principal Green did not rely on any written policy or procedure when she conducted a discussion of this nature with the teacher.
39. Assistant Principal Green met with Mr. Connolly that afternoon. He viewed the video. Mr. Connolly acted subdued and embarrassed. He regretted his behavior. Mr. Connolly explained that prior to the incident, he was assisting the student with his assignment. Every time he would leave the student, the student would delete the work he had just done and watch videos. Mr. Connolly attempted to take the student's phone away. Assistant Principal Green warned Mr. Connolly not to do this again. She did not use the teacher's contract to guide her discussion with Mr. Connolly. She did not know what a verbal warning entailed. She has never had a discussion about progressive discipline with the Principal or Superintendent.
40. Assistant Principal Green felt that in other situations like this, Mr. Connolly had not lost his temper, but rather handled them appropriately. Assistant Principal Green had never heard Mr. Connolly raise his voice before this incident. She has spoken to him a number of times about the incident and he has remained remorseful and regretful. Mr. Connolly has put up a sign saying "No Cell Phones in Class."
41. Assistant Principal Green then had a discussion with Principal Houghton. He instructed her to send Mr. Connolly an email recapping the conversation. Normally, she would have cc'd Principal Houghton on this type of email. The purpose of the email was to have everything in print for future reference and documentation of the conversation. Emails of this nature are sent after a conversation about a teacher observation.
42. Assistant Principal Green forgot to send the email. The emails are not generally put into teachers' files.
43. There were no other steps taken after the conversation between Assistant Principal Green and Mr. Connolly.
44. A statement written by Assistant Principal Green on February 12th is consistent with her interview.
45. Assistant Principal Green views her main job as disciplining students. She has conversations with teachers, but always informs Principal Adam Houghton when she does.
46. Assistant Principal Green stated when she thinks of discipline, she thinks of actions that have consequences. She has not issued any consequences. She has not written letters that

go into files. She has not told anyone, “You are out for the day.” Assistant Principal Green stated that she doesn’t discipline teachers.

47. Assistant Principal Green views her role as observing teachers. She sees this as more of a coaching position than a disciplinarian position.
48. She has not issued any discipline consistent with the Rochester Teachers Contract.
49. On February 23rd, 2022, Principal Adam Houghton was interviewed. Principal Houghton stated the following facts.
50. Principal Houghton is the Principal at Rochester Middle School.
51. He has been principal for seven (7) years.
52. An assistant principal or special education coordinator would be relied upon for teacher discipline if they had a supervisory role over that teacher.
53. Principal Houghton felt that George Connolly was getting upset at the time of the incident and should have called the office.
54. Principal Houghton stated in his interview “Obviously the teacher yelling at the student was unacceptable and inappropriate in my mind. The opening of the door in a way that caused the student to flinch was inappropriate. The students asking for or the teacher asking for the phone if a student by rules in the school the students are not allowed to have phones in the classroom and that’s a common practice to ask students for their phones if they have it out. The response was to me completely inappropriate”
55. The document Principal Houghton relies on for teacher discipline is the teachers’ contract.
56. Principal Houghton did not inform The New Hampshire Department of Education of Mr. Connolly’s conduct. There was no discussion at any time of informing the Superintendent about the incident.
57. In her interview, Assistant Principal Green stated she would not have broken the chain of command to inform the Superintendent herself.
58. When Superintendent Repucci was informed about the incident and viewed the video of the incident, he reported it to The New Hampshire Department of Education.
59. The Department of Education responded by informing the Rochester School System that Mr. Connolly was not certified to teach in New Hampshire.
60. In Mr. Connolly’s March 7th interview, he stated that he was in the process of being certified to teach in New Hampshire.
61. Mr. Connolly did not graduate from an accredited college.
62. Hawaii is the state where Mr. Connolly is certified to be a teacher.
63. The Rochester School Department had the information before January 31, 2022 to determine that Mr. Connolly was not certified to teach in New Hampshire.
64. On October 1, 2021, an email was sent to George Connolly from the Rochester School Department’s Human Resource Director informing him, “I am looking at your certification status in the DOE System. I see that there are requirements that have not been met yet. It is imperative that you address these requirements for your certification. Please address these issues and get back to me to let me know the resolution.”

65. Mr. Connolly responded that he would submit the necessary documents that night.
66. There was no follow-up from the Rochester School System to determine if proper documents had been submitted.
67. On March 16th, in a follow-up interview conducted via zoom, Mr. Connolly read the following statement,

“Okay, let me read my statement then at this point. My education dates back to the certifications when I was in the Marine Corps and continued for many years and many forms in person and online. Some of it has been accepted, some of it has not been formally accepted. I was accepted into the teaching program at Teach Now at Moreland University and completed a year of the training program to become a teacher in Washington D.C., Arizona and Hawaii. Upon obtaining my completion certificate, I applied for a license in Hawaii and was awarded a teaching license based on my training and certificates. I taught in Vietnam, then with COVID, my wife and I returned from Vietnam. She took a job in Manchester, New Hampshire as a teacher. Shortly after, I received a phone call from RMS to interview as a computer science teacher. I had not applied for any jobs, but I did accept the offer and then looked into what I needed to obtain my New Hampshire license. Moreland University told me New Hampshire has a reciprocal license with Hawaii, so I just needed to show my Hawaii license to the DOE and they would issue a New Hampshire license. I attempted this and the DOE said that they had a new process and I would have to go through the entire online process, which I did. They then asked that I take a series of practice exams which I did and I passed all of those. They then informed me they were not accepting some of my information as verifiable. I began the process to correct this. New Hampshire then informed Hawaii and Hawaii asked me this week to take another series of practice exams, which are the equivalent of a Bachelor of Computer Science, in order to continue holding my Hawaii license. I am in the process of taking the practice exams for the Bachelor of Computer Science. Once I have completed that process, and turned those into Hawaii to satisfy my Hawaii license, then I’ll submit them all to New Hampshire to hopefully continue with my New Hampshire license.”

68. After February 12th, 2022, when the incident was publicized on TikTok and Facebook, Superintendent Repucci was informed about the incident.
69. Superintendent Repucci viewed the video of the incident. He reported George Connolly’s conduct to The New Hampshire Department of Education.
70. The Department of Education Responded by informing the Rochester School System that Mr. Connolly was not certified to teach in New Hampshire.

Conclusions

Section I: Mr. Connolly's Behavior

On January 31st, 2022, there was an incident in a classroom at the Rochester Middle School. That incident is being examined to determine if there was a violation of Rochester School Board Policies and/or of New Hampshire Department of Education Administrative Rules.

George Connolly is a teacher in the Rochester Middle School. On January 31, 2022, he was attempting to assist a student with a computer assignment. A student in Mr. Connolly's class anticipated an incident and videotaped what occurred in the class. The video captures these events. Mr. Connolly angrily said to a student, "Stand up right now." As he told the student to stand up, Mr. Connolly pushed aside a chair with force. The student stood up. Mr. Connolly said, "Give me your cell phone." The student replied, "No." Mr. Connolly repeated, "Give me your cell phone." The student replied, "No." Mr. Connolly, for the third time, told the student, "Give me your cell phone." The student replied, "That is not how it works, sir." Throughout the verbal exchange, Mr. Connolly moved forward in closer proximity to the student who was simultaneously backing up. Mr. Connolly then walked around the student towards the classroom door. Mr. Connolly said, "Okay, let's go." Mr. Connolly then forcefully threw open the classroom door, causing the door to hit the wall. Mr. Connolly stepped outside the classroom and said, "Get out here right now." The student stepped out of the classroom and sarcastically said, "My pencil." Mr. Connolly's anger and frustration were clear throughout the video.

Mr. Connolly was first interviewed on March 7, 2022. Mr. Connolly's answers in the interview indicated his frustration with the student. When the class began, Mr. Connolly stated,

"All he had to do was turn around in his chair and use the computer there and he didn't want to do it. He said he didn't have to. So, I told him no he does; The whole class is doing typing.com for the first seven minutes, that's the process. He finally turned around in his chair and he took out his phone and I told him, "Please put the phone down, you know you are supposed to be doing typing, so let's sign in." So, then he-I was trying to work my way around the class, but he kept saying things out loud to get, well, not my attention, just get everybody's attention. I went back over to him and I said, "What is the problem?" and he said "I don't know how to sign on." Which I knew wasn't true because he signed onto the computer so many times. So, I helped him get signed onto the computer."

The student's behavior had created a situation where Mr. Connolly began to lose his temper. Mr. Connolly described,

"... he was just being so disruptive to the process and we weren't getting anywhere. So, in about thirty minutes into the class, I just, I raised my voice on him, which I don't normally raise my voice at the children, but I did. Then it just escalated from there and then he, uh, started in on about how that's not how it works and he goes back-n-forth trying to be disrespectful."

Mr. Connolly's frustration continued to build as he was attempting to teach all the students in the class. He went on to say,

"... we were going to start a new process that day where they were going to be doing evaluations of each other's work. So, I needed to explain to them how that was going to work. There was some explicit teaching that had to be done. I kept trying to start that and the student had his phone out, and he was playing a video game on it and he kept making comments out to the class, and he was, um, kept playing with the phone, and so I told him to stop and that he couldn't be using his phone and he couldn't be playing video games. He just kept responding with, ya know, negative comments and, um, he was speaking out to the class more than to me. Sometimes he would just ignore me anyhow. I asked him to put the phone down and he wouldn't put the phone down."

In the interview, Mr. Connolly admitted that he lost control of his actions verbally and physically when he said, "Give me the phone." He stated that after he asked the student for his phone,

"And I was going take the phone and bring it down to the office and that's when the whole thing escalated and, uh, he said "That's not the way it works." And, uh, then I got mad and I raised my voice again and then I pulled the door open and I didn't mean to swing it against the wall, but I did when I pulled it at the handle and its' just the way it went, and it went a lot harder than I thought it would. It was-he wasn't anywhere near the door. It was-I was between him and the door so it wasn't like I was going to hit him with the door or anything like that, but I shouldn't have swung it open. I was pretty frustrated by that point."

Assistant Principal Green stated during her interview,

"[Mr. Connolly] lost his temper and that was inappropriate. He did not throw a chair. He took a chair and shoved it under the table. And, ya' know, I understand how that could be considered throwing a chair, but it wasn't because I have watched the video a few times. He pushed it out of his way. He was walking and pushed it out of his way and went under the table. So, still a (inaudible, 11:33) he didn't fall over anything. Opening the door and slamming it against the wall was unnecessary. But, as soon as those two things, ya' know, raising his voice to the student. It's hard for me to say if that's inappropriate or not- I mean there are times when people do raise their voices. He wasn't abusive, he didn't say anything inappropriate. He told him to get out. When the student refused, he wanted his phone and the student refused to give him his phone. He said, "Out." But he was angry, and he slammed the door - that was the part that was problematic for me. He opened it up, threw the door so hard against the wall, that that's when Sergeant DeLuca heard the commotion and came out of his office. Even pushing the chair under the table, I wouldn't have been too worried about that, but the door bothered me."

Principal Houghton, in his interview, stated, "In that, obviously the teacher yelling at the student was unacceptable and inappropriate in my mind. The opening of the door in a way that caused the student to flinch was inappropriate... The response was to me completely inappropriate."

The interviewer asked in follow-up, "The response by the teacher was inappropriate?"

Principal Houghton replied, "Yes."

Mr. Connolly's actions violated the Rochester School Board's Policy on staff-student relations. The Staff-Student Relations instructs, in part,

"Staff members shall be expected to regard each student as an individual and to accord each the right and respect due any individual. The role of the staff shall be seen as resource persons, aides, and guides in the learning processes. Staff members shall provide for the fullest self-determination by each student in regard to his or her learning program, consistent with district and local goals and with optimum opportunities for all students. Students shall be treated with courtesy and consideration. Neither insults nor sarcasm shall be used before a student's peers as a way of forcing compliance with a staff member's requirements or expectations."

Mr. Connolly's behavior in the classroom, and in the hallway outside the classroom, violated the Rochester School Board's Policy for Staff Rights and Responsibility. The policy states,

"In their association with students, all school employees shall set examples that are an important part of the educational process. Their manner, dress, courteousness, industry, and attitudes establish models that affect the development of young people. The Board expects its staff members to set exemplary models, as well as provide exemplary instruction."

Mr. Connolly's actions violated New Hampshire Department of Education Rules 510.02 Principle 2-Responsibility to Students, which states,

(a) In fulfilling responsibilities to students, a creational holder shall maintain a professional relationship with all students, both inside and outside the educational setting, and make reasonable efforts to protect students from conditions which are harmful to their health and safety.

(b) Unprofessional conduct shall include, but not be limited to:

(4) Coming any of the following acts to any minor, or any student or prior student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), including, but not limited to:

- a. Abuse, including, but not limited to physical and emotional abuse;
- b. Cruelty or any act of endangerment;
- c. Any sexual act with or from any student; and
- d. Harassment as defined by state or federal law or regulations

Mr. Connolly lost his temper and there was obvious anger in his voice. When he pushed the desk with force, and slammed open the door into the wall, his temper became inappropriate in a classroom setting. Principal Houghton and Assistant Principal Green, agreed that Mr. Connolly's behavior was inappropriate. George Conolly admitted that frustration had caused him to act in a manner where he was unable to judge the effect of his physical action.

The New Hampshire Department of Education Rules and the Rochester School Board's Policies were violated when Mr. Connolly lost his temper and he began to back the student up while making a demand for his cell phone. It is within the context of the opening of the door and slamming it against the wall that the conduct became unprofessional and abusive. Mr. Connolly violated Rochester School Department Policies when behaving in this manner, which was neither courteous nor with consideration. He was attempting to force compliance with his expectations by acting in a manner in which he no longer had control of himself. The student's lack of compliance with the teacher's request does not provide an exception to this code of conduct. The behavior of the student does not excuse the conduct of the teacher.

The inappropriate conduct of Mr. Connolly appears to be limited to the January 31, 2022 incident. In his meeting with the assistant principal, he was regretful and embarrassed. He understood that his conduct was inappropriate. When examining Mr. Connolly as a teacher overall, his conduct in the incident was an aberration. His three evaluations were positive. Several teachers are supportive of Mr. Connolly. An individual losing their temper for less than thirty seconds should not obscure all the other work they have done.

Section II: Mr. Connolly's Teaching Credentials

The investigation into this incident led to the discovery that Mr. Connolly is not certified to teach in New Hampshire. Mr. Connolly was certified to teach in Hawaii. Hawaii does not have a reciprocity agreement with New Hampshire for teacher certification. Mr. Connolly's teacher certification from Hawaii could not be used in New Hampshire. Without a bachelor's degree from an accredited college, Mr. Connolly would not receive a temporary waiver to become certified under his present conditions of employment. An analysis of his resume shows that despite having a teacher certification from Hawaii, he had not been a teacher in Hawaii.

Mr. Connolly is aware that he has not taken the steps necessary for him to become certified in New Hampshire to teach. In his interview he was asked,

Bennett Are you licensed through the state of New Hampshire?

Connolly I am working on that.

Bennett So you are not certified right at this present moment, but you are working on it?

Connolly Yeah.

In a second interview conducted over Zoom, Mr. Connolly read a statement to explain his lack of certification,

“Okay, let me read my statement then at this point. My education dates back to the certifications when I was in the Marine Corps and continued for many years and many forms in person and online. Some of it has been accepted, some of it has not been formally accepted. I was accepted into the teaching program at Teach Now at Moreland University and completed a year of the training program to become a teacher in Washington D.C., Arizona and Hawaii. Upon obtaining my completion certificate, I applied for a license in Hawaii and was awarded a teaching license based on my training and certificates. I taught in Vietnam, then with COVID, my wife and I returned from Vietnam. She took a job in Manchester, New Hampshire as a teacher. Shortly after, I received a phone call from RMS to interview as a computer science teacher. I had not applied for any jobs, but I did accept the offer and then looked into what I needed to obtain my New Hampshire license. Moreland University told me New Hampshire has a reciprocal license with Hawaii, so I just needed to show my Hawaii license to the DOE and they would issue a New Hampshire license. I attempted this and the DOE said that they had a new process and I would have to go through the entire online process, which I did. They then asked that I take a series of practice exams which I did and I passed all of those. They then informed me they were not accepting some of my information as verifiable. I began the process to correct this. New Hampshire then informed Hawaii and Hawaii asked me this week to take another series of practice exams, which are the equivalent of a Bachelor of Computer Science, in order to continue holding my Hawaii license. I am in the process of taking the practice exams for the Bachelor of Computer Science. Once I have completed that process, and turned those into Hawaii to satisfy my Hawaii license, then I'll submit them all to New Hampshire to hopefully continue with my New Hampshire license.”

Nothing in Mr. Connolly's explanation affects the fact he is not certified to teach in New Hampshire. It goes towards his intent in the future to become certified. The lack of reciprocity means that the efforts he is taking for his Hawaii license will not affect his lack of New Hampshire certification.

The New Hampshire Department of Education had not certified Mr. Connolly as of October 1, 2021. The Rochester School Department Human Resource Department sent Mr. Connolly an email inquiring about his lack of certification. Mr. Connolly's response was that he was going to submit the documents that night. The Rochester School Department should have followed up on the lack of certification. The failure to do so provides evidence that there is a lack of proper procedure to ensure that all Rochester School Teachers are properly certified. The lack of a degree from an accredited college could have been determined very easily.

Section III: Principal Houghton's Actions

On January 31st, 2022, Principal Houghton learned of the incident in teacher George Connolly's class. Principal Houghton did not handle the January 31st incident personally. Principal Houghton assigned Linda Green, the Assistant Principal at Rochester Middle School, to handle the incident. Assistant Principal Green has been employed in the Rochester School System since July 2021. Right after the incident, the student went down to the office and met with Assistant Principal Green regarding a separate incident. The student told Assistant Principal Green that Mr. Connolly had tried to take his phone away and that he refused to comply with the request. There is a school rule against students having their phones in class. The student stated that Mr. Connolly had yelled at him and thrown a chair at him. The video contradicts that the chair was thrown at the student.

Later in the day on January 31st, Assistant Principal Green received a call from the student's mother. The student's mother played an audio version of the tape over the phone. Assistant Principal Green relayed the information regarding the incident and the video to Principal Houghton. Principal Houghton, in essence, told Assistant Principal Green to further investigate the incident.

The morning of February 1st, 2022, Assistant Principal Green called the student who had taken the video to her office. She watched the video and instructed the student who had taken the video to delete it. She subsequently learned that the video was posted online to the social media platform TikTok.

The fact that the incident was captured on video should not affect the recommendation regarding George Connolly's discipline. However, the video is significant in that it provides an accurate account of what happened in the classroom at the moment Mr. Connolly lost his temper. This makes the determination of whether George Connolly's behavior was inappropriate clear and less open to interpretation. This should have made it easier for the administration to properly address the incident.

Assistant Principal Green had a conversation with Principal Houghton after she viewed the tape. During the conversation, they viewed the tape together. Principal Houghton instructed Assistant Principal Green to talk to Mr. Connolly that day. She informed Mr. Connolly that he had a right to have his union representative with him during their conversation. Principal Houghton instructed Assistant Principal Green to inform Mr. Connolly that this was not an informal conversation; the conversation would be about the incident that happened in his classroom the day before. Mr. Connolly was very subdued, embarrassed, and regretful when viewing the tape and talking about the incident.

Principal Houghton believed that Mr. Connolly's response during the incident was entirely inappropriate. The document that he relies on for teacher discipline is the Rochester School System's Teachers Contract. The contract is clear that progressive discipline should be used in situations of teacher misconduct. In this case, none of the different options of teacher's discipline mandated by the contract were used. The actions the administration took do not constitute discipline. No set policy and procedure was used in the proposed actions taken by the administration, and because of that, the three parties involved were interpreting the administration's actions three different ways.

Principal Houghton did not speak to George Connolly directly. Assistant Principal Green had a meeting with Principal Houghton after her conversation with Mr. Connolly. Principal Houghton instructed Assistant Principal Green, after her discussion with Mr. Connolly, to send an email to Mr. Connolly. Principal Houghton believed the purpose of the email was to inform Mr. Connolly why his behavior was inappropriate. It was Principal Houghton's job to make sure that after seven years as a principal, he informed his subordinate, who had been in the school system for less than a year, what her role was in this serious incident. Assistant Principal Green believed the email was not intended as an oral warning nor as a written warning. She believed it was meant to memorialize the meeting and the fact that Mr. Connolly had been warned about his conduct. Assistant Principal Green believed she had a role observing teachers. She sees this as more of a coaching position than as a disciplinarian. Assistant Principal Green stated that she doesn't discipline teachers. In his interview, Mr. Connolly stated he didn't know if he was being disciplined or counseled.

The lack of clarity in the Rochester school system's plan was borne out in the fact that Mr. Connolly didn't know if he was being disciplined or not. Both Principal Houghton and Assistant Principal Green believed that Mr. Connolly's behavior was inappropriate. Sending an email to document a discussion is not a procedure addressed in the Rochester Teacher's Contract. Under the rules of the contract, an email should not count as the first disciplinary step; an email would not be sufficient to proceed with more severe discipline if another event were to occur. Under the rules and procedures of the Rochester Teacher's Contract, Mr. Connolly must have the opportunity to submit a written response before anything written is submitted to his file. Lacking the proper procedure there was no discipline.

Principal Houghton and Assistant Principal Green knew that it was possible that this videotape would be seen by the by the public, and an explanation of the Rochester School System's policy regarding Mr. Connolly's behavior would need to be addressed. The Rochester School Board's goals, set forth in Community-School Relations, were compromised by the failure to be prepared for the community reaction in an obviously volatile situation.

510.05 Duty to Report

(b) each principal shall report to the superintendent of the school district or SAU where the principal is employed, the chief executive officer of a chartered public school or public academy, or the headmaster of a nonpublic school, if the principal has been notified of, or is personally aware that a credential holder has violated any of the rules of professional conduct as enumerated in Ed 510, which occurred on or off duty.

(c) the superintendent, chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school, shall report any of the following to the office of credentialing:

(1) when a superintendent has knowledge that a credential holder, as defined in Ed 501.02(m), has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and

(2) when a superintendent has knowledge that a credential holder has violated the code of conduct as specified in Ed 510.01 through Ed 510.04

Principal Houghton further aggravated the situation by failing to inform Superintendent Repucci about the incident on February 1, 2022, when he viewed the videotape. The Superintendent could have taken clear action regarding teacher discipline at that time. The Superintendent also had a responsibility to inform the New Hampshire Department of Education about this inappropriate behavior under their administrative guidelines. Superintendent Repucci was not told about the incident until February 12th, and therefore could not have informed the New Hampshire Department of Education until that point.

Recommendations

Mr. Connelly's behavior in the classroom was inappropriate. Assistant Principal Green has not seen him lose his temper in the past. Assistant Principal Green believes that Mr. Connolly was remorseful of his behavior. Mr. Connolly, in his interview, made it clear that he should have done things differently. Mr. Connolly has had positive evaluations. His fellow teachers are supportive in their evaluation of him as a teacher.

As of this date, Mr. Connolly has not been disciplined consistent with the teachers' contract. The teachers' contract puts in order the steps of progressive discipline. The School Board reserves the right to take disciplinary action appropriate to the infraction involved. The incident is not an event that merits suspension or discharge. The recommendation is a Written Warning to Mr. Connolly. This discipline will make it clear that this behavior cannot be repeated. It will inform Mr. Connolly, in writing, the reasons why his conduct was inappropriate.

Mr. Connolly is not certified to be a teacher in New Hampshire. He has known this for several months. It is not clear whether his plan to remedy the situation can be successful without a degree from an accredited college. He has not been part of any program that would allow him to continue to teach, while he attempted to become certified to teach. Since he cannot return to the classroom without becoming certified, the recommendation is that he be terminated.

The Rochester School Department hired Mr. Connolly without being certified to teach in New Hampshire. The recommendation is that all applications for future employment be scrutinized to ensure adequate qualifications for the job that is being sought. All significant parts of the application should be checked for accuracy. Potential issues that arise should be followed up on and not left for the employee to remedy. There is a hiring protocol in place with various documented steps. This protocol needs to be applied to all applicants.

Principal Houghton had the responsibility to manage this situation. He did not meet with Mr. Connolly personally. He did not make it clear to his subordinate what her role was. He instructed her to send an email. The email cannot be considered discipline. Sending an email was a step that all the parties involved interpreted differently. The recommendation is that a procedure should be put in place that designates who may discipline an employee. In any case that there is potential that discipline is to be imposed, the Principal or Superintendent must meet with that teacher. The lack of a defined procedure allowed the responsibility for management of the situation to be shifted away from Principal Houghton. The procedure should mandate that if a teacher's conduct is inappropriate, it must be reported to the Superintendent. The Superintendent has a statutory duty, if that conduct is inappropriate, to report it to The New Hampshire Department of Education.

Respectively Submitted,

A handwritten signature in cursive script, appearing to read "Daniel Bennett", is written over a horizontal line.

Daniel Bennett

Comprehensive Investigations and Consulting

Interview Principal Houghton

Bennett Good morning. My name is Dan Bennett and I am the CEO of CIC Comprehensive Investigations and Consulting. I am up here on February 23rd conducting an interview of the principal of the Rochester Middle School, Adam Houghton. If you could please gentlemen identify yourself for the record.

Kale I am William Kale. I am an attorney and business agent for the Teamsters.

Houghton I am Adam Houghton and I am the principal at Rochester Middle School.

Bennett We are recording this to make sure its an accurate resuscitation of our discussion here today. I am going to do an interview and its going to reflect around an incident that happened at the Rochester Middles School on January 31, 2022. Sir, what is your name?

Houghton Its Adam Houghton.

Bennett How are you employed?

Houghton I am employed as the principal of the Rochester School Department at Rochester Middle School.

Bennett What is your educational background?

Houghton I have a diploma in sports injury management as my undergrad. I have a masters in education and educational leadership. And I have a certificate of advanced graduate studies in advanced educational leadership.

Bennett What is your past employment?

Houghton Past employment before this, I was an assistant principal here at the school for two years. Before that I was an assistant to the superintendent for SAU 23 which is in the north country of New Hampshire for two years followed by being the technology director up there for 8 years in the same district before that. Before that I was the director of technology and computer teacher for Stanstead College in Stanstead, Quebec. That was about for five years. Before that I was a residential ??? (2:03) and assistant athletic trainer for Appleby College just outside of Toronto.

Bennett You are from Canada originally?

Houghton Yes.

Bennett Just like my brother-in-law and now my sister-in-law live in Ottawa which hasn't been a pleasant place to be the last six months. I am not making a political statement just what they tell me. What are your responsibilities as the principal of the Rochester Middle School?

Houghton I oversee the day-to-day operations of the school.

Bennett What is your role in student discipline?

Houghton I mean this year has been atypical. We've been down an assistant principal for part of the year so I took on more responsibilities. I also have two new assistant principals so in a lot of cases

kids have relationships with me that they don't with them. Generally, I am not has involved but this year I have been more involved than I have been previously.

Bennett Are there certain policies and procedures you rely on with regards to student discipline?

Houghton Obviously we rely upon.. we have a district matrix for behavior that we try to follow. State laws changed as well this year. It required us to provide multiple interventions and try to do as much to reduce out of classroom time as possible. So, we have done that. Past practices always a big thing for us too in discipline.

Bennett Regards to teacher discipline, what is your role there?

Houghton I would always be involved as overseeing the operations of school district or not the school district the school and teachers generally I would have if the teacher falls under the supervisory role of going to my assistant principals or my special education coordinator they would handle that piece of it but I would obviously always been involved in teacher discipline.

Bennett I apologize if I asked this question before only because I was moving my paperwork around. What policies and procedures do you rely upon for teacher discipline?

Houghton Well there's not too much in terms of actual district school policies related to teacher discipline. The clearest documents that we have on teacher discipline is the teachers' contract with the Rochester Federation of Teachers which outlines steps involved in a teacher compliant case or discipline matter.

Bennett Would there be a benefit to you as principal of more specific guidelines in a policy and procedure regarding teacher discipline?

Houghton Yes. Especially clear given we have a new superintendent for the last three years and we worked with a different superintendent before and how they would handle things is a little bit different. So consistency would be a very good thing for us.

Bennett In your opinion that's a contributing factor of something that would be helpful would be more specific policies and procedures with regards to....

Houghton Yup. And guidelines in terms of how we should handle cases.

Bennett Now was there an incident on January 31, 202 involving a teacher, George Connolly?

Houghton Yes.

Bennett What took place in regards to the incident?

Houghton Well I wasn't present in the classroom at that time and I did not speak to the teacher directly but was it was relayed to me the teacher was in the classroom working with a student who had been suspended for a period of time and was coming back from suspension that day. The teacher had repeatedly tried to assist the student with their work. Each time they would help them with the work the student would delete what they did and then proceed to pull out their phone and use their phone doing whatever on their phone. It ended up escalating to the point that the teacher got upset and yelled at the student to give him their phone. Then yelled at them to get them out of the classroom again asking them to not use their phone.

Bennett When you say it was relayed to you who relayed the information to that you just recited for us?

Houghton The Assistant Principal Linda Green.

Bennett Why was Linda Green the person that was collecting this particular information?

Houghton For two reasons, first of all she is Mr. Connolly's supervisor and second of all she had been meeting with the student in regards to another incident; actually that I had come across earlier in the day where the student had been throwing apples against the wall just outside the cafeteria so she was processing that discipline matter with the student.

Bennett Did you see the video tape of the incident that another student took?

Houghton Yes.

Bennett If you can relay to me, what observations that you made of that videotape that were significant with regards to the teacher conduct or the student conduct?

Houghton In that obviously the teacher yelling at the student was unacceptable and inappropriate in my mind. The opening of the door in a way that caused the student to flinch was inappropriate. The students asking for or the teacher asking for the phone if a student by rules in the school the students are not allowed to have phones in the classroom and that's a common practice to ask students for their phones if they have it out. The response was to me completely inappropriate.

Bennett The response by the teacher was inappropriate?

Houghton Teacher, yes.

Bennett Looking back and if I misstate something you correct me or we will get it figured out. It appeared that the student was saying something about "*That's not how it's done,*" when Mr. Connolly was asking for the phone. Is that how its done? The teachers just ask for the phone and it's given to them?

Houghton Yes.

Bennett The student was wrong in saying this isn't how its done?

Houghton Right.

Bennett With regards to the student that did the videotape itself what type of interaction did either you or assistant principal green have with that student about having a phone and taking that videotape?

Houghton I did not interact with that student. What had been relayed to me by Mrs. Green was that she had asked him about why he had recorded he said something to the effect that things were getting hot; I think she had told me. She I think talked to him about it and got him to send the video but I wasn't in that conversation so I can't tell you exactly what she said.

Bennett From your perspective as a principal, should that student had any disciplinary actions for videotaping the incident? Having his phone out and videotaping the incident in the classroom?

Houghton In my belief, yes.

Bennett Oh, oh and I apologize, was he disciplined in some way?

Houghton No.

Bennett When you look at the video what should Mr. Connolly have done at that point? And when I say "that point" I mean when the student was clearly based on what you've been told disobeying with regards to doing his work, what should he have done?

Houghton Well obviously I can't get into Mr. Connolly's head to know exactly what was going on in the moment...

Bennett This isn't what motivated Mr. Connolly to do it in a certain manner this is as the principal what would you have wanted him to do? I think is the best way to put it.

Houghton I would have advised him had I been able to freeze frame the video in the moment I would have been "Okay you are getting upset right now Mr. Connolly you need to call the office and ask for help."; which would be a common practice that when a teacher feels a situation is getting out of hand to call another person another perspective in to help. (10:53)

Bennett I believe you said you did not speak to him directly about this incident?

Houghton I did not, no.

Bennett Do you know what Assistant Principal Green told him with regards to his, and I am speaking of Mr. Connolly here, told him with regards to what he did in the class room that day?

Houghton Again, I wasn't in the room so I don't want to say exactly what she said but what she had told me she said his conduct was inappropriate and it is not how we should be addressing students.

Bennett Was a letter of reprimand given to Mr. Connolly?

Houghton I had asked Mrs. Green to follow up her conversation in writing with Mr. Connolly. She reported to me after the fact that she did not do that.

Bennett What discussion did you have with Miss Green about why she didn't do that? I mean what is the substance of why she didn't do it?

Houghton Well that didn't come out until the incident went public for lack of a better term. She told me she had forgotten.

Bennett I am not one to cast stones on forgetting to send emails that for sure. But she was going to send an email is my understanding?

Houghton Yes, I was clear that after she had met with him she made the follow up about the incident.

Bennett Did you have an opinion with regards to whether it should be an email just informing him of that his behavior wasn't appropriate or a letter of reprimand or how it should be handled by Assistant Principal Green or was this her call on how she handled it as long as she did follow up?

Houghton I asked her to follow up by email outlining the discussion and why it was an inappropriate way to handle that situation.

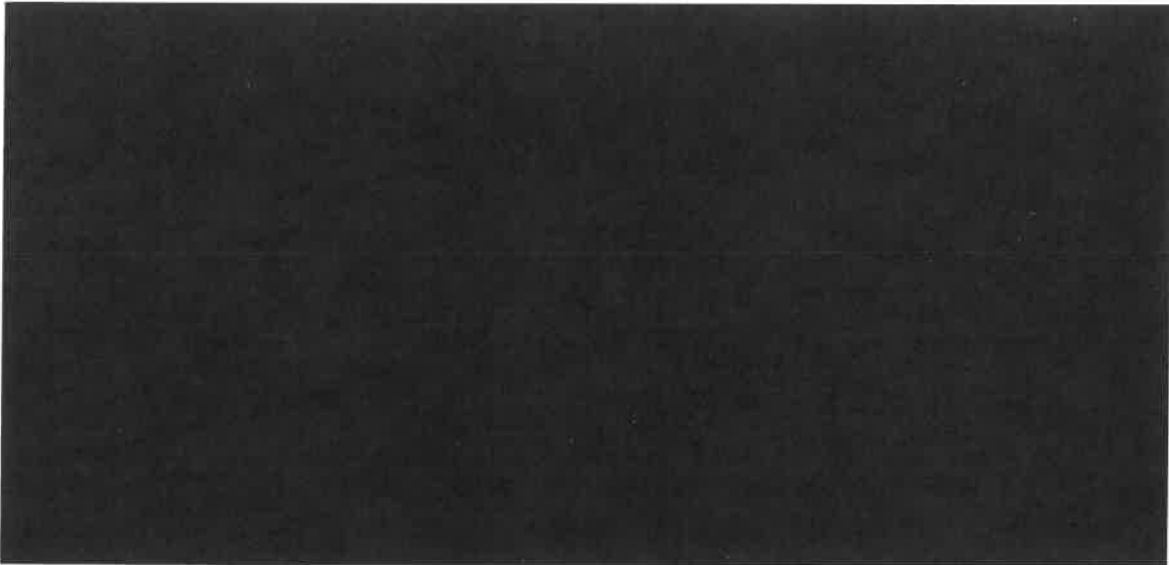
Bennett Was there a decision made on whether or not this was something that had to be brought to the attention of the superintendent at this point? By this point I mean February 1st and 2nd when you knew in the school that there was a video out there on the internet? Was there a discussion about that?

Houghton We did talk about it. We had had a similar incident back in October. I wasn't sure at that time if I had handled it correctly and we sort of felt that this was an incident where the teacher had never had a discipline matter, had not had a case and felt unsure and unclear sort of about what we should be doing and felt at this time we didn't need to notify the superintendent.

Bennett I am not trying to [REDACTED] words here what's the reason that you didn't feel that you were needed to inform the superintendent, and by this I don't mean to [REDACTED] words but the impression I got from that was you weren't sure whether or not the way you were handling it was correct. I don't want to misstate particularly my facts. What was the reason you didn't feel you needed to inform the superintendent?

Houghton Well I think on previous matters we handled it consistent with how we have handled previous matters obviously this one the public nature of the video sort of changed the equation little bit later but in terms of what we had before the incident in October there were multiple other things leading up to that moment.

Bennett



Houghton

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Bennett

Houghton

Bennett Him being reprimanded before, was that documented and put into his file or was that something that had been that you knew either yourself or the assistant vice principal had indicated to him was his behavior was inappropriate?

Houghton It had been documented within the file.

Bennett OK. On that particular incident you did give that information to the superintendent about that particular video, is that fair to say?

Houghton In that particular case, the assistant superintendent was actually in the building when that incident happened and had been with me when I met with the teacher to discuss the incident.

The superintendent had also been notified and had come over later in the afternoon to see the video.

Bennett So was one of the reason the superintendent was informed was because the assistant superintendent was here at the time?

Houghton Hmm, honestly I couldn't tell you one way or another I don't sort of feel like I was oh I better do it because the assistant superintendent stated that it was here or oh well this is what I would normally do I think at that time I did because I thought that is what we would do in that case. That's my recollection.

Bennett In that case you did it because of the differences in the severity of the incident and the differences in the teachers past performances that's why you felt that it was important to

Houghton Yes.

Bennett Pardon, I shouldn't say important. That's why you felt you should inform the superintendent?

Houghton Yes.

Bennett Are there other incidences you can think of over the last let's say well let's say 24 months although that's a little unfair because you I am sure were in a covid situation, lets say since the superintendent showed up, where you needed to inform the superintendent with regards to teacher behavior?

Houghton Yes.

Bennett

Houghton

Bennett Do you recall if she got a letter of reprimand for calling students [REDACTED] in class?

Houghton She did not.

Bennett In your mind now, is there, and I am not trying to be unfair because you didn't have an opportunity to review that incident before this because you didn't have the questions I was going to ask. [REDACTED] here something that you can recall the reasoning being calling the students [REDACTED] did not result in a letter of reprimand?

Houghton I had discussed the matter with the superintendent and handled it has he had asked me to handle it.

Bennett How did he ask you to handle it?

Houghton He asked me to investigate the incident and then meet with the teacher.

Bennett In the case of Mr. Connolly, was there a certain point where you felt that you should have met with, and this is looking back this is retrospectively, is there a certain point now you think you

should have met with Mr. Connolly regarding this incident, regarding this incident he is involved in?

Houghton No. I do not.

Bennett Its funny to me why you don't think that an incident like this which was going to go public or had a possibility of going public you shouldn't have met with Mr. Connolly about that?

Houghton I felt at the time that Mrs. Green had met with him. Had the conversation. At the time too i thought that she had followed up in writing as well to him about the incident. I did not feel at that time because there were not other cases or reports or concerns that anything beyond how Mrs. Green had handled it was necessary. [REDACTED]

Bennett Mrs. Green informed you that the tape of the incident was likely out there on the internet?

Houghton Yes.

Bennett Did that cause you any concern that the incident could be misinterpreted or interpreted in a different way because the video was out on the internet?

Houghton There's always concerns that you are worried about that but we have had students record stuff before and to that point we had never had that happen.

Bennett Were you surprised, and I am going to paraphrase here, by the visceral reaction some of the parents with regards to that video?

Houghton I mean it's a hard question to answer because obviously I'm privy to things that happen in school that would make people uncomfortable and had it been my own kids would have made me feel uncomfortable as well. The problem is I think right now we don't also there are so many things happening and so many decisions that are being made as a result of covid that people are just having reactions to. So, I don't think like I kind of lost my train of thought. (laughs)

Bennett That's ok. Just take it back a step and think about what you want to say because this is not cross examination. This is just getting what you believe should've happened and what did happen.

Houghton Yeah.

Bennett So, go ahead.

Houghton I mean I think in looking back at it I think the one thing I wish I had done was talk to the superintendent about it. But the same time to is you know you don't really know ya know certain of how these are going to come out sometimes too.

Bennett I am going to take it from your past answer that there's nothing that addresses specifically in policy or procedure if something has been video taped in school and for some reason has gone out into public domain. Is that fair to say? There is nothing there in policies and procedures?

Houghton No.

Bennett Would you have found that beneficial if there had been a policy or procedure that would have informed you about what you should be doing with regards to information that was released to the public?

Houghton What I would say given the sensitivity with any matter of employment involving a teacher who you know let's face it needs the money to pay the bills and that kind of stuff any clear guidelines that I would've had to properly fall through on that incident I think it would've helped. You know I think anything that we could have would be a good thing.

Bennett Did Assistant Principal Green speak to the parents?

Houghton Yes.

Bennett What did she inform the parents?

Houghton She first got a call from the parent the day of the incident in regards to it and she heard the audio of the incident being played in the background. The parent was upset that this had happened. She said she would look into it the next day, which she did.

Telling the parents that the student had I guess for lack of a better term she investigated and handled the matter and that the student would be removed from the class. Both parents what she reported to me were fine with that response.

Bennett

Houghton

Bennett

Houghton

Bennett

Houghton

Bennett Were any other actions taken after the student who took the video tape erased it? Were there any other actions taken with regards to removing the video tape from public domain to investigate? Who actually had the video tape? Who he had sent it to? Was there anything else done about that?

Houghton Not that I am aware of.

Bennett Was it Assistant Principal Green's decision or your decision at that point with regards to how much information the superintendent needed with regards to the video tape?

Houghton I don't remember having a discussion in terms of what information the needed to know about the video tape. It was more in regards to the incident.

Bennett Just to clarify, so there wasn't a discussion with Assistant Principal Green about what the superintendent needed to know about the video tape? Is that fair to say?

Houghton Not really sure how to answer that. Let me think about that for a second.

Bennett If you would like to rephrase any question at any time so they you get the correct information out feel free.

Houghton I mean.....I guess....like we didn't talk about should we let him know about this we felt that from the incident in October we were unclear at that time if we should've contacted him. And so as I said we didn't feel like we had as much here. Um.

Bennett And once again, I am not trying to put words in your mouth, I want you to correct me if I am saying something wrong.

Houghton Yeah.

Bennett



Houghton

Bennett And there is no policy and procedure with regards to when you are supposed to contact the superintendent?

Houghton No, not that I am aware of.

Bennett If this question would be better given to Assistant Principal Green when I meet with her that I am assuming is sometime in the not to distance time, the conversation with the student at that time he appeared calm and ready to go back into the classroom?

Houghton Based on what she told me yes, but as I said I was not there and did not see the student.

Bennett And as a result of you not being there you can't tell me what she did as opposed to what Mr. Connolly did to calm that student down?

Houghton No.

Bennett Did Assistant Principal Green other than saying that she forgot ever indicate any other reason why the email wasn't sent?

Houghton No.

Bennett Did you anticipate when she sent that emailed that you were going to be cc'd on it?

Houghton I would have expected that, yeah.

Bennett



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Bennett

Now with regards to Mr. Connolly, was there anything done with regards to discipline for Mr. Connolly?

Houghton

Well Mrs. Green met with him. Discussed the incident. Discussed the inappropriateness with how the incident was handled. She had been directed to follow up in writing about the incident and that point would've constituted the discipline response.

Bennett

From the state regulations, I am going to show it to you just so you don't think I am trying to trip you up here or anything. Sub paragraph B that says that part of your job is to evaluate and point that information to the superintendent do you take that as at the end of the year you are supposed to evaluate and report that to the superintendent or do you take that as that's something that's an ongoing responsibility?

Houghton

I would see on that sir is an ongoing sort of discussions with the superintendent in regards to certain issues of concern. Going through often times I would bring concerns to our we have a monthly meeting or he and I have a monthly meeting I shouldn't say we because it makes it sound like there's more people involved.

Bennett

Now there's another one and frankly I wasn't even until we had this discussion with regards to the responsibilities of the assistant principal which of those responsibilities did you feel that she was did you feel that she was performing at the time that he dealt with Mr. Connolly?

Houghton

Can you?

Bennett Sure.

Houghton Can you define that a little bit better?

Bennett Yeah, I absolutely can. It says *"A schools associate principal shall be responsible with assisting and supporting the school principal in promoting the success of all students as stated in the above duties."* What was she doing that was assisting you in promoting the success of all students at that point? What did you see her role with regards to Mr. Connolly in that incident?

Houghton By investigating the incident. Meeting with the students involved in the incident. You know, I had asked her to follow up and presumed that she had followed up. As far as the incident those I think would probably best define what that is. She also had met with the teacher after the incident a couple times as well.

Bennett Do you know what was discussed in those times she met with the teacher after the incident with Mr. Connolly?

Houghton Not specifically, no.

Bennett Did you feel, looking retrospectively now knowing that the email was never sent; do you feel that Assistant Principal Green fulfilled all the responsibilities that you had imparted to her with regards to Mr. Connolly?

Houghton Looking at it retroactively in this case, no because I think that written part of the communication loop here was essential to the process.

Bennett I am just going to look through my questions to see if I missed something that I intended to ask.

Houghton mhmm.

Bennett

Houghton

Bennett

Houghton

Bennett This may be a better question asked probably to Assistant Principal Green but other than the student who took the video did she meet with any other students from that class that had made observations of the incident?

Houghton Not that I know of.

Bennett I don't have any other questions. Is there anything else that you thought was important that you wanted to with regards to either better policies and procedures or different policies and procedures or parts of the incident that I didn't ask the correct question to get to that information that would be important with regards to this incident and how it was handled?

Houghton I think the biggest thing on reflection on the incident is probably the need for more clarity on how we communicate during these incidences. There really isn't a lot of detail. Like I said I am

relying upon the teachers' contract for information on this. We also have been, I have been here for nine years now through two superintendents and we have never received training as how the district would like us to handle these types of incidences. I would say that how we are told to handle the incidence is very inconsistent incident to incident so you know sometimes you have a similar incidence it feels like we are not necessarily told not to handle them the same way each time.

Bennett Let me just go back to that last point. You sometimes get information that makes you believe that certain instances should be handled different ways, what do you mean by that? You are getting information. Someone is telling you hey we want you to handle this differently or is it more a general feeling that the incidences are so varied there's not going to be a consistency that the teamsters local would like?

Houghton I think its more of a general feeling, more than anything else.

Bennett OK.

Kale (inaudible 45:05)

Bennett Right, my bad.

Kale I was waiting for that to come out but.

Bennett No, no, I appreciate.

Kale But I mean I think when you are doing this to ask people how they feel when they do bring something up isn't always received like thank you for sharing that or is it sometimes pushed back on a little bit like it wasn't that important.

Bennett

Bennett And it may not be. For me as much information as I have the better job I am going to do indicating hey maybe this could be done differently or maybe there's some type of documentation that's going to make this a better situation. Is there anything about the current culture that's making you believe at sometimes that information would not be received it wouldn't be a positive feeling that information is being imparted to people?

Houghton I feel like many times when I have communicated concerns it has not been received well.

Meet with the teacher and that. With when I met with the superintendent I really was not sure after that meeting if I had handled the incident correctly.

Bennett

Houghton

Bennett You said that you rely on things from the teachers' contract and I have read the teachers' contract but I don't have it in my file here. Is there something in your mind you can point to in the teachers' contract that is helping to determine how these incidences are handled?

Houghton Well the teachers' contract does not have a lot of detail. I would say it definitely lacks but it does give me what the flow chart of how teacher discipline should be handled.

Bennett OK, so there's a flow chart in the contract that's how you are looking at this is how I am going to handle discipline?

Houghton Its definitely a factor but as I said sometimes there's a caveat there that allows you to sort of things that maybe more significant to move further up the flow chart based on the incident.

Bennett I don't have any other questions. Once again if there's something you feel that I've missed and haven't asked the question to get to facts that would be helpful in this investigation or anything to do with the incident that happened on January 31st?

Houghton I do not, no.

Bennett Sir?

Kale No I think quite frankly you've probably identified an issue of a need for policies to make a clear delineation of what to do. Its sounds like probably the CBA (48:33) has you probably are well aware of progressive discipline guidelines which are not always applicable to these situations when they arise.

Bennett Thank you very much for your time. I am going to shut the recording off at this point.

Interview with Superintendent Kyle Repucci

Bennett I am putting a recording on it is approximately 1:15 in the afternoon. Good morning. My name is Daniel Bennett and I am a partner at CIC. I am conducting an investigation to an incident that January 31, 2022 at the Rochester Middle School. If you could please introduce yourself.

Repucci I am Kyle Repucci Superintendent of Schools.

Bennett How long have you been Superintendent of Schools?

Repucci This is my third year.

Bennett As a result of this investigation is going to make some recommendations at the end this is going to be very limited questions for the superintendent. The first one is what is the process of teacher discipline at the in the Rochester School System?

Repucci Progressive in nature. So, it's usually identifying the problem and then we follow the contract. There is a verbal reprimand. Then an official written reprimand. Then there could be suspensions with or without pay.

Bennett What incidents with regards to teacher conduct are supposed to be brought to the superintendent's attention?

Repucci Well I think any thing that rises to the level of normal um ah first time minor offensives. For instance, I don't get notified that a teacher was late ten minutes to a duty. But anytime a student was placed in danger would be one. Where someone violated our kind of our code of conduct policies would be another or someone broke a law. So, you know most of the time there things that would be discussed outside of our building as simple accidents like again the teacher who missed a duty for ten minutes I wouldn't get necessarily notified of that unless it was a pattern of behavior that then caused students to be unsafely supervised and then something bad happened.

Bennett O.K. What's the certification that's necessary to teach in New Hampshire?

Repucci So we have beginner, is it BEL? Beginner Education Licenses which require a minimum of a Bachelors Degree.

Bennett And what degree is required to teach in the state of New Hampshire?

Repucci A bachelors.

Bennett What certification is necessary to teach in the Rochester School System?

Repucci So a state certification from the New Hampshire Department of Education and so those there are many ways to get that so again you can come from an accredited college like University of New Hampshire is an accredited college in the state of New Hampshire. You would get your beginning educator license. There are ways to get alternative licensures as well for folks that didn't take a traditional educator prep program. But those all start at the state department of education level and then the applications are all predicated on being in an accredited school or having a bachelors degree from a credited school.

Bennett Its fair to say that the certification that besides that certification the teacher has to apply for it if it's going to be an alternative certification at the Department of Education before they are hired?

Repucci Correct.

Bennett Was the matter with regarding Mr. Connolly who was the teacher on the January 31, 2022 event brought to your attention?

Repucci So the even was actually brought to my attention I think about twelve days after the fact. I was notified on Saturday night so Monday was the fourteenth so it would have been late the evening February 12th that I started to receive texts and emails from board members and community members about the incident. I was not notified by my school administration. I reached out to them. I heard from them on the 13th the morning of the 13th and I asked when this happened the response that I got was that it happened on January 31st and that they knew there was a video at that time on the 31st and they actually viewed the video on the first of February.

Bennett O.K. As a result of receiving this information regarding Mr. Connolly and the events of January 31st did you report this to any authority? Mr. Connolly's conduct?

Repucci Yeah. Per the code of conduct we have to report to the New Hampshire Department of Education with any incident that may violate the code of conduct or the code of ethics for teacher educator risk potential educator risk conduct. So, Dr. MacDonald reached out to the state investigator to notify him of this video and share the video with them so that they could know that we were actively investigating a matter that recently was brought to our attention.

Bennett As a result of that did the Department of Education provide you with any information that was a concern about Mr. Connolly?

Repucci Yes. They actually sent us an email that said that Mr. Connolly was not credentialed and had not submitted the required paperwork that he had intended to or a promised them he would supply the state.

Bennett To your knowledge does Mr. Connolly have a Bachelor's Degree from an accredited university?

Repucci Not to my knowledge I haven't been able to verify that at this time.

Bennett Did Mr. Connolly have the proper certification to be a teacher in New Hampshire?

Repucci No.

Bennett I am going to stop it there.

Interview George Connolly

Bennett Good morning. This is Daniel Bennett. I am employed as a partner at CIC and I am up here to do an interview with George Connolly. If everybody could just introduce themselves who's in here.

Connolly I am George Connolly. I am technology teacher at RMS.

Bahlert Marie Bahlert (inaudible :26) teachers' representative.

Bennett Thank you very much. We are recording this so that its an accurate recitation of what you say during the interview. Okay? O.K. Mr. Connolly how are you employed?

Connolly I am a technology teacher at Rochester Middle School.

Bennett What is a technology teacher?

Connolly I teach proper use of technology and safety and digital citizenship as well as coding and the use of programs such as Google and Microsoft and I teach robotics also.

Bennett How long have you worked in the Rochester school system?

Connolly Since September or August, when did we start?

Bahlert August.

Connolly August.

Bennett Where did you work in education before working for the Rochester school system?

Connolly Saigon, Vietnam.

Bennett I find that very interesting but actually its not relevant to our questions (all laugh) so I won't go further. What is your educational background?

Connolly I was in the U.S. Marine Corp. where I did support equipment electrician this is back in the early '80s. Then I was faxed into a role where I created an ember list for the whole Marine Corp. using the first computers that the Marine Corp. had. After the Marine Corp. then I went to into sales in steel and then when I went to Vietnam, I got my teaching license and I am licensed through the state of Hawaii through a program called Teach Now.

Bennett Are you licensed through the state of New Hampshire?

Connolly I am working on that.

Bennett So you are not certified right at this present moment but you are working on it?

Connolly Yeah.

Bennett What training have you received overall as a teacher? Beyond you went to college to be

Connolly Yup.

Bennett Okay and after graduating from college what training in particular did you receive to become a teacher?

Connolly I want threw a one-year program called Teach Now.

Bennett And what did that program encompass?

Connolly Everything from classroom culture to lesson planning to reporting just encompassed the whole

Bahlert The entire pedagogy.

Connolly Yeah the entire pedagogy and the process of going through a school day and a school year. I had mentors and I had to teach lessons that were videotaped and submit for review.

Bennett Now on January 31, 2022 were you involved with an incident with a student?

Connolly Yes.

Bennett O.K. And what took place?

Connolly As the student came into class just a few minutes before the rest of the students [REDACTED]
[REDACTED]
[REDACTED] I tried to have a pleasant dialogue with him. Then the students came in. It goes pretty quickly. I have a process that we do the first seven minutes we do typing.com in all the classes so they come in they sit down they get all their stuff ready to do seven minutes of typing. So, the students were all working on doing that and he was just sitting there and I said "Where is your Chrome book?"

Bennett So we are going to take out the student's name.

Connolly I am sorry.

Bennett Don't worry about that's one of the reasons somebody transcribes it, my assistant and don't worry if that happens again she is going to take it out of the transcript.

Bahlert You should be comfortable enough to say the student's name he can pull it out.

Connolly O.K. So, he said that he didn't have the Chrome book and I said "Okay so you know what you need to do if you don't have your Chrome book." And he was a little mouthy about that. So, the process is if you forget your Chrome book then you use one of the computers that we have around the room. All he had to do was turn around in his chair and use the computer there and he didn't want to do it. He said he didn't have to. So, I told him no he does the whole class is doing typing.com for the first seven minutes that's the process. He finally turned around in his chair and he took out his phone and I told him "Please put the phone down you know you are supposed to be doing typing so let's sign into the." So, then he I was trying to work my way around the class but he kept saying things out loud to get well not my attention just get everybody's attention. I went back over to him and I said "What is the problem?" and he said "I don't know how to sign on." Which I knew wasn't true because he signed onto the computer so many times. So, I helped him get signed onto the computer and by this time the alarm goes off for the seven minutes to be up and I start I try to start the class and we are in the middle of this project and now normally the class runs itself pretty much they know what they need to do and they start going and I work around with it. But we were going to start a new process that day

where they were going to be doing evaluations of each other's work. So, I needed to explain to them how that was going to work. There was some explicit teaching that had to be done. I kept trying to start that and the student had his phone out and he was playing a video game on it and he kept making comments out to the class and he was um kept playing with the phone and so I told him to stop and that he couldn't be using his phone and he couldn't be playing video games. He just kept responding with ya know negative comments and um he was speaking out to the class more than to me. Sometimes he would just ignore me anyhow. I asked him to put the phone down and we wouldn't put the phone down. I just kept trying to ignore him and leave him off on the side [REDACTED]

Bennett

Connolly

[REDACTED]. But he was just being so disruptive to the process and we weren't getting anywhere. So in about thirty minutes into the class and I just I raised my voice on him which I don't normally raise my voice at the children but I did. Then it just escalated from there and then he uh started in on about how that's not how it works and he goes back-n-forth trying to be disrespectful and I don't I never made anyone call me Mr. Connolly I know that's the process here when I was overseas they would call me George because that's the process in Vietnam but here everybody says Mr. or Mrs. and the last name. But here I don't demand that but I have never said "My name is George Connolly." But he has this things where he just starts calling me George like in a very derogatory way. I just always let it go. I said "Yeah if that's what you want to call me that's fine." But he just started doing that and I was like "Give me the phone." And I was going take the phone and bring it down to the office and that's when the whole thing escalated and uh he said "That's not the way it works." And uh then I got made and I raised my voice again and then I pulled the door open and I didn't mean to swing it against the wall but I did when I pulled it at the handle and its just the way it went and it went a lot harder than I thought it would. It was he wasn't anywhere near the door it was I was between him and the door so it wasn't like I was going to hit him with the door or anything like that but I shouldn't have swung it open. I was pretty frustrated by that point.

Bennett

Now you've seen the video?

Connolly

Yup. But I saw it one time yeah.

Bennett

You've only seen it one time?

Connolly

Yeah. I deleted all my social media accounts as soon as it happened.

Bennett

Knowing what happened in the class and having seen the video is there anything you should've done differently at the time?

Connolly

Yeah I thinking back on it I would've called down to the front office and ask them to bring up um a the officer downstairs..

Bahlert

Officer DeLuca.

Connolly

DeLuca yeah and I think that would've been a better way to handle it. I was trying to just ignore him and go on with the class but he just kept ya know because I was ignoring him then he was trying to play up for the rest of the class. They were all laughing and joking and ya know I had pretty much lost control of the class by that point. I think if I had just completely ignored him, stopped, taken a breath, gone outside and called down for Sergeant DeLuca to come up or have the office come up and have them take him it would've been a much better thing. I don't know of any way that I could've handled the actually of trying to get him to do the work any better. I mean I was kowtowing to him on every step of the way. Right from the very beginning when he came into the class I was engaging him [REDACTED]. And just tried to get him to be part of the class and that's what I wanted him to do I didn't want him to ya know I don't want him out of the class I want him to learn and but he just wasn't he didn't want too he didn't want to be there and there was nothing I was going to do to change that. That's just the way I feel but I should've handled it a different way, yes.

Bennett

Did you know that another student was videoing the event from the time that you were asking the student for his phone did you know there was another student videotaping?

Connolly

No. I did not know that.

Bennett

Did you know that that student had a phone before that?

Connolly

Yes, well I didn't know that student had it so the ..

Bennett

And I am not talking about the student that you were [REDACTED] in the classroom I am talking about the student who videotaped.

Connolly

The one who videoed it. Yes. No, I did not know he was videotaping it and its actually against the law for him to do that. The cell phone issue in the school has been a huge issue since the first day I got there and I specifically asked what was the policy? I was told they are not aloud to have their cellphones. They are to leave them in their locker; they are not supposed to bring them to class. First week of school students all had their phones with them and I was like well we can't have that you can't have your cellphones in class you need to put them in your locker. Come to find out everybody's got their cellphones so I started getting complaints students were going to the bathroom and using their cellphones so I decided I would set up a policy that as soon as a student walked into the class they would take out their cellphone put it on the desk an arm's length away from them. They are not a loud to touch the phone until we are at a free time and then you can use it and definitely never can bring it to the bathroom or out of the classroom. It worked great. It was working excellent with all the classes; they'd take the cellphone out they'd leave it on their desk. And then once we got to a point that they were done with all the activities for the day I'd be like "Yeah, you can check your messages. You can do whatever you want. It's just part of your free time." [REDACTED] they just left them they I didn't have one more single complaint about somebody bringing me a student back saying "This student was in the bathroom with their cellphone." It was working well. Did I ever imagine that somebody would video tape something they weren't supposed to? No. Well ya know I am not saying about what I did but I didn't think that they would use it incorrectly but that was the whole that's one of the things I

feel about as in education we try hid things like the cellphones and that but I think it's important for us to have them in the class so that we can teach them when they do something ya know show them the proper way show them how to be safe and responsible with their cellphones. But apparently I was wrong in that or I am not sure.

Bennett After that happened, did you speak to anybody from the administration?

Connolly Um, no. Um, I wrote up the..

Bahlert BRF.

Connolly BRF and I brought that down to the office. But then I never heard anything else after that. And then it was a week or two later when Linda Green called me and said that I need to have a meeting with her about it and we sat and talked about it. She said that her and Adam had discussed it and they felt it was an isolated incident and um that she counseled me on how to be more responsible as far as that goes and that was it. Then I didn't hear anything again until the day that Kyle called me in told me that I was suspended.

Bennett When you spoke to the assistant principal..

Connolly Yes.

Bennett Did you think you were at that time being disciplined?

Connolly Yes. She was very clear that I was. It was ya know um I don't know as much discipline as counseled, I guess that's the same as disciplined.

Bennett I don't want to put words in your mouth, if you could explain that a little bit better though.

Connolly Well I was she was counseling me on that um that it wasn't the right thing to have happened and that I should've handled it in a different way.

Bennett Do you know the different steps from the teachers' contract that discipline is the different levels of discipline have you seen that?

Connolly Um, no.

Bennett So you didn't did you know that you have a right when someone's disciplined you before they put it in your file that you have a right to see that?

Connolly No.

Bennett Did you think the assistant principal was putting something into your file with regards to the event?

Connolly Yes.

Bennett What did you think was going into your file?

Connolly I was assuming just um a write up of what um what had happened um I am not quite sure what I just assumed somebody wrote something and put it in the file and said that's what had happened.

Bennett Now did you ever speak to the principal about this event?

Connolly No I don't think I did. I don't think I spoke to Adam at all.

Bennett Based on your response I don't want to guess but based on your response did you think the assistant principal had the right to discipline you?

Connolly Yes I would say yes because she's my boss or she's I think..

Bahlert Supervisor.

Connolly She's a supervisor?

Bahlert Yeah.

Connolly So I would assume that she would have the right but I am not sure. She had said she had talked to Adam about it so I assume that.

Bennett When you spoke to her what did you think the purpose of the discussion was?

Connolly Uh, um, I assumed that that purpose of the discussion was so that they could identify that this incident happened. That I had not handled the situation correctly and that I could've handled it better.

Bennett Just getting back to your certification.

Connolly Yup.

Bennett At the present time you are not certified but you are attempting to get certification in New Hampshire?

Connolly Yes.

Bennett Is there anything that I that you didn't get an opportunity to say or that I didn't ask a good enough question that you think is important to bring out either about the incident or how it was handled afterwards?

Connolly No.

Bennett Are there any policies or procedures that would've aided you in the interaction with the student on January 31st?

Connolly (long pause)

Bennett Let me ask you a different way. Is there any policy or procedure you were relying on at the time you had the interaction with the student on January 31, 2022?

Connolly No. Um...the incident wasn't about the cellphone but I feel it got he directed it towards the cellphone so the only policy would be that policy that I had set in the classroom because of the fact that the student were all coming to my class with cellphones. But it wasn't about the cellphone if he hadn't had his cellphone he would've made an incident he would I don't I feel like he was there he was trying to he didn't want to be in the class anyhow so he was looking for a way to get out of the class. So, like when he didn't have his Chrome book and he was just

sitting there knowing that he needed to do something else and then when he got to the computer he knew how to sign on but he said he didn't so each steps along the way it was whatever the situation was he just didn't want to do it so it wasn't gonna happen. So, I don't think it was any specific policy that happened um I just think that he didn't want to be in the class and I was trying to keep him in the class but he was becoming more and more destructive and I was letting that get to me as I was trying to work with the other students. I think that's that's really the only policy issue.

Bahlert If I would jump in there?

Bennett Absolutely.

Bahlert [REDACTED]

Connolly Yeah.

Bahlert The student obviously did not want to be there can be very frustrating. Did that that could definitely contribute to that frustration.

Connolly Yes, I didn't I wanted to do everything I could to keep him in the class so that it wouldn't he wouldn't go down to the office and then I would have not been able to keep up that goal of trying to keep him in the classroom to get him hopefully the longer he is in the classroom the more he'll realize ok he needs to be here, he can learn something. So, I think that was Adam's goal and I think it's the right goal but I think I just handled it wrong in the end.

Bennett [REDACTED]

Connolly [REDACTED]

Bennett [REDACTED]

Connolly [REDACTED]

Bennett [REDACTED]

Connolly [REDACTED]

Bennett Just going to the assistant principal after she counseled/disciplined you after the event were there any policies or procedures you could rely on to determine whether or not you were just being counseled or whether you were disciplined? Where would you go to look for that information if you could?

Connolly Do we have?

Bahlert You are a brand new teacher.

Bennett And that's O.K.

Bahlert We have an evaluation system which has the 41 elements of what they look for Marzano's elements of an ideal teacher does. We also have professional expectations which very often are just what a principal or administrator may express to their staff that's what those expectations are. We also have New Hampshire Code of Ethics now that also you know I mean now there's whole bunch of stuff now that does come down on teachers for expectations on how to behave towards students, towards parents, towards peers. I mean there's a lot there. A new teacher may not be up its kind of like Mr. Rogers Neighborhood ya know you're going to be nice to everybody because that's what the expectation is to be and then when you feel you can't be you always look for reasons why couldn't I help or whatever assist somebody. That's kind of how the rules are until you really know the rules and what professional expectations are and um like you would tenure PLCs and you do your testing and you follow the rules for competency and you know based education and things like. Ya know, district goals. What are the district goals? How are you fulfilling those? Those are all the expectations. Its amazing what teachers are expected to do without every really being told or having that in writing. Our evaluation system is probably the closest it comes to what the expectations are for teachers; even then we just list it as professional expectations. In the old evaluation system, it used to be do you attend all your meetings? Are you on time? Do you communicate with parents in a timely manner? Things like that. All of that is kind of nebulous now around teachers.

Connolly And I have had three evaluations so far this year by.

Bahlert Right because he is phase one he would have had three before December and a summative. You should have a summative and then you should have a couple more and then a summative at the end of the year...

Connolly O.K.

Bahlert as a new teacher. So, they get observed more often than tier two would be teacher in the district more than three years and they would only have one or two evaluations unless its they're renewal year then they'll have a little bit more.

Bennett Thank you that's very instructive. I think its just the last question. Earlier you said and if I am misstating you always correct me

Connolly Yes, sir.

Bennett I believe you earlier said that the assistant principal didn't have you down to talk to her for a week or so or a week or two is that correct?

Connolly Um, I don't I cannot remember the actual days of when it happened what day of the week the incident happened on but so the incident happened I filled out the BRF and then um I don't even know. I think she got a phone call from somebody or I am not quite sure how it happened but so she learned about the incident and um I don't know did she already see the video or yes she already saw the video that's what it was. So, she saw the video and it was before it was put up on social media. So that's when she saw the video then she called me down to counsel me on that. That's what it was.

Bennett And I am not trying to pin you down but I do want to understand. Your recollection, not that you have a tape recording of it, was that it wasn't within two days of the incident it was somewhere further down the line?

Connolly Yeah, it might have been like ...

Bahlert Well its tough for them. Do you even get your BRF's back or they go to team?

Connolly I never see them.

Bahlert See they go to team so he can't even be sure when the BRF was judicated by the assistant principal because the copy, does it come back to you?

Connolly No, I never know what happens with a BRF.

Bahlert They go to the teams so I believe that student seventh grader, right?

Connolly Yeah.

Bahlert So it could've been Boston College I think BC has ...

Connolly Yeah, I think it does.

Bahlert So BC would've gotten that back with the date that Ms. Green met with the student but he wouldn't get that back even though he is the author.

Bennett O.K.

Connolly Yeah, what day of the week was that?

Bahlert She was also out at some point

Connolly she yeah.

Bahlert I thought with Covid, right?

Connolly Yeah

Bahlert In December? January?

Bennett So I am gonna not push this issue but I am gonna try to understand better on this. You were not called down within three days of the incident itself? I am not talking about when your BRF would've been looked at I am talking about were you called down within three days of the incident and told there's video out there of this whether it had gone out on social media or not

you weren't told there's a video of this event and this is what the video shows until sometime beyond that three day.

Connolly I can actually tell you what day that was. I just realized that she sent me an email. (looking for it) I forgot all about that.

Bahlert Are they giving you emails that they've sent related to this?

Bennett I have some emails. People make mistakes and they don't produce all the information sometimes.

Bahlert Do you want him to forward you the email?

Bennett That would be tremendous.

Bahlert If you could find it.

Connolly Yeah, its... (looking)

Bahlert Because that's at least concrete.

Connolly O.K. So *"We need to meet concerning yesterday's incident."* So, it was the day after, uh. So that was February 1st.

Bahlert Do you know when you actually met with her?

Connolly Um, 2:30 on February 1st. Wow it seems like it was it seems like it was so far afterwards.

Bennett The February 1st meeting at 2:30 was that the only meeting you had until you met with the superintendent with regards to suspension I don't even know if suspension

Connolly Administratively.

Bennett Administratively to be put on leave or however it ..

Bahlert But that was by email, wasn't it?

Connolly That was she sent me by email then we met in person in her office after school. Then there was nothing until when Kyle..

Bahlert On the weekend after the email went out to the district and he said..

Connolly Yeah and that was on right at Valentines' Day so that was like two weeks later. So that's what it was it was it was.

Bennett Just to be clear and I am not trying to make this more difficult just understand. After that meeting with Assistant Principal Green you didn't meet with Assistant Principal Green again or with Principal Houghton?

Connolly No.

Bennett That's my final question.

Connolly Okay.

Bennett

Is there anything else from either of you that you thought was important that I may have neglected to ask you?

Connolly

No.

Bahlert

No, he's been pretty honest about everything.

Bennett

O.K. Thank you very much. I'm gonna turn off the recording now and its 10 of 11.

Zoom Interview with George Connolly

- Bennett Good afternoon, this is Dan Bennett. I am here on a zoom call and if both parties could just introduce themselves and spell they're name.
- Connolly George Connolly. G-E-O-R-G-E C-O-N-N-O-L-L-Y.
- Bahlert Marie Bahlert representing RFT. M-A-R-I-E B-A-H-L-E-R-T
- Bennett George I have some follow up questions we earlier had a full interview but there was some follow up I am asking as a result of questions about your certification to teach in New Hampshire. I have checked with New Hampshire Department of Education and you are not currently certified so I want to give you that information ahead of time before I ask any questions. Are you ready to go or do you need more time?
- Connolly I am ready to go.
- Bennett O.K. First question, can you tell me about the university you went to?
- Connolly O.K. let me read my statement then at this point. My education dates back to the certifications when I was in the Marine Corp. and continued for many years and many forms in person and online. Some of it has been accepted some of it has not been formally accepted. I was accepted in to the teaching program at Teach Now at Morland University and completed a year on training program to become a teacher in Washington D.C., Arizona and Hawaii. Upon completing obtaining my completion certificate I applied for a license in Hawaii and was awarded a teaching license based on my training and certificates. I taught in Vietnam, then with Covid my wife and I returned from Vietnam. She took a job in Manchester, New Hampshire as a teacher. Shortly after I received a phone call from RMS to interview as a computer science teacher. I had not applied for any jobs but I had accepted but I did accept the offer and then looked into what I needed to obtain my New Hampshire license. Moreland University told me New Hampshire has a reciprocal license with Hawaii so I just needed to show my Hawaii license to the DOE and they would issue a New Hampshire license. I attempted this and the DOE said that they had a new process and I would have to go through the entire online process which I did. They then asked that I take a series of practice exams which I did and I passed all of those. They then informed me they were not accepting some of my information as verifiable I began the process to correct this. New Hampshire then informed Hawaii and Hawaii asked me this week to take another practice a series of practice exams which are the equivalent of a Bachelor of Computer Science in order to continue holding my Hawaii license. I am in the process of taking the practice exams for the Bachelor of Computer Science. Once I have completed that process and turn those into Hawaii to satisfy my Hawaii license then I'll submit them all to New Hampshire to hopefully continue with my New Hampshire license.
- Bennett O.K. That's going to answer most of my questions. Just a follow up on the college/university you went to do you know if they are accredited or not?
- Connolly They are not accredited.

Bennett

O.K.

Connolly

The Moreland University is accredited and I have been accepted into their master's program for Masters of Computer Science. So, I was supposed to start taking the masters program this month but I am in the process of holding off of that for several extenuating circumstances in my personal life.

Bennett

Now, New Hampshire Department of Education and I am taking this from your statement but I also want to clarify because you're statement very informative contained a lot of information though. Did New Hampshire in September and October request information from you?

Connolly

Yes, they did.

Bennett

Did you send them some information at that time?

Connolly

Yes, I did.

Bennett

What did you send them in September and October?

Connolly

I sent them all of the documents that I had as far as transcripts from programs that I was involved in both online and in person. I did not I forgot all about the I have a license for the TESOL 150 which is teaching English to speakers of other languages. I have that degree from a university in Australia. I did take that it was in in person course that I took at a college in Vietnam and I don't know why I didn't submit that one too them and I should have um but I will correct that going forward.

Bennett

O.K. This isn't to pin you down and if you don't have any other relocation of it obviously they'll have any documents you sent to them but other than the transcripts that you said you sent to them is there anything else you sent to the New Hampshire Department of Education?

Connolly

Ah, they had requested a letters from the schools that I taught at in Vietnam and so I sent them letters from the American International School of Vietnam in Naag Bay, Saigon and also from the American School in District 2 in Saigon. So they asked for those and I sent those plus I think I am not sure but I think they had asked for my verification of from teaching hours from my mentor for my teaching program because I had to have so many verifiable hours of teaching and the mentor was in my class and watched the teaching practices and all that. I cannot remember but I think they asked for that too but its all on the New Hampshire Department of Education they have every document that you get uploaded it's all listed.

Bennett

O.K. So I am going to request that from that from them. When I asked New Hampshire Department of Education they said they had a phone call conversation with you on October 28th what's your recollection if you agree that there was a phone call on October 28th what's your recollection of that phone call?

Connolly

Ahh, the only phone call I can recall was when I did the Praxis because there was a whole series of Praxis exams that I had to take but that's the only uh.... that was the only conversation oh well no there was also a conversation because the program the actual um program itself was having a problem and they couldn't get me to log on again something happened it had unlogged

me so they had to do that. But that was with the technical assistance people. They only other conversation I think I had with anybody at DOE was about the Praxis.

Bennett Was that in late October because I wouldn't remember an exact date myself from October?

Connolly Yeah....this whole year has been just insane so I could not tell you when that was. I think they have that all documented on the website too but I am not sure I have never looked into that.

Bennett Lets go back to something else and I believe you actually answered this question but I am going to ask it just so that I am sure I have the answer and understand it. Why did you well first of all did you ever teach in Hawaii?

Connolly No. That um the reason I got the license in Hawaii was um the Teach Now program is a program that the United States started at out of Washington D.C. it's part of Moreland University. What they did is they take people that are currently working as teachers in a nontraditional manner and they work to get them certified as teachers in the U.S. and they have agreements with Hawaii, Arizona and Washington D.C. that's all part of the program. So as you are going through the program there are people that work with those states and they get you the requirements. Like Hawaii specifically in order to be a teacher there you have to take a course on HĀ which HĀ means breath or life and you have to learn that philosophy so that you can because all teachers at Hawaii need to teach under this standard of HĀ. It so happens that I took that course while I was doing Teach Now at Teach Now course everybody in my cohort took this unit about HĀ so when it came time to apply for my license I was planning on applying for all three but then I ya know Covid it was during Covid and all of that craziness and it was so up in the air about what was gonna happen and we were teaching online and I was going to school online and teaching online and so I just ended up just doing Hawaii and went through the process submitted all the paperwork did everything they asked and then they gave me the license. Then when I came back to the United States my wife is a teacher and she was applying for schools around New Hampshire but I was not. I got a call asking if I'd interview for a teaching position at RMS as a computer science teacher and so I accepted the interview. I drove that day and met with Adam and um Linda Green and that day or the next day they called an offered me a position and so I said "Yes." and that's where we are.

Bennett Marie did you have anything else that you? I am done with questions so did you have anything else you wanted to say or George did you have anything beyond your statement that you gave that you wanted say to clarify or because my questions you wanted to add in?

Connolly No, I am I am okay with where we are at.

Bennett O.K.

Bahlert I don't have anything further. We do have an 04 program in New Hampshire for people who come from the industry in other areas. It isn't usually to have people teaching as a second career.

Bennett O.K. Then I am going to stop the recording right now and well I'll just stop the recording right now. Thank you.

Interview

My name is Dan Bennett. I work for CIC which is Comprehensive Investigations and Consulting I am here with Linda Green to interview her and at this point we are going to record the interview so that we can make a more accurate recitation and transcript of what Assistant Principal Green says.

Bennett Please state your name.

Green Linda Green.

Bennett How are you employed?

Green I am the assistant oh one of the assistant principals at Rochester Middle School.

Bennett How many assistant principals are there?

Green There's two. I was the only one for most of the fall so that's why I say it like that.

Bennett How long have you worked in the Rochester School system?

Green Since July.

Bennett What was your job before that?

Green I was principal of Perry Elementary in Perry, Maine.

Bennett What is your educational background?

Green B.A. in elementary ED. Do you want the whole thing?

Bennett Yeah, that'd be great.

Green Alright. I have a B.A. in elementary education. A master's in early childhood. An EDS in educational leadership. And I am just about finished with my Doctorate in curriculum and instruction.

Bennett Oh, congratulations. That's great.

Green Congratulate me when I am done.

Bennett OK. What is your professional background?

Green All education. IS that what you mean?

Bennett Well yeah and I was going to say how long were you....

Green Oh.

Bennettthe principal in Maine? Is there anything else that would be applicable to being an assistant principal at the Rochester Middle School?

Green Sure. I was principal in Maine for four years. Prior to that I was in the classroom most of the time but I was assistant principal of another large middle school when I was getting my training

and that was in Mexico, New York. So you know I am used to dealing with staff on a regular basis either as assistant principal or as a principal.

Bennett Is there any specific training other than what you've told me so far that you had to be an assistant principal?

Green I went through, for my EDS?

Bennett Yes.

Green It was all about oh no no no, for assistant principal? No. For a principal though.

Bennett OK for principal.

Green So the EDS was all about training to be an administrator in education. I had to complete 100 and something hours of on-the-job training kind of thing. I had to do ya know do some training and research about what it means to be an administrator. I had to find out how to work with parents, how to work with students and other administrators, board members. So that's all part of the training. It was a two-year program.

Bennett What's your role right now in the Rochester Middle School? What specific duties do you have?

Green I help well discipline is the main duty with students. I have a group of teachers that I do observations for and make sure that they are doing what they need to do in the classroom. I look at more of that as a coaching position rather than as a punitive kind of thing because you're doing your job. I do observations. I supervise lunches when there's someone that needs to be supervised. I over see a couple of the paras, the assistant teacher's paras educators and their roles as ISS the in-school suspension personnel. And anything else that needs to be done ya know on a regular basis.

Bennett Now you just said about student discipline.

Green Mmhmm.

Bennett Are you the primary person that works on student discipline within the middle school?

Green Not any more. Until November I was because we lost an assistant principal so it was mostly me that was doing it. He left after a week I think. And now Miss Randall came on as second assistant principal. The school is divided up into teams so we are assigned certain teams. We try to stick with those. Like if a student is on Vermont that team then they will call me. If the student is on Plymouth State they will call Kathy. But when one of us is out we just do it all. All the kids know both of us because we have all had to deal with them at one point or another.

Bennett OK. What policies and procedures do you rely on for student discipline?

Green I'll go back to that it's the law that was passed in July I think about making sure that we do several interventions before there's a suspension or um like there has to be some interventions. The district has worked to make sure we've got some clear guidelines. We are still working with that for teachers. The student records are at my fingertips. Ill put-up a, if a student is sent to my office, they are written up, I pull up their record and I will look at their behavior. If they have zero write ups or it's been minor offenses I can either it's my choice what to do but I have those

guidelines to do it. So, it's either an administrative warning, a lunch detention, an after-school detention, in school suspension, or an out of school suspension. Those are graduating consequences. So, most of the students would probably stay most of the students stay below the ISS, in school suspension. Most of it is after school detentions and lunch detentions. Parents always get a phone call home from me if I talked to their child they get a phone call home. I take that back. I try, I have forgotten a couple of times and remembered and called the next day. But usually if I am talking to a student in a discipline matter, I'd say 99% of the time I call home to make sure that the parents are aware even if it's a small thing and I will say "Your child is in here. They threw an apple across the lunchroom. This is a minor offense but I am giving it an official status of an administrative warning so if this continues then you are aware that it can be a safety issue." But those guidelines are there for me to follow. And some of it is left up to my own judgement but most of it is within those guidelines.

Bennett Do you have a role in teacher discipline?

Green As an assistant principal, if it falls into my one of the teachers are under my supervision, I don't discipline them but I, I would I wouldn't call it discipline. I would say "We need to have a conversation about this, about what I saw." But I always inform Adam. He is the principal. But I always inform him and anytime I have had a concern that I've seen we've talked about it and he has given me some guidance about what to do. If it's not something serious then he just lets me handle it. Ya know if it's something a little bit more serious this has only happened twice this year then you know we handle it that way but like I was called down to the teachers' room one time because she had lost control of the class. She called me. I went in and I mean the kids settled down and but I made sure that Adam knew that this teacher had called. And she had lost control of the class they were its not happened since but there was no discipline action disciplinary action it was just "OK what can we do?" was the conversation "What can we do to make sure this doesn't happen again?" When I think of discipline actions I think of a consequence for something that was done. I haven't issued any consequences. I haven't written any letters to go in a file. I haven't said "You are out of school for a day." I have done nothing like that. I don't think that would be my role here at Rochester but I am not sure.

Bennett When I looked at the teachers' contract and I don't know if you have it if that's something you looked it. It looked like there were four levels and let me just so I am not misquoting.

Green Yeah, I am not familiar with this.

Bennett "For teacher discipline it would normally be taken the following order, which is what the teachers' contract says, a verbal warning, a written warning, a suspension without pay, or termination." Are any of those areas an area that you've actually given discipline? And I am not trying to question what you've done I am more trying to understand when we talk about discipline.

Green Not at Rochester Middle School, at other schools I have.

Bennett Just to make sure I understand, even if it's a verbal warning that's somehow listed in the teachers in the file themselves. Is that correct?

Green I don't know actually. I don't know.

Bennett And if this questions already been answered you let me know. What policies and procedures do you rely on if any when you are having that interaction with the teacher? It's a non-disciplinary action but it's some type of it's some type of communication. Are there policies and procedures you rely on for that type of communication?

Green [REDACTED] I wasn't comfortable with his lesson plan. I wasn't comfortable with what he was doing in the classroom. I had just discovered it on a normal observation. You know just going in there and those things where it was evident that he was not he didn't have control of his class. And he was only teaching to a handful of students up front so I expressed that concern with Adam and he advised me that the next step [REDACTED] Alright so this is what I saw this is a concern for me so here's how we're going to make" because he wasn't his background is not teaching. He came in on an ALT alternate work certification I think in business. So, there was a level of "OK we are going to work together to get you where you need to be." So, I wouldn't consider that discipline maybe strictly it is I don't know. For me it was like "Here's something we have to work on so how can I help you and this is what I'd like to see next from you. Let's break it down into steps. This is what I see next for you."

Bennett Fantastic and once again I am never trying to put words in your mouth, it's what you consider, what you think, it's not what I think discipline is or anything like that. Now was there an incident on January 31, 2020 involving a teacher George Connolly?

Green Yes.

Bennett And what took place?

Green I think I was called to the office or no right the office called me and said a student had left the classroom. That's what I was told. So, before I could get down to the office I believe Sergeant DeLuca had heard the student, can I say his name or?

Bennett No, I would prefer you not say his name.

Green Alright, that's fine. So the student he had heard the student yelling or something so I wasn't going to deal with that because I wasn't sure what was going on there but I he had a write up that I was going to address. And this was happening at the same time. So, I called the office and asked they said he was acting out and I said "O.K., Just send him down here." So he did. They did. He came down to my office. He was uh I said "Alright. I've got this write up [REDACTED]

Bennett And if there's a point where you'd feel more comfortable reading a paragraph of notes that's fine whatever is best for you.

Green Alright, let me just see here. *"I received from the main office to address the behavior of the student [REDACTED]*

[REDACTED] I called at the same time I learned that there was something else going on in Mr.

Connolly's class. I went to get the student who had been sent to the office and he walked back with me to my office.

[REDACTED]

Bennett

OK.

Green

[REDACTED]

After we finished all that I had asked what had happened in the computer class. He said that Mr. Connolly had yelled at him and threw a chair. I asked what had led up to the teacher yelling at him and he said "Nothing. He just started yelling." I always tell the kids "There's more to it than that a teacher just doesn't randomly start yelling." We talked about then he finally told me Mr. Connolly wanted his phone and he refused to give it to him. This is one of the restrictions for this student. He is not supposed to have his phone in the building or if he brings it to school he's to leave it in the office, sometimes he does most of the times he doesn't. Anyway he explained to me that he wasn't giving up his phone for anybody. Since we were at the end of the day I just said "Ya know what you stay here." I still didn't know what had happened up in the classroom other than what he had told me that Mr. Connolly yelled at him and threw a chair.

[REDACTED]

I will find out what happened because Mr. Connolly will probably write you up, right?" and he said "Yes." I said "OK, I'll look at that later."

[REDACTED]

And then I didn't even address what had happened in Mr. Connolly's class because I didn't really know the whole story at that point. What was the next part of the question? I mean I could keep going through the whole thing or just I don't want to go too far.

Bennett

Oh no, that's excellent what you are doing. I think if that part where you state that you hadn't got into the incident of Mr. Connolly's class

[REDACTED]

Green

OK, sure.

Bennett

What does Mr. Connolly teach?

Green

He teaches a computer class. There is a specific name for it but its computer programming and that kind of thing.

Bennett

When did you learn from Mr. Connolly's view of what happened in the class?

Green

After the student went home the mom called back and said that there was a recording that's how she said it a recording of what had happened in the class and I could hear the student in

the background saying "He can't talk to me." Now he is agitated. He is very upset. "He can't talk to me that way. He can't do that." He says "You can't let him get away with this." That kind of thing. And I said "Alright, I will look into it." I said "I told you before you left today I would look at this because I don't what's happened there. But then he played what I thought was audio version of what had happened. And mom oh I have to back up because I told the student before he left for the day I said "After I do this investigation of what happened up there you may have some more time out because it sounds to me you created quite a disturbance up there. And Sergeant DeLuca had to come."

Bennett Sergeant DeLuca's a school resource officer?

Green Yes. Yes.

Bennett OK.

Green And he didn't he wasn't called he heard the disturbance and came out of his office. Sergeant DeLuca is on the first floor of the building. There's a staircase and Mr. Connolly's class is right above. So it was easy to hear. He just came out to see what was going on. So, when mom called me back and I had told her the same thing that after I had investigated what had happened in Mr. Connolly's class

[REDACTED] So, she calls me back they play the audio and I said "I'll investigate and I'll let you know first thing tomorrow after we look into it and see what's going on." And as soon as I found out the student's name that had videoed it because by now I know it's a video it's not just audio. I called him down the first thing in the morning when I realized there was a video. I don't know how far you want me to go.

Bennett That's a good place. Did you relay this information to Principal Houghton before you called that student down to look at the video?

Green Oh, yeah the night before. After I heard the audio and uh I talked "I said look I don't know if its audio video I don't know what it is but you can hear Mr. Connolly raising his voice to the student." And I said "I didn't hear anything more than just raising his voice." You know I can't honestly I can't remember what I said to him. You've probably seen the video so I don't know if it was just "Give me your phone." Something about the phone and then he told him to get out I think but I don't know in what order. But um yeah I told him that night.

Bennett Did Principal Houghton give you any instructions how to handle it or anything?

Green Sure. He said "Call the student down, the one that took the video. Call him down in the morning and find out what was going on and why he took the video" and that kind of stuff or just maybe he didn't ask me why. But just to follow through with what was going on in the classroom and about the video. And so I did the next morning.

Bennett Tell me about the conversation with the student you brought down who had videoed.

Green Sure. Called him in and I said "So, take out your phone and show me the video you took yesterday." That was probably the first thing I said. And he he looked at me like oh she knows.

And so he did. I looked at it and I said "I want you to send it to me." And he did. We talked for a few minutes about it and I said "Why did you take this video?" and he goes "Cuz I could tell things were gonna get hot." And I said "What was going on in the classroom that made you think things were going to get hot?" And he said, do you want me to tell you what he told me?

Bennett Yeah, absolutely.

Green OK alright. He said "The student" I have to keep reminding myself to do that. Uh, "The student was...

Bennett If you make a mistake on that what I am gonna do is and I am putting this on the record I'm gonna take the name out and I am going to go back to student so that there's not a problem. So don't worry about it.

Green Perfect. OK good. Um so the student hadn't been in class for a little bit and he was Mr. Connolly was working with him to get some things caught up. This student didn't know everything that the filing student didn't know everything that was going on but he could tell he said "I could tell that he wasn't doing what Mr. Connolly told him to do." And I said "What was he doing?" And he said "He kept getting on his phone." He said "Mr. Connolly told him to get off." And he said "Things were getting hot." And I said "OK."

But I let him know that "You can't do that." I said "There's a law in New Hampshire I've been told that you can't film." Ya know. I said "You've got to talk to your parents about that because they are trying to protect you too you know you don't need to do that." And I think I sent him back to class we were in the room ten fifteen minutes.

Bennett Just looking at a note that I believe you had produced as a result of this.

Green Mmhmm.

Bennett As a result of questions about what happened on that day that student indicated to you I believe that he had forwarded that video to other people?

Green Yes, he did. He told me he forwarded it to the student in question and I said I can't remember if he I think he told me that was the only student he forwarded it to. I am not positive about that. Let me look at my notes.

Bennett Yeah, take it.

Green I guess I don't have it in this one. Let's see. (Reading) Yes he did. It does say.. this was done right after so he sent it to several students that I think were in the class so yeah it's probably true.

Bennett Were you able to do anything about getting the video from the other students too?

Green No and I honestly didn't try because at that point I didn't want uh you don't want to keep things stirred up at the same time. And um I just I knew the student wasn't going to give it to me or he would give it to me but he wouldn't stop it from going out. And he continued to sent it out from what I understand. But there with middle school students I always try to down play everything as much as possible if I cannot down play it but control the talk about it and that was in the back

of my mind you know there's no telling how many kids actually have the video and could I have retrieved every one of them? No it was propaga (10:53). I think and the time since it was actually put on TikTok. So I don't know that for sure because I don't bother. But I know it went pretty fast.

Bennett In viewing the video at that time did you think there was anything inappropriate the Mr. Connolly had done?

Green He lost his temper and that was inappropriate. He did not throw a chair. He took a chair and shoved it under the table. And ya know I understand how that could be considered throwing a chair but it wasn't because I have watched the video a few times. He pushed it out of his way. He was walking and pushed it out of his way and went under the table. So, still a (inaudible 11:33) he didn't fall over anything. Opening the door and slamming it against the wall was unnecessary. But as soon as those two things ya know raising his voice to the student. It's hard for me to say if that's inappropriate or not I mean there are times when people do raise their voices. He wasn't abusive he didn't say anything inapprop he didn't say anything inappropriate. He told him to get out when the student refused he wanted his phone and the student refused to give him his phone he said "Out." But he was angry and he slammed the door that was the part that was problematic for me. He opened it up threw the door so hard against the wall that that's when Sergeant DeLuca heard the commotion and came out of his office. Even pushing the chair under the table I wouldn't have been too worried about that but the door bothered me. So yeah I mean I don't want to keep going if I don't need to go I mean I'll do whatever you want but.

Bennett Well did you talk to Mr. Connolly about the event?

Green Absolutely. I think it may have been that day. No.

Bennett When you say that day February 1st date?

Green It was February 1st.

Bennett OK.

Green I told him that after I got the video I took it to Adam and we looked at it together. The next step I believe was to talk to Mr. Connolly. Let me make sure here. (reading notes). That afternoon after I learned about "*after viewing the video*" so it was that morning. I sent "*I met with Mr. Houghton to determine how to proceed. After our meeting I sent an email to Mr. Connolly requesting we meet after school,*" so on the 1st. "*I gave him an opportunity to meet with a junior rep. he declined. We met after school.*"

Bennett Can I stop you right there?

Green Sure.

Bennett And we will get right back to that question. When you were having the discussion with Mr. Houghton I think you just said that he advised you or gave you an idea of how to proceed what did he tell you at that time about how to proceed?

Green He said "Call Mr. Connolly in and tell him you need to talk to him about this. Let make sure he knows he can have his union rep." So that also sends a signal to him that this is more than just a conversation about random things. Let him know its about the incident in the classroom. I don't remember if I told him about the video at that I'd have to look at my email I told Mr. Connolly about the video. I think I probably did because I wouldn't blindside someone like that. But it was just about making sure that he was aware that this existed. There was an incident. He can have his union rep. but we had to have a conversation.

Bennett Now getting back to the question before what took place during your discussion with Mr. Connolly?

Green He was very subdued. I really felt bad for him. He he admitted off the bat. I told him about the video and I showed him the video an turned my computer around so he could see it and he was very embarrassed and very upset. He said but he had told me the day before he had lost his cool I think that is what he said he lost his cool with the student. But again, my office is on the other side of the building so I didn't hear the commotion so I didn't know what all of that meant. But um he he was embarrassed, I said that already. I don't remember what else he said.

Bennett If it would help you with your notes that's fine.

Green OK.

Bennett Because we are looking for during the investigation as much accuracy that you can give if the notes are more accurate that's fine by me.

Green Well it's been a month so my notes are probably more accurate, lets see. *"We met after school. I briefed him about the video and I let him watch the video. I asked what proceeded the confrontation with the student. Mr. Connolly said the student had been out of class for several days and had told him that he needed to do somethings to get caught up. After Mr. Connolly started the class he sent the student to begin he went to the student and began to guide him through some missed assignments. They would get to certain point in the assignment and the student would delete what he had done. Mr. Connolly would reset the program, instruct the student again and then begin to coach him through the work. The student would again delete the work. During this period Mr. Connolly would leave the student to work on the assignment independently while he, Mr. Connolly, worked with other students. Each time Mr. Connolly would return to the student he had deleted the work and was on his phone watching videos or playing games. This was repeated over and over."* This is my thoughts about it *"As Mr. Connolly and I talked it was apparent that he was embarrassed and regretted his behavior. He did not try to do excuses but"* that is what that was different than the other discipline issue I had in the fall with Mr. O'Brien. Mr. O'Brien always had an excuse. *"I told Mr. Connolly that he needed to enforce the no cell phone policies in the classroom. I also told him that this type of behavior was not appropriate and it could not happen again."* After that I talked to the student's mother again.

Bennett Let me stop you there.

Green Yeah.

Bennett Did you consider this not with the student but with Mr. Connolly part of your regular duties?

Green

As far as going to that point yeah I don't have a problem with doing anything like that. There's it's a dual edge sword ya know if the principal gets involved immediately then its already a serious thing. Not that this wasn't but there's also for me it's ya know I want to know how Rochester works because I have only been here since July so I don't mind doing these things and learning how this type of incident needs to play out. [REDACTED]

[REDACTED] And Adam and I got involved to begin with but Adam again coached me what needed to be done to begin with until it got to the point where it was not something that I could it went passed me ya know. I don't know if this was something that I don't know based on what I've learned since this incident. I don't know if this was something that I should've handled differently or not. As assistant principal I think I handled it the right way. If I was the principal I don't know.

Bennett

So let me go through a couple things there. Let me clarify before you had the conversation with Mr. Connolly did Principal Houghton actually view the video tape or was that just something you had done?

Green

No. When I got the video tape that morning I went straight to his office because I this is a little bit more serious than what I had hoped. Ya know I thought there was just an audio and I was hoping it was just verbal ya know verbal is one thing its bad enough but when you add the visual to it its not good. So, no we stopped everything and looked at that before we proceeded.

Bennett

To clarify your discussion with Mr. Connolly to your knowledge and recalling that I read them to you so you rather than you had knowledge of those four steps from the teachers' contract. Did you consider that a verbal warning or you didn't at that time know what a verbal warning encompassed?

Green

I wouldn't have known what a verbal warning encompassed. But as far as I was concerned it was a warning for sure but it I wouldn't of thought of it in terms of contract. I was just saying don't do this again. Ya know this is not something that we do. But I would not have thought of and I until you read them a while ago I wouldn't have thought of it in terms of a teacher contract.

Bennett

Now did you go back and have a discussion with Mr. Houghton after you spoke to Mr. Connolly.

Green

Yes and I honestly... (looking through notes) Let me see if I can remember much about that. *"I called the student's mother to let her know that he can return the following day because there would be no other consequences associated with this incident."* [REDACTED]

[REDACTED] I also told her that and I told Mr. Connolly this too, that that student would not be back in his class. That we were going to change that. That I didn't elaborate with Mr. Connolly either but the thought behind that was I am not going to subject the student to that behavior and I am not going to subject Mr. Connolly to this behavior. We are not gonna light a fire again so and he was he was transferred to a different class. And the parents were fine with that. Let's see. I don't have in my notes in here about what I did with Adam. I would have gone back to him and talked to him about it. But I don't know why I didn't put it in there and I don't remember specifically. We weren't concerned about I don't think any of us were concerned I wasn't concerned ill put it that way. I wasn't concerned about repeated behavior with Mr. Connolly I've never seen anything close to this before. I in the days following I would pop into the classroom and his there's been other times when there was a crisis because of a special ed

student or like we had a student in there one day that and it's not relevant and I can stop talking if you want me too but

Bennett No I think you should I think you should not cut yourself off.

Green OK.

Bennett I think you should explain what you think is relevant under the

Green OK.

Bennett Even if it if it somehow played into your thinking or what steps were taken I think you should expand.

Green OK. So there have been at least two incidences with students that were in some kind of crisis. That had nothing to do with the classroom of Mr. Connolly it was a student actually got upset about a student sitting beside her and she flipped out. Grabbed something I think it was a cord or something a hoody thing and started trying to choke the girl. Mr. Connolly stayed absolutely calm throughout the whole thing. He intervened. I wasn't in there. But he when I followed up with the incident later because he is one that I supervised at the time the class was absolutely calm. Everybody was calm in there. He actually put his hand I think if I remember put his hand between the cord so while this girl was leaning back the child was protected ya know. Then a second time I was called up to the classroom because a second special ed student was refusing to leave the classroom with their pera. Again, everything was perfectly calm. Mr. Connolly I have never heard him raise his voice before that day and I've been in there many times. So anyway, I wasn't concerned about him. He I am still not concerned about him. If he came back tomorrow I still I wouldn't be concerned about him he's just not that he had it was a weak moment. Middle school kids are always going to capitalize on the big moments of course ya know. Anybody maybe not just middle school kids but he's always handled himself very professionally. I observed him before Christmas three formal observations and he has a good relationship with the kids. He is firm but he is not I just never heard anything and I've walked by the classroom. I walk by the classroom. I walk by the classrooms all the time and if I hear someone speaking loudly I just hang out make sure it's not something that's about to explode and I have never heard him raise his voice. And most the time with the teachers it's like "Uh, sit down!" And that's it its over with.

Bennett Excuse me I am just going to stop you there for one

Green Oh.

Bennett

Green Oh, OK.

Bennett After you had the discussion with Mr. Connolly you then talked to the principal, Principal Houghton, and what steps was it decided would be taken at that point? With regards to the teacher now.

Green Right. I don't remember any steps being planned other than I was just going to follow up with him well I take that back he did tell me to do something hang on a minute (looking at notes) um he told me send him an email..

Bennett Send Mr. Connolly an email?

Green Yes. He told me to send Mr. Connolly an email telling recapping what we had talked about and I didn't do it. I forgot to do that but not any further instructions other than just this is what we talked about just a recap of the things and I just failed to do that. But as far as steps or actions to take following it I don't think we planned anything.

Bennett OK so I have two follow up questions to that. And one was what was the purpose of the email going to be?

Green Just we always do that when someone is like if there is a concern or something we've had to talk to a teacher I do it any way and Adam had instructed me to do it as well. We met this is what we've talked about and this is what we've decided to do moving forward. I've only I mean even with observations I do that so its pretty standard procedure. But other than that I couldn't answer that because that would be standard procedure and I just forgot to do it, it wasn't a it wasn't a deliberate I am not going to put this in record kind of thing it was just I forgot to it and Adam did tell me to and I just forgot. But usually when you meet with someone and its good practice especially if its something that you tell them they can bring their union rep. to. You want to recap what was said and so that they have it for print and you do too ya know. It's a record.

Bennett Are those emails in common practice usually after a discussions been had particularly if you've called in the union rep. or not called in the union rep.

Green Offer.

Bennett Offered. Are those emails usually put into the teacher's folder or file?

Green I don't know. I don't know. For me I wouldn't unless a teacher has it if they want it. If I the only time I have put something in a teacher's file is if I have said "This is a conversation we are having. I am putting a letter in your file because of this behavior." And that's the only thing I've ever done to a file but the teacher has it so I don't really see the need for it unless something comes up.

Bennett Now the second question I had following up there. When you had the discussion with Principal Houghton after you had spoken to Mr. Connolly and seen the video was there any discussion whether or not this should be brought to the attention of the superintendent?

Green Don't think so, I don't recall.

Bennett From your knowledge knowing you've only been there since last summer in the Rochester School system would that be the type of event that would be brought to the superintendent's attention?

Green If I were principal?

Bennett Yes or no two questions. In normal course of policy and procedure as far as you know now?

Green With what I know now I would say probably the best practice to inform the superintendent. For as an assistant principal I would never go around a principal and do anything like that. I follow chain of command. And I defer he has been here ten years so I defer to what he thinks is right and I just I don't know as far as the superintendents concern I don't know what he does or doesn't want to know or to be involved in ya know.

Bennett You mentioned before that whether if you were principal if you were principal and not in the situation where you it would be breaking the chain of command would you have brought it to the superintendent's attention?

Green Probably because I have been scared to death that I would do the right thing, ya know. Because I and even in my role up in Maine, just things that I've been doing this a long time but I am the new kid on the block in that particular environment so I don't want to do anything that's culturally offensive either so I want to make sure that everything that I do so I would I talked to my superintendent quite often about things that alright this is what I think I want to do but what do you think about this because when it comes to students especially.

Bennett And that was when you were principal in Maine?

Green Yes, in Maine yes.

Bennett I have one more follow up question and then I want to hear what else you had to say about the event. If you had sent out the email would have been your usual practice or would have would you have cc'd the principal?

Green I would have cc'd the principal, yeah. I always do that.

Bennett Actually have another question one more.

Green OK.

Bennett Did Principal Houghton ever come back to you and say I haven't seen your email or what's been going on since February 1st with this incident how is the student doing? Did you ever have another conversation?

Green Had other conversations with him. I don't recall if he asked me about the email or not because probably if he had I would have oh yeah, I haven't sent that out. But he has asked him he did ask me ya know "How is George doing?" and that kind of thing. And I would say "Yeah, this time I went upstairs and just popped in for a few minutes and things were going great." Just normal kind of things. Adam always follows up with those kinds of conversations. He is really good about it. He has a memory that's pretty good and he'll want to know if I followed up with him and I did. I think I even put in my notes. Yeah. "Followed up with Mr. Connolly several times. Yeah. And I reported to Adam because ya know we don't want those kinds of things happening whether it was recorded or not. You don't want to have them.

Bennett Did it cause you any concern that the video may be out there beyond the students and the school? That it could hit in some way the general public, the parents or anything?

Green It never occurred to me. I honestly, I am not of that generation where videos were used like this. I knew the students had it but it if I don't remember it ever occur to me that the public would get ahold of it or the news would get hold of it it just didn't.

Bennett Now with regards to Mr. oh I am sorry, is there anything else you wanted to tell me about Mr. Connolly's incident? The follow up? Anything that you think is important that I haven't asked you about Mr. Connolly's incident.

Green The only thing that has come out since then or not come out but I have been approached by teachers wanting to support him in fact even today one of the union reps. brought me a packet to bring to you and I said no. I didn't think that was the appropriate to do. [REDACTED]

[REDACTED] I don't know. I am not going to go there. But that I wasn't sure about getting involved at the level you know for I appreciate they want to support Mr. Connolly but at the same time it seemed like it was crossing a line to do that for you. That's it.

Bennett

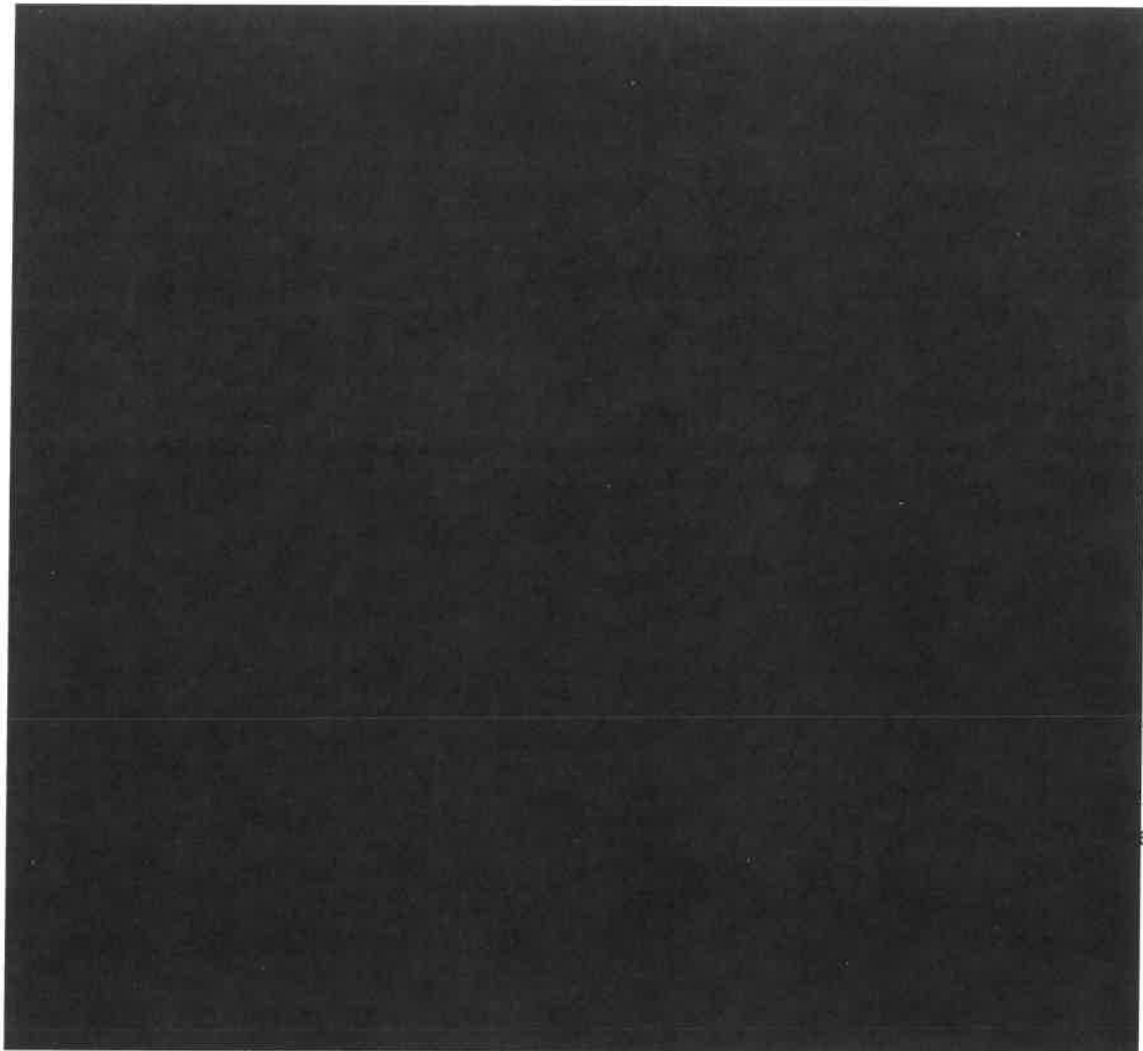
Green

Bennett

Green

Bennett

Green



Bennett Is there anything that would've improved how Mr. Connolly's incident was handled either with Mr. Connolly or how it was presented anything that you can think of geez we should've done this because it would've improved our result, is there anything you can think of?

Green Well clearly retrospect the superintendent should've been informed ya know immediately. Either through me or Adam and I don't know I didn't it didn't even occur to me ya know because I again am following the chain of command. I am not blaming Adam I am not saying that I'm just I would not have stepped around that. After things began to die down I go "OK, this is no big deal then." But obviously it was. But yeah it ya know Kyle would've benefited from having known this before it came out for sure.

Bennett Changes in either policies or procedures with regards to teacher discipline is there anything that you would like to see or would be beneficial in your role as assistant principal?

Green Well as an assistant principal or as a principal I think there needs to be if there not and again I haven't read the policies but if they are not clear about when the superintendent should be informed it should be. And if there's I mean we have guidelines for discipline for students I think it would be beneficial for guidelines for discipline for teachers too. If this happens then this is the consequence or in broad in broad terms. With me if I was principal here anywhere in

Rochester I would be very unsure about what was expected of me with teacher discipline. I would make those I would be that annoying person and say "OK I got to ask you a question again" because you don't want to mischaracterize somebody but at the same time you want a smooth-running school. But I am also new so I don't know what the long-standing practice has been. But for me as a new person I'd want those guidelines.

Bennett Anything else you want to tell me either about Mr. Connolly's incident, [REDACTED] that I didn't ask you about that would be beneficial in the overall idea of getting the best result as far as any improvements that could be made?

Green I can't think of anything. I think you've asked a lot of good questions. You made me try to remember some stuff. Yeah, I don't think so.

Bennett Then I am going to turn off right now the recording and its 12:16 and we started about 11:05.

STUDENT POLICIES GOALS

Students are the first concern of the School District, and must receive the primary attention of the Board and all staff members. To fulfill its obligation to student, the Board will strive to spend most of its time in formulating policy and considering other matters related to students. A similar commitment is expected of all staff members. In pursuing this primary goal, it is imperative that the good of the individual student be kept paramount. At no time are students to be treated as if they were assembly line products, or objects to be manipulated or molded at the will of someone else. Each student shall be considered and treated with respect as an individual. One of the major tasks of the educational program shall be to assist each student in becoming self-sufficient in utilization of decision making processes and techniques, eventually becoming responsible for determining his or her own learning purposes and the means for achieving them. Staff members shall seek to be wise counselors of children and youth and skillful facilitators of learning. To this end, the Board and staff shall work together to establish an environment conducive to the very best learning achievement for each student through meeting the following goals regarding students:

1. To individualize the learning program in order to provide appropriately for each student according to his or her specific background, capabilities, learning styles, interests, and aspirations.
2. To enhance the self-image of each student through helping him or her feel respected and worthy, and through a learning environment which provides positive encouragement through frequent success.
3. To provide an environment of reality in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens.
4. To deal with students in matters of discipline in accordance with Board policy.
5. To provide in every way feasible for the safety, health, and welfare of students.
6. To promote faithful attendance and good work.

Adoption Date: April 8, 1993

Amended: April 11, 2013

TEACHER EVALUATION

All evaluations of the performance of a teacher will be conducted openly and with full knowledge of the teacher. The teacher will be given a copy of any evaluation report prepared by his/her superiors, and will have the right to discuss such report with their superiors. Teachers will have the right, upon request, to review and copy the contents of their personal file. A teacher will be entitled to have a representative of the Federation accompany him/her during such review.

No material affecting a teacher's conduct, service, character or personality will be placed in his/her personnel file unless the teacher has had an opportunity to review the material. The teacher will acknowledge that he/she has had the opportunity to review such material by affixing his/her signature which, in no way indicates agreement with the contents thereof. The teacher will also have the right to submit a written answer to such materials and his/her answer shall be reviewed by the Superintendent and attached to the file copy. Any complaints regarding a teacher made to any member of the administration by any parent, student, or other person will be promptly called to the attention of the teacher.

A complaint within the meaning of this article is an allegation that could adversely affect the teacher's personal or professional reputation and serious enough to warrant administrative action.

No teacher will be disciplined, deprived of any compensation or professional advantage fail to be reappointed or dismissed without just cause.

Adoption Date: April 8, 1993

School Board Review: August 13, 2009

GBL

PERSONNEL RECORDS

The Superintendent is authorized and directed to develop and implement a comprehensive and efficient system of personnel records, under the following guidelines:

1. A personnel folder for each employee, certified and non-certified, shall be accurately maintained in the administrative offices.
2. In addition to the application for employment and references, such folders shall contain records and information relative to compensation, payroll deductions, evaluations, and such other information as may be considered pertinent.
3. All personnel records of individual employees of the Board shall be considered confidential. They shall not be open for public inspection. The Superintendent and his/her designees shall take the necessary steps to safeguard against unauthorized use of all confidential material.
4. Each employee shall have the right, upon request and within a reasonable period of time, to review the contents of his/her own personnel file, with the exception of references and recommendations provided to the district on a confidential basis by universities, colleges, or persons not connected with the district.
5. Lists of district employees' names and addresses shall be released only to governmental agencies as required for official reports, or as otherwise permitted by the School Board in accord with the State Board of Education regulations (i.e., directory information). A list of employees and their salaries shall be tendered to any citizen upon request in accord with RSA 91-A. See also Mans V. Lebanon School Board, 112 NH 160 (1972).

Adopted: April 8, 1993
Board Review/Approved: May 14, 2009

STAFF RIGHTS AND RESPONSIBILITIES

All staff members have a responsibility to, and shall make themselves familiar with, and abide by, the laws and administrative rules of the state, the policies of the board, and the regulations and processes designed to implement them. All staff members and personnel shall carry out their assigned responsibilities with conscientious concern. Such responsibilities include, but are not necessarily limited to:

1. Faithfulness and promptness in attendance at work.
2. Adherence, support and enforcement of all School Board policies and administrative regulations.3. Adherence, support and enforcement of all education related statutes and Department of Education regulations.
4. Diligence in submitting required reports and other materials promptly at the times specified.
5. Care and protection of the school property.
6. Concern and attention toward their own and the Board's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

In their association with students, all school employees shall set examples that are an important part of the educational process. Their manner, dress, courteousness, industry, and attitudes establish models that affect the development of young people. The Board expects its staff members to set exemplary models, as well as provide exemplary instruction.

Adoption Date: April 8, 1993

School Board Review: April 9, 2009

Revised: March 12 2020; September 10, 2020

Formally GBCC

STAFF-STUDENT RELATIONS

Staff members shall be expected to regard each student as an individual and to accord each the right and respect due any individual. The role of the staff shall be seen as resource persons, aides, and guides in the learning processes. Staff members shall provide for the fullest self-determination by each student in regard to his or her learning program, consistent with district and local goals and with optimum opportunities for all students. Students shall be treated with courtesy and consideration. Neither insults nor sarcasm shall be used before a student's peers as a way of forcing compliance with a staff member's requirements or expectations.

Each student is urged to regard staff members as people with specific knowledge and capabilities which can be well utilized to advance the student's own knowledge and development.

Students shall be expected to regard staff members as individuals, employed to provide direct or indirect contributions to learning. While students are to have considerable latitude in making choices for themselves, they shall be required to respect the right of staff members (and other students, as well) and interference with those rights shall not be condoned. No student shall have the right to interfere with the efforts of instructional staff to coordinate or assist in learning, to disseminate information for purposes of learning, or to otherwise implement a learning program. Nor shall a student have the right to interfere with the motivation to learn or the learning activities and efforts of other students.

Adopted: April 8, 1993
Amended: May 14, 2009
Amended: October 11, 2012

**New Hampshire
Code of Conduct
for
Educational
Professionals**

Readopt with amendment Ed 501.01, effective 3-27-14 (Doc #10558), to read as follows:

Ed 501.01 Purpose. The rules of this part implement the statutory responsibilities of the New Hampshire board of education to:

- (a) Develop and administer credential standards for educational personnel;
- (b) Develop continuing professional education requirements and prerequisites for the renewal or reinstatement of credential holders;
- (c) Develop and administer a code of conduct for all credential holders and to inform members of the public of the code of conduct applicable to credential holders;
- (d) Specify unprofessional conduct which justifies disciplinary sanctions against credential holders; and
- (e) Provide oversight of adjudicatory proceedings required for discipline of credential holders while providing such with fair hearing practices and rights of appeal.

Readopt with amendment Ed 501.02, effective 3-27-14 (Doc #10558), to read as follows:

Ed 501.02 Definitions. Except where the context makes another meaning manifest, the following words shall have the meanings indicated when used in this chapter:

- (a) "Administrator" means the administrator of the bureau of credentialing;
- (b) "Authorization" means a document issued by the department giving permission for a person to serve in the role of a licensed educator prior to completing the licensure endorsement requirements for that role, or for a temporary period of time established by the document;
- (c) "Board" means the state board of education created by RSA 21-N:10;
- (d) "Bureau" means the bureau of credentialing, division of program support, department of education;
- (e) "Certificate" means the document issued when a credential holder meets full licensure requirements;
- (f) "Commissioner" means the commissioner, department of education;
- (g) "Credential" means any authorization or license issued by the bureau including, but not limited to, beginning educator license (BEL), experienced educator license (EEL), in process of licensure authorization (IPLA), intern authorization (IA), emergency authorization, statement of eligibility (SOE), paraeducator I & II, school nurse, and master teacher license (MTL);
- (h) "Credential holder" means any individual who holds a credential, as defined in Ed 501.02(g);
- (i) "Denial" means the refusal to grant credential to an applicant;

(j) "Department" means the New Hampshire department of education;

(k) "Director" means the director, division of program support;

(l) "Division" means the division of program support;

(m) "Educator" means any professional employee of any school district whose position requires certification by the state board pursuant to RSA 189:39. Administrators, specialists, and teachers are included within the definition of this term;

(n) "Emergency authorization" means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator to fill a vacancy as specified in Ed 504.04;

(o) "Endorsement" means the specific subject area for which the credential is issued;

(p) "Intern authorization" means the authorization granted to applicants pursuant to Ed 505.04, and Ed 505.05 to perform educational services while the plans are being implemented;

(q) "License" means the document issued when a credential holder meets full licensure requirements;

(r) "Licensure" means the official recognition by the board that an individual has met minimum requirements and is approved to practice in their endorsement area(s);

(s) "Mentor" means a person who:

(1) Is appointed to provide assistance to an applicant for certification pursuant to Ed 505.04 or Ed 505.05; and

(2) Meets at least one of the following qualifications:

a. Is a credential holder with 3 years of experience as an educator in the area of endorsement; or

b. Has experience equivalent to the experience requirement under a. above such as, but not limited to, involvement in a collegiate teacher preparation program;

(t) "Professional conduct" means a set of established professional norms and behaviors as defined in Ed 510.01 through Ed 510.04 which extend beyond the workplace;

(u) "Reprimand" means is a note to file of a credential holder for his or her conduct, which does not rise to the level of a suspension or revocation of a credential, which can be used in the event of a subsequent investigation;

(v) "Revocation" means the department has permanently rescinded a credential from credential holder;

(w) “Statement of eligibility” means a verification issued by the department of education that indicates that an individual has successfully met the entry requirements of an intern authorization for:

- (1) Pathway 4 certification as specified in Ed 505.04; or
- (2) Pathway 5 certification as specified in Ed 505.05;

(x) “Suspension” means the department has rescinded a credential from credential holder for a specified period of time; and

(y) “Student” means an individual who is enrolled or participating in any class or program from preschool through grade-12, or any “adult student” as specified in Ed 1102.01(f)(1), at any school or education institution except as otherwise noted in these rules.

Readopt with amendment Ed 502.01, effective 3-27-14 (Doc. #10558), to read as follows:

PART Ed 502 PUBLIC INFORMATION

Ed 502.01 Confidentiality of Credential Holder Certification Records.

(a) Pursuant to RSA 91-A:5, V, the following limited credential status information shall be available to the general public, upon written or verbal request:

- (1) The name of the credential holder;
- (2) The individual's current credential status, including type of credential, expiration date of credential, and all endorsements;
- (3) The individual's suspension, if applicable, including effective dates of each suspension period, reason for the suspension, and revocation, if applicable; and
- (4) The school, if known or stated, where the credential holder is currently employed.

(b) The provisions of this section shall not require the release of information related to:

- (1) Informal or formal investigations; or
- (2) Board or hearing officer records from adjudicatory proceedings involving the credential holder when such adjudicatory proceeding is not open to the public in accordance with Ed 200.

(c) The complete record of a credential holder shall be released by the division upon written request to the following:

- (1) A party in an adjudicatory proceeding when:
 - a. The credential holder is a party to the proceeding; and
 - b. The credential holder's credential record is relevant to the proceeding;

(2) A law enforcement agency when the agency is conducting a criminal investigation of the credential holder;

(3) A certifying agency of another jurisdiction for:

a. Purposes of credentialing the credential holder in the other jurisdiction; or

b. An investigation of the credential holder by the other jurisdiction, when:

1. The credential holder was the subject of a formal investigation under Ed 511;
or

2. Disciplinary action was taken against the credential holder by the board under Ed 511;

(4) Board investigators or prosecutors; or

(5) Persons to whom the credential holder has given a release.

(d) The bureau shall report:

(1) Any suspension or revocation to the credential holder's current superintendent of school in N.H. and The National Association of State Directors of Teacher Education and Certification (NASDTEC) educator identification clearing house; and

(2) Any reprimand to the credential holder's current superintendent of school in N.H.;

(e) The department shall maintain a list of all credential holders whose credentials ~~has~~ *have* been revoked or who are under suspension, and such list shall be published on the department's website.

Readopt with amendment Ed 504.04, effective 1-17-14 (Doc. #10506), to read as follows:

Ed 504.04 Emergency Authorization.

(a) The superintendent of schools shall request emergency authorization from the bureau, and the emergency authorization shall be granted provided that the requirements of paragraphs (b) through (e) are met. The applicant for the teaching position shall provide the information and documentation required in (c) and (e) below.

(b) The bureau shall issue an emergency authorization applied for under (a) above if an emergency situation exists as determined by the local school district and the applicant for the teaching position has:

(1) Paid the applicable application fee, provided in Ed 508.06(c); and

(2) Filed with the bureau the information and documentation required in (c) and (e).

(c) An applicant for a teaching position for whom a superintendent is requesting emergency authorization shall provide the following information or documents, unless it is specified below that the information is optional, on or with the form titled "Application for Emergency Authorization":

- (1) Social security number, unless the applicant chooses to have the department supply an alternative number, subject to the provisions of (d) and (e) below;
- (2) Date of birth;
- (3) Name;
- (4) Address;
- (5) Sex, which may be specified at the option of the applicant;
- (6) Telephone number;
- (7) Date of application;
- (8) Educational information, including the following:
 - a. Degree, if any;
 - b. Major;
 - c. State;
 - d. College or university;
 - e. Date degree granted; and
 - f. Transcript for each degree listed;
- (9) Educational employment record for the last 7 years including:
 - a. Dates;
 - b. State;
 - c. School district;
 - d. Position;
 - e. Assignment/subject;
 - f. Grade level;
 - g. Credential held;
 - h. Number of years of any public school experience;
 - i. Number of years of any non-public school experience; and
 - j. Copy of each teaching credential held in New Hampshire , other state, or both;
- (10) Whether the applicant ever held a New Hampshire credential and, if so, the year it expired and the name under which it was issued;
- (11) Whether the applicant has ever been convicted of a felony and, if so, an explanation;
- (12) Whether the applicant has ever had a teaching credential revoked or suspended and, if so, an explanation;

- (13) Whether the applicant has ever surrendered a teaching credential in any other state, and, if so, an explanation;
- (14) Whether the applicant has ever been subject of a finding of professional misconduct in New Hampshire, another state, or territory of the United States, or foreign country and, if so, an explanation; and
- (15) Identification of ethnic origin, which may be specified at the option of the applicant, including one of the following categories:
 - a. American Indian;
 - b. Asian/Pacific;
 - c. African-American/Non-Hispanic;
 - d. White/Non-Hispanic;
 - e. Hispanic;
 - f. Multi-ethnic; and
 - g. Other/do not wish to specify.

(d) If an applicant provides a social security number under (c)(1) above, the social security number shall be used by the bureau for the purposes of generating data on teacher salaries or such other purposes as authorized by law including but not limited to RSA 161-B:11,VI-a.

(e) If an applicant chooses to have the department supply an alternative number, the department shall use the teacher number generated by the electronic educator information system and it shall be used as specified in (b).

(f) An emergency authorization shall be issued to the superintendent of schools for up to one school year and shall not be renewable.

Readopt with amendment and renumber Ed 504.041, effective 1-17-14 (Doc. #10506), as Ed 504.05, and renumber the remaining sections in Part Ed 504 so that, for example, Ed 504.05 becomes Ed 504.06, to read as follows:

Ed 504.05 In Process of Licensure Authorization (IPLA).

(a) The applicant who is in process of licensure authorization (IPLA) shall sign the application acknowledging that all information contained on the application is true, accurate and complete to the best of the applicant's knowledge.

(b) If a superintendent files an IPLA with the bureau, the bureau shall approve such filing, if the bureau finds that the applicant who is the subject of the IPLA:

- (1) Is in the process of certification;
- (2) Has submitted a completed application for certification; and

(3) Has paid any applicable fees.

(c) An approved IPLA shall be issued to the superintendent of schools for up to one school year and shall not be renewable.

Adopt Ed 510.01 – 510.04, cited and to read as follows:

PART Ed 510 CODE OF CONDUCT

Ed 510.01 Principle 1—Responsibility to the Education Profession and Educational Professionals.

(a) In fulfilling responsibilities to the education profession and educational professionals, a credential holder shall exemplify honesty and integrity in the course of professional practice.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Discrimination against a fellow professional as specified in RSA 354-A:1;

(2) Failure to self-report within 5 business days if he or she has been arrested for any violation of offenses enumerated in RSA 189:13-a, V;

(3) Falsifying, fraudulently altering, or deliberately misrepresenting professional qualifications, including, but not limited to, degrees, academic awards, and related employment history when applying for a credential;

(4) Unlawful possession of a drug;

(5) Possessing, using, or being under the influence of alcohol or drugs not prescribed for the use of the credential holder when on school premises or at a school sponsored activity where students are present or may reasonably be expected to be present;

(6) Failure to notify the state at the time of application for credential of past criminal convictions, or of revocations or suspensions of a credential or license by New Hampshire or any other jurisdiction; and

(7) Falsifying or deliberately misrepresenting information submitted to the department in the course of an official inquiry, investigation, or both.

Ed 510.02 Principle 2—Responsibility to Students.

(a) In fulfilling responsibilities to students a credential holder shall maintain a professional relationship with all students, both inside and outside the educational setting, and make reasonable efforts to protect students from conditions which are harmful to their health and safety.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Discrimination against a student as specified in RSA 354-A:1;

(2) Failure to provide appropriate supervision of students, pursuant to local school district policy adopted as specified in Ed 306.04, at school or school-sponsored activities or the failure to ensure the safety and well-being of students;

(3) Furnishing alcohol or illegal or unauthorized drugs to any students, or allowing or encouraging a student to consume alcohol or illegal or unauthorized drugs;

(4) Committing any of the following acts to any minor, or any student or prior student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), including, but not limited to:

a. Abuse, including, but not limited to physical and emotional abuse;

b. Cruelty or any act of endangerment;

c. Any sexual act with or from any student; and

d. Harassment as defined by state or federal law or regulations;

(5) Soliciting or encouraging participation in a romantic or sexual relationship, whether written, verbal, or physical, with a student the credential holder knows or should know is a student or prior student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1); and

(6) Soliciting a student, or a former student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), to engage in any illegal activity.

Ed 510.03 Principle 3—Responsibility to the School Community.

(a) In fulfilling the responsibilities to the school community a credential holder shall communicate responsibly among members of the school community, while maintaining appropriate professional boundaries.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Discrimination against a parent or guardian of a student or other member of the community who is on the school property as specified in RSA 354-A:1;

(2) Accepting or soliciting gratuities, gifts, or favors for personal use or gain where there might be an actual or appearance of a conflict of interest. Gifts of a small amount shall not be deemed a conflict of interest;

(3) Misuse of funds intended for use by the school, to include funds which are collected from parents and students; and

(4) Intentionally altering or misrepresenting student assessments, assessment results, or official school records.

Ed 510.04 Principle 4—Responsible and Ethical Use of Technology

(a) In fulfilling the responsibilities and ethical use of technology a credential holder shall consider the impact of consuming, creating, distributing, and communicating information through the use of any and all types of technology.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Engaging in any activities as specified in Ed 510.02(b)(4)-(7) via electronic media with a student or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1); and

(2) Engaging in inappropriate communication with a student; or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1) via electronic media.

(c) For the purposes of this section, inappropriate communication shall be determined by considering:

(1) The intent, timing, subject matter, and amount of communication; and

(2) Whether:

a. The communication made was covert in nature;

b. The communication could reasonably be interpreted as solicitous, sexually explicit, or romantic in nature; and

c. The communication involved discussion(s) of the physical or sexual attractiveness or the sexual activities or fantasies of either the credential holder or the student.

Readopt with amendment and renumber Ed 510.01, effective 2-23-12 (Doc #10089), as Ed 510.05 to read as follows:

Ed 510.05 Duty to Report.

(a) Any credential holder shall report any suspected violation of the code of conduct following the school, school district, or SAU reporting procedures.

(b) Each principal shall report to the superintendent of the school district or SAU where the principal is employed, the chief executive officer of a chartered public school or public academy, or the headmaster of a nonpublic school, if the principal has been notified of, or is personally aware that a credential holder has violated any of the rules of professional conduct as enumerated in Ed 510, which occurred on or off duty.

(c) The superintendent, chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school, shall report any of the following to the office of credentialing:-

(1) When a superintendent has knowledge that an credential holder, as defined in Ed 501.02(m), has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and

(2) When a superintendent has knowledge that a credential holder has violated the code of conduct as specified in Ed 510.01 through Ed 510.04.

(d) If a credential holder suspects that a superintendent has violated the code of conduct, as specified in Ed 510.01 through Ed 510.04, or if a credential holder has made a report and believes the local reporting procedures have not been followed, the reporting credential holder shall notify the department directly.

(e) Credential holders who have reason to suspect that a student has been, or is being, abused or neglected, shall report the same to:

(1) His or her immediate supervisor, superintendent, or both; and

(2) The department of health and human services, pursuant to RSA 169-C:29.

(f) If the department has reason to suspect that any violation of the code of conduct enumerated in Ed 510.01 through Ed 510.04 was known by a credential holder and not reported, the department shall undertake an investigation, as enumerated in Ed 511.01, against that credential holder as required by Ed 510.05(a), (b), or (c).

(g) The office of credentialing shall open a case, as enumerated in Ed 511.01, in response to a report made pursuant to Ed 510.05(a), (b), (c), or (d) above.

Adopt Ed 511.01, cited and to read as follows:

PART Ed 511 INVESTIGATIONS AND DISCIPLINARY PROCEEDINGS

Ed 511.01 Complaints, Cases and Investigations.

(a) A case shall be opened when a complaint of possible misconduct against a credential holder has come to the attention of the department either through direct reporting or other means.

(b) After an initial review, if the department determines that a possible violation of the code of conduct, as specified in Ed 510.01 through 510.04, has occurred, an investigation shall be opened.

(c) Investigations into allegations of unprofessional conduct, as specified in Ed 510.01 to Ed 510.04, shall not constitute a disciplinary hearing and shall not constitute a finding of misconduct against a credential holder.

(d) Credential holders shall be notified in writing, via certified mail, that an investigation has been opened and the nature of the investigation and the status of the credential holder's credential pending the investigation.

(e) The credential holder's current superintendent shall be notified in writing by the department that an investigation has been opened, unless the notification compromises, or has the appearance of compromising, the investigation.

(f) Investigations shall be handled by the department.

(g) The department shall make every attempt to interview all people, including the credential holder, who might have information which might be relevant to the investigation.

(h) Investigations, including those based upon allegations in a complaint, shall be conducted on an ex parte basis.

(i) The department shall make every attempt to obtain any and all documentation which might be relevant to the investigation.

(j) Once the investigation is complete, the following procedures shall apply:

(1) The department shall create a report which documents the results of the investigation;

(2) If the investigation finds a credential holder in violation of a rule of the code of conduct as specified in Ed 510.01 through Ed 510.04, the department shall propose a form of discipline as follows:

- a. Suspension;
- b. Revocation; or
- c. Reprimand; and

(3) The department shall determine the sanctions to be imposed after considering the presence of aggravating or mitigating circumstances as specified in Ed 511.01(j)(4)-(5);

(4) The following shall be considered aggravating circumstances:

- a. The seriousness of the offense;
- b. The credential holder's prior disciplinary record;
- c. The credential holder's lack of willingness to cooperate with the department during an investigation;
- d. Potential harm to public health and safety; and
- e. The purpose of the rule violated;

(5) The following shall be considered mitigating circumstances:

- a. Absence of a prior disciplinary record;

- b. The credential holder's willingness to cooperate with the department during an investigation;
- c. The credential holder's acknowledgment of his or her wrongdoing; and
- e. The purpose of the rule or statute violated;

(6) The credential holder shall be notified in writing of any proposed discipline;

(7) If no disciplinary sanction is proposed, the department shall notify the credential holder in writing that the investigation is closed.

(k) Investigatory reports and all information gathered during the course of an investigation shall be confidential, with the following exceptions:

(1) The report shall be made available to the parties in any adjudicatory proceedings resulting therefrom; and

(2) If further disciplinary proceedings are to be conducted as a result of the investigation, the department shall provide information gathered in the disciplinary investigation to the following:

a. A law enforcement agency when the agency is conducting a criminal investigation of the credential holder;

b. A certifying agency of another jurisdiction for:

1. Purposes of certification of the credential holder in the other jurisdiction; or

2. An investigation of the credential holder by the other jurisdiction when:

(i) The credential holder was the subject of a formal investigation under Ed 5101; or

(ii) Disciplinary action was taken against the credential holder by the board pursuant to Ed 5101;

c. Other states' licensing board investigators or prosecutors; and

d. Expert witnesses or assistants retained by a prosecutor or investigator in the same related disciplinary matters.

Readopt with amendment and renumber Ed 510.03, effective 2-23-12 (Doc #10089), as Ed 511.02 to read as follows:

Ed 511.02 Reprimand, Suspension, or Revocation.

(a) If the department determines that a credential holder has violated the code of conduct as specified in Ed 510.01 through Ed 510.04, and the credential holder agrees to the proposed disciplinary finding, the credential holder shall agree to a reprimand, suspension, or revocation.

(b) All reprimands, suspensions, or revocations shall be documented in writing, and shall set out the terms of the discipline. The credential holder shall receive a copy of the discipline in writing and a copy shall be placed in the credential holder's electronic credentialing file at the department once it is signed by all required parties, to include the credential holder.

(c) Any credential holder whose credential is revoked or who voluntarily agrees to a revocation shall be prohibited from applying or reapplying for any other credential issued by the New Hampshire state board of education.

Readopt with amendment and renumber Ed 510.02, effective 2-23-12 (Doc #10089), as Ed 511.03 to read as follows:

Ed 511.03 Disciplinary Hearings.

(a) If a credential holder does not agree with the proposed disciplinary finding as a result of an investigation as specified in Ed 511.01, a credential holder may request an adjudicatory hearing which shall commence pursuant to Ed 200 after the following:

- (1) Completion of an informal or formal investigation; and
- (2) Filing of a written report and recommendation pursuant to Ed 511.01(h).

(b) The provisions of Ed 200 shall apply to all disciplinary hearings and *such hearings* shall commence not more than 15 days after the disciplinary finding.

Readopt with amendment and renumber Ed 510.04, effective 2-23-12 (Doc #10089), as Ed 511.04 to read as follows:

Ed 511.04 Status of a Credential Pending Completion of Disciplinary Proceeding.

(a) When the department receives information indicating that a credential holder has been arrested for one of the offenses enumerated in RSA 189:13-a, V, the credential holder's credential and any and all endorsements shall be immediately suspended pursuant to RSA 541-A:30, III.

(b) The department shall notify the credential holder and the employing school district that the credential holder's credential has been suspended pending an investigation by the department.

(c) In accordance with RSA 541-A:30, III, unless waived, an adjudicatory hearing shall commence within 10 working days after the suspension of the credential. Such hearings shall be governed by the process set forth in Ed 200.

Readopt with amendment and renumber Ed 511.03, effective 2-23-12 (Doc #10089), as Ed 511.05 to read as follows:

Ed 511.05 Grounds for Reinstatement After Suspension.

(a) A credential which has been suspended shall be reinstated for one of the following reasons:

(1) The period of the suspension has passed and any and all terms and conditions regarding possible reinstatement have been satisfied; and

(2) A credential holder whose credential has been suspended demonstrates by clear and convincing evidence that he or she has corrected the deficiencies or conduct which led to the original suspension.

(b) Upon reinstatement, the department may issue a credential which is limited in time, level, or scope or subject to other terms as the department deems necessary to include a reinstatement fee. If the credential is so limited, then the credential holder may appeal that decision using the process specified in Ed 200.

Change the Part heading and renumber Part Ed 511 as Part Ed 512 to read as follows:

PART Ed 512 DENIAL OF CERTIFICATION

Readopt with amendment and renumber Ed 508.07, effective 6-15-13 (Doc. #10362) as Ed 512.01, and renumber the existing Ed 512 and Ed 513 as Ed 513 and Ed 514, so that Ed 512.01 reads as follows:

Ed 512.01 Denial of Credential.

(a) A credential application shall be denied by the board based on the following grounds:

(1) Failure to meet the conditions for issuance of the license, endorsement, renewal, or reinstatement;

(2) The applicant has been charged pending disposition for, or convicted of any violation or attempted violation of any of the crimes enumerated in RSA 189:13-a, or has been convicted of any felony in any other state, territory, or country;

(4) The applicant is under investigation for, under suspension for, or has been revoked for a violation of the principles of professional conduct enumerated in Ed 510.01 through Ed 510.04; or

(5) The applicant is under investigation, under suspension, or has been revoked in any other state, jurisdiction, territory, or country.

(b) An applicant aggrieved by the decision of the bureau to deny an application may file a petition for reconsideration along with supporting documentation to the director within 20 days after receipt of the denial decision. If the petition for reconsideration is denied, the applicant may appeal the director's decision pursuant to RSA 21-N:11, III, and Ed 200.



Ed 510:

Code of Conduct for New Hampshire Educators

Principles

Ed 510.01 Principle 1—Responsibility to the Education Profession and Educational Professionals

- (a) In fulfilling responsibilities to the education profession and educational professionals, a credential holder shall exemplify honesty and integrity in the course of professional practice.
- (b) Unprofessional conduct shall include, but not be limited to:
 - (1) Discrimination against a fellow professional as specified in RSA 354-A:1;
 - (2) Failure to self-report within 5 business days if he or she has been arrested for any violation of offenses enumerated in RSA 189:13-a, V;
 - (3) Falsifying, fraudulently altering, or deliberately misrepresenting professional qualifications, including, but not limited to, degrees, academic awards, and related employment history when applying for a credential;
 - (4) Unlawful possession of a drug;
 - (5) Possessing, using, or being under the influence of alcohol or drugs not prescribed for the use of the credential holder when on school premises or at a school sponsored activity where students are present or may reasonably be expected to be present;
 - (6) Failure to notify the state at the time of application for credential of past criminal convictions, or of revocations or suspensions of a credential or license by New Hampshire or any other jurisdiction; and
 - (7) Falsifying or deliberately misrepresenting information submitted to the department in the course of an official inquiry, investigation, or both.

Ed 510.02 Principle 2—Responsibility to Students

(a) In fulfilling responsibilities to students a credential holder shall maintain a professional relationship with all students, both inside and outside the educational setting, and make reasonable efforts to protect students from conditions which are harmful to their health and safety.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Discrimination against a student as specified in RSA 354-A:1;

(2) Failure to provide appropriate supervision of students, pursuant to local school district policy adopted as specified in Ed 306.04, at school or school-sponsored activities or the failure to ensure the safety and well-being of students;

(3) Furnishing alcohol or illegal or unauthorized drugs to any students, or allowing or encouraging a student to consume alcohol or illegal or unauthorized drugs;

(4) Committing any of the following acts to any minor, or any student or prior student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), including, but not limited to:

a. Abuse, including, but not limited to physical and emotional abuse;

b. Cruelty or any act of endangerment;

c. Any sexual act with or from any student; and

d. Harassment as defined by state or federal law or regulations;

(5) Soliciting or encouraging participation in a romantic or sexual relationship, whether written, verbal, or physical, with a student the credential holder knows or should know is a student or prior student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1); and

(6) Soliciting a student, or a former student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), to engage in any illegal activity.

Ed 510.03 Principle 3—Responsibility to the School Community

(a) In fulfilling the responsibilities to the school community a credential holder shall communicate responsibly among members of the school community, while maintaining appropriate professional boundaries.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Discrimination against a parent or guardian of a student or other member of the community who is on the school property as specified in RSA 354-A:1;

(2) Accepting or soliciting gratuities, gifts, or favors for personal use or gain where there might be an actual or appearance of a conflict of interest. Gifts of a small amount shall not be deemed a conflict of interest;

(3) Misuse of funds intended for use by the school, to include funds which are collected from parents and students; and

(4) Intentionally altering or misrepresenting student assessments, assessment results, or official school records.

Ed 510.04 Principle 4—Responsible and Ethical Use of Technology

(a) In fulfilling the responsibilities and ethical use of technology a credential holder shall consider the impact of consuming, creating, distributing, and communicating information through the use of any and all types of technology.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Engaging in any activities as specified in Ed 510.02(b)(4)-(7) via electronic media with a student or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1); and

(2) Engaging in inappropriate communication with a student, or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1) via electronic media.

(c) For the purposes of this section, inappropriate communication shall be determined by considering:

(1) The intent, timing, subject matter, and amount of communication; and

(2) Whether:

a. The communication made was covert in nature;

CHAPTER Ed 300 ADMINISTRATION OF MINIMUM STANDARDS IN PUBLIC SCHOOLS

PART Ed 301 – RESERVED

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; EXPIRED 5-16-90

New. #6366, eff 10-30-96; rpld by #7073, eff 8-19-99

PART Ed 302 DUTIES OF SCHOOL SUPERINTENDENTS

Ed 302.01 Executive Officer.

(a) The superintendent shall:

- (1) Serve as the executive officer of the local school district or districts within the school administrative unit (SAU);
- (2) Be responsible for the overall administrative and leadership services of the SAU; and
- (3) Perform the duties specified in the section.

(b) The superintendent shall be responsible for planning and managing the administrative and leadership services of the local school district or districts within the school administrative unit subject to statutory requirements, these rules, and the policies of the local districts

(c) The administrative and leadership services shall be defined and directed by the governing body employing the superintendent.

(d) Such local district services shall include but not be limited to the following areas:

- (1) Personnel;
- (2) Finance;
- (3) Communication/community relations;
- (4) Student service;
- (5) Maintenance/capital improvement;
- (6) Curriculum;
- (7) Instruction;
- (8) Assessment;
- (9) Short and long range planning;
- (10) Governance for student achievement;
- (11) Policy research;
- (12) Implementation, and review; and
- (13) Overall leadership on educational issues.

(e) The superintendent shall develop and maintain a system of public schools, staffed by certified educators, qualified professionals, and persons providing support services, subject to statutory requirements, these rules, and the policies of the local districts (s).

(f) The superintendent shall provide, develop and implement procedures to achieve educational objectives within the local school district or districts with the school administrative unit.

(g) The superintendent shall be directly responsible to the local school district or districts within the school administrative unit board.

(h) The superintendent may nominate for school administrative unit board appointment one or more assistants, including assistant superintendents, and business administrators. The superintendent may assign duties for the efficient management of the school administrative unit.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8583, eff 3-15-06; ss by #10649, eff 7-26-14

Ed 302.02 Substantive Duties. The superintendent shall in addition to those duties outlined in Ed 302.01:

(a) Nominate all certified staff and appoint other employees in accordance with state law, the rules of the state board and school board policies;

(b) Direct and supervise the work of all employees of the district or districts within the school administrative unit and shall have all powers necessary to make such direction effective, as outlined in RSA 194-C:4. While the superintendent has ultimate responsibility, he/she may delegate powers and duties to other personnel.

(c) Be responsible for the selection and purchase of textbooks and all other supplemental materials and supplies in accordance with the policies of the school board and the state board and see that the same are distributed to the school, accurately accounted for and economically used;

(d) Be responsible for developing and recommending to the school board or boards within the school administrative unit the annual budget for the support of the educational program and for the operation and maintenance of schools within the district or districts and the school administrative unit in accordance with school board policy;

(e) Be responsible for developing and maintaining an accounting system and financial reporting procedures for all funds in accordance with local school board policy, and local and state laws;

(f) Be responsible for the development of an educational plan including curriculum, instruction, and assessment programs for the district or districts and for recommending a program of studies suitable to the needs of the pupils and the community in accordance with local school board policies, state statutes and state board rules;

(g) Remove a teacher or other employee of the district in accordance with RSA 189:31;

(h) Recommend the dismissal of certified staff to the board, which has the authority to dismiss in accordance with RSA 189:13;

(i) Provide for temporary staff to fill vacancies and provide supplies immediately needed for the operation of the schools;

(j) Be responsible for maintaining records and filing reports as required by the state board of education and the local school boards;

(k) Admit pupils to the resident school district in accordance with the laws of the state and the rules of the state board and policies of the local board;

- (l) Direct pupils to assigned classes and grades, consistent with local school board policies;
- (m) Maintain a safe environment for pupils free of hazardous conditions;
- (n) Be responsible for the evaluation of personnel and programs in accordance with local school board policies;
- (o) Be responsible for implementation of state board rules, which apply in the area of the superintendents jurisdiction;
- (p) Be responsible for developing and recommending to the school board or boards within the school administrative unit an annual maintenance program and long-term capital improvement plan
- (q) Be responsible for the implementation and recommendation to the school boards or boards within the school administrative unit a community relations and communications program; and
- (r) Be responsible for the implementation and review of school district policies.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8583, eff 3-15-06; ss by #10649, eff 7-26-14

PART Ed 303 DUTIES OF SCHOOL BOARDS

Ed 303.01 Substantive Duties. Each school board shall:

- (a) Adopt policies necessary and desirable to control and effectuate the recruitment, employment, evaluation and dismissal of teachers and other employees and may delegate authority to the superintendent of schools to carry out the provisions of such policies provided that no teacher shall be employed who is not certified or who has not been nominated by the superintendent of schools and elected by the school board;
- (b) Adopt policies necessary and desirable to control and effectuate the purchase of equipment, supplies, or services and may delegate to the superintendent of schools the authority to make financial commitments in accordance with such policy;
- (c) Provide, through documented planning and public meetings and quorum votes, accommodation for all pupils in approved schools or other facilities in accordance with state law;
- (d) Provide required transportation of students consistent with these rules and provide that all school buildings and other learning environments be maintained in a manner consistent with standards of health and safety as required by these rules;
- (e) Prepare an annual budget in accordance with RSA 32 and comply with all federal and state laws and rules;
- (f) Hold meetings for the transaction of business at least once in 2 months and require the attendance of the superintendent or designee. The board shall cause a written record to be kept of each meeting in accordance with RSA 91-A;
- (g) In consultation with the superintendent and in accordance with statutes and rules of the state board of education, determine the educational goals of the district, develop long-range plans and identify measurable and attainable short-term objectives. The school board shall require the implementation of educational programs designed to reflect the goals and objectives and, further, the school board shall review such programs and make public the results of such investigation;

Ed 306.43 <u>Mathematics Program.</u>	Ed 306.431 <u>Mathematics Program, July 1, 2015.</u>
Ed 306.45 <u>Science Education Program.</u>	Ed 306.451 <u>Science Education Program, July 1, 2015.</u>
Ed 306.46 <u>Social Studies Program.</u>	Ed 306.461 <u>Social Studies Program, July 1, 2015.</u>
Ed 306.47 <u>Technology/Engineering Education Program.</u>	Ed 306.471 <u>Technology/Pre-engineering Education Program, July 1, 2015.</u>
Ed 306.48 <u>World Languages Program.</u>	Ed 306.481 <u>World Languages Program, July 1, 2015.</u>

The affected rules had been filed previously under Document #10556, effective 3-27-14. The rules readopted with amendment by Document #10870 previously had an applicability clause that stated that the rules shall apply until July 1, 2015, and the amendment in Document #10870 deleted that clause. The rules repealed by Document #10870 had provisions requiring compliance by July 1, 2015, conditioned on legislative approval. The condition did not occur, so the rules were repealed.

Pursuant to RSA 541-A:18, I, the emergency rule filed under Document #10870 expired on 12-26-15 because it had not been superseded by the filing of another Document before that date. Upon expiration of the emergency rule, pursuant to RSA 541-A:18, V, the former rules filed under Document #10556 became effective again in their original form since they were the effective rules which had been amended and repealed by the emergency rule in Document #10870.

Document #11020, effective 1-8-16, readopted with amendments or repealed the various rules in Ed 306, as listed in the table above, which had been filed under Document # 10556 and had become effective again due to the expiration on 12-26-15 of the emergency rule in Document #10870. Document #11020 restored as a regular rule the amendments and repeals in the emergency rule in Document #10870.

REVISION NOTE #2:

Document #12845, effective 8-9-19, amended, repealed, and readopted with amendments various existing rules in Ed 306 and adopted Ed 306.44 titled "Computer Science Education." One of the existing rules amended was Ed 306.42 titled "Information and Communication Technologies Program" which was also retitled "Digital Literacy Program".

The 2 existing rules repealed by Document #12845 were Ed 306.14 titled "Basic Instructional Standards" and Ed 306.26 titled "Kindergarten-Grade 8 School Curriculum". The repealed Ed 306.14 had applied until July 1, 2015, and the repealed Ed 306.26 had applied until July 1, 2017. Document #12845 also readopted with amendment and renumbered the existing Ed 306.141 titled "Basic Instructional Standards, July 1, 2015" as Ed 306.14 titled "Basic Instructional Standards" and readopted with amendment and renumbered the existing Ed 306.261 titled "Kindergarten-Grade 8 School Curriculum, July 1, 2017" as Ed 306.26 titled "Kindergarten-Grade 8 School Curriculum". Both Ed 306.141 and Ed 306.261 had been adopted by Document #10556, effective 3-27-14.

Document #12845 replaces all prior filings affecting the former Ed 306.14, Ed 306.141, Ed 306.26, and Ed 306.261. The prior filings affecting the former Ed 306.14 and former Ed 306.26 included the following documents:

- #5546, effective 7-1-93
- #6366, effective 10-30-96, EXPIRED 10-30-04
- #8206, INTERIM, effective 11-18-04, EXPIRED 5-17-05
- #8354, effective 7-1-05
- #10556, effective 3-27-14

Ed 306.14 and Ed 306.26 filed under Document #8354 did not expire on 7-1-13 but were extended pursuant to RSA 541-A:14-a until replaced by the rules in Document #10556, effective 3-27-14.

Ed 306.01 Applicability. In order to be an approved school, public schools, and public academies shall meet the applicable criteria established in these standards:

(h) Exercise all powers and perform all duties vested in and imposed upon the school board by law or rules of the state board;

(i) Adopt a rule to ensure that there shall be no unlawful discrimination on the basis of sex, race, age, creed, color, marital status, national origin, or disability in educational programs or activities consistent with local standards which may be stricter in specific areas than the broader statewide standards;

(j) Establish a policy on sexual harassment, written in age appropriate language and published and available in written form to all those who must comply, which includes, at a minimum, the elements specified below:

- (1) A statement that sexual harassment is against the law and against school district policy;
- (2) A definition of sexual harassment with examples of actions that might constitute sexual harassment;
- (3) The names and roles of all persons involved in implementing the procedures;
- (4) A description of the process so all parties know what to expect, including time frames and deadlines for investigation and resolution of complaints;
- (5) A prohibition against retaliation toward anyone involved in a complaint;
- (6) A description of possible penalties including termination;
- (7) A requirement that a written factual report be produced regardless of the outcome of the investigation;
- (8) At least one level of appeal of the investigators recommendation; and
- (9) A clear statement that someone can bypass the internal process and proceed directly to the New Hampshire commission on human rights, with address and phone number, or office of civil rights, with address and phone number; and

(k) Annually evaluate the superintendent based on written criteria established by the school board (s)/SAU board.

(l) Adopt a teacher performance evaluation system, with the involvement of teachers and principals, for use in the school district, pursuant to RSA 189:1-a,III.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90, EXPIRED 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8583, eff 3-15-06; ss by #10649, eff 7-26-14

PART Ed 304 DUTIES OF SCHOOL PRINCIPALS

Ed 304.01 Substantive Duties; School Principals and Associate Principals.

(a) The school principal shall promote the success of all students consistent with a vision for learning that is shared and supported by the community, school board, and superintendent of schools by:

- (1) Facilitating the development, articulation, implementation, and stewardship of best practices for pupils in elementary and secondary education;
- (2) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- (3) Ensuring management of the organization, operations, and resources for a safe, efficient, and effective

learning environment;

(4) Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources; and

(5) Having the knowledge and skills to promote the success of all students by understanding the larger political, social, economic, legal, and cultural contexts.

(b) The school principal shall evaluate and make recommendations to the superintendent concerning candidates for professional and nonprofessional positions within the school administrative unit in accordance with local school board policy, or as directed by the superintendent.

(c) The school principal shall assign, direct, and be responsible for the evaluation of all personnel employed in the school in accordance with local school board policy, administrative rules, and as directed by the superintendent.

(d) The school principal shall perform any duty assigned by the superintendent in accordance with local school board policy, state statutes, and rules of the state board of education.

(e) The school associate principal shall be responsible for assisting and supporting the school principal in promoting the success of all students as stated in the above duties.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90, EXPIRED 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8583, eff 3-15-06; ss by #10649, eff 7-26-14

ART Ed 305 SCHOOL BUILDING CONSTRUCTION - (See Ed 321)

Statutory Authority: RSA 198:15, 198:15-c

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90, EXPIRED 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-04 (moved to Ed 321)

PART Ed 306 MINIMUM STANDARDS FOR PUBLIC SCHOOL APPROVAL

REVISION NOTE #1:

Document #10870, effective 6-29-15, was filed as an emergency rule and readopted with amendments or repealed various rules as follows in Ed 306 on minimum standards for public school approval:

Readopted with amendment

Ed 306.31 Arts Education Program.
Ed 306.37 English/Language Arts and Reading Program.
Ed 306.40 Health Education Program.
Ed 306.41 Physical Education Program.
Ed 306.42 Information and Communication Technologies Program.

Repealed

Ed 306.311 Arts Education Program, July 1, 2015.
Ed 306.371 English/Language Arts and Reading Program, July 1, 2015.
Ed 306.401 Health and Wellness Education Program, July 1, 2015.
Ed 306.411 Physical Education Program, July 1, 2015.
Ed 406.421 Information and Communication Technologies Program, July 1, 2015.

Multi-year Master Agreement
Between
Rochester Federation of Teachers
and the
Rochester School Board

August 26, 2019
to
August 26, 2022

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2. All non-tenured teachers shall receive a minimum of two written evaluations each year prior to March 1. Effective September 1, 2005, evaluations shall be done in accordance with the Rochester School District Evaluation Plan adopted by the Board and the Federation.

M. Teacher Files

1. Teachers will have the right, upon request, to review and copy the contents of their personnel file. A teacher will be entitled to have a representative of the Federation accompany him/her during such review.
2. No material concerning a teacher's conduct, service, character, or personality will be placed in his/her personnel file unless the teacher has had an opportunity to review the material. The teacher will acknowledge that he/she has had the opportunity to review such material by affixing his/her signature to the copy to be filed with the express understanding that such signature in no way indicates agreement with the contents thereof. The teacher will also have the right to submit a written answer to such materials and his/her answer shall be reviewed by the Superintendent and attached to the file copy.
3. Material which concerns an employee's conduct or service and is disciplinary in nature may be removed from the employee's personnel file after a two-year period as follows:
 - a. The employee will submit a written request for removal to the Superintendent of schools.
 - b. No other disciplinary action will have occurred during the two-year period, except that an employee who has successfully completed an employee assistance program as described in Paragraph O, below, may immediately request the removal of the material related to incident(s) leading to participation in said program.
 - c. The Superintendent will review the file and have the authority to remove said material. The employee has the option to appeal the Superintendent's decision to the School Board.

N. Complaints Against Teachers

Any complaints regarding a teacher made to any member of the administration by any parent, student, or other person will be promptly called to the attention of the teacher. A complaint within the meaning of this article is an allegation that could adversely affect the teacher's personal or professional reputation and could be serious enough to warrant administrative action.

O. *Teacher Discipline*

1. Disciplinary action will normally be taken in the following order:
 - a. Verbal warning
 - b. Written warning
 - c. Suspension without pay
 - d. Termination
2. However, the above sequence need not be followed if an infraction is sufficiently severe to merit immediate suspension or discharge. Additionally, the Board reserves the right to take disciplinary action in any manner or form consistent with the efficiency of operations and appropriate to the infraction involved.
3. All suspensions and discharges must be stated in writing and the reason(s) stated and a copy given to the employee(s) and the Federation at the time disciplinary action is taken.
4. The Board may offer employee assistance programs in addition to or as an alternative to disciplinary action where appropriate programs are available for dealing with the behaviors which led to the need for discipline.
5. No covered employee who has completed his or her probation period as according to then-current state law will be disciplined, deprived of any compensation or professional advantage, fail to be appointed or dismissed without just cause.

P. *Loss of Personal Property*

The Board agrees to establish a pool of \$1,000 per year for the reimbursement of job-related property loss incurred by covered employees. Covered employees who believe they have a claim may submit said claim, with proof of financial loss (i.e. receipts), to the Federation President on or before June 1 of each year. A committee of teachers appointed by Federation will then consider all claims and allocate the funds from the pool to claimants on the basis of relative merit. The Federation President will forward the committee's recommendation to the Superintendent of Schools for review and final approval. In no case shall the Federation recommend approval of aggregate claims in excess of \$1,000 per fiscal year, and in no case shall the Federation recommend approval of a single claim in excess of the actual financial loss to the employee. Actions based on this provision of the Agreement are not subject to the Grievance Procedure. Claims may not be carried from one school year to the next.

Q. *Regular Education Para-educators*

The Board agrees to provide at least one regular education para-educator for each elementary building, one for the middle school and one for the high school to be assigned

George Connolly

February 12, 2022

On January 31, 2022, I received a request from the main office to address the behavior of [REDACTED]

[REDACTED] Within a few minutes of this call I learned that [REDACTED] was creating a disturbance in his computer class. I went to get the student who had been sent to the main office. The student and I walked back to my office on C wing [REDACTED]

[REDACTED] I asked about what had happened in the computer class. [REDACTED] said that Mr. Connolly had yelled at him and threw a chair. I asked what had led up to the teacher yelling at him and [REDACTED] said, "nothing", he had just started yelling. I told [REDACTED] that would be out of character for Mr. Connolly, but I would look into it. I asked [REDACTED] what he had said and done but the only thing he told me was the Mr. Connolly wanted his phone and [REDACTED] refused to give it to him. We talked at length about [REDACTED] requirement to turn in his phone to the main office or Mrs. Randall (Mrs. Randall in the AP that handles [REDACTED] team. She was absent on the day of this incident) [REDACTED] began to be agitated and said that no one would have his phone. At this point I called [REDACTED]

[REDACTED] I mention the classroom issue and told her that after I completed a follow-up conversation with the teacher, [REDACTED]

After dismissal I went back to my office. Soon after I received a phone call from [REDACTED] mother. She told me that she had a video of Mr. Connolly yelling at [REDACTED]. Both [REDACTED] and his mother were on the phone and began to play the audio of the video that is now public. During the conversation I asked who had made the video. [REDACTED] gave me the name of the student. I told [REDACTED] mother that I would check into this and call her back the next day.

After the conversation with [REDACTED] mother I spoke with Mr. Houghton and let him know what I had heard on the audio of the video. The next morning, I called the student who had made the video into my office. The first thing I asked for was the video. The student took out his phone and played the video for me. I asked him to send it to me, which he did. I asked the student why he had started videoing the interaction between [REDACTED] and Mr. Connolly. He said, "I could tell things were going to get hot". I then asked that he delete the video, which he did without incident. At this point he admitted that he had sent the video to several students.

After viewing the video, I met with Mr. Houghton to determine how to proceed. Mr. Houghton instructed me to email Mr. Connolly and set up a meeting to discuss the incident. After our meeting I sent an email to Mr. Connolly requesting a meeting after school (2/1/22). I gave him an opportunity to have his union representative with him. He declined.

We met after school. I briefed him about the video and then let him watch the video. I asked what preceded the confrontation with [REDACTED]. Mr. Connolly said that [REDACTED].

After Mr. Connolly started the class, he went to [REDACTED] and began to guide him through missed assignments. They would get to a certain point in the assignment and [REDACTED] would delete what they had done. Mr. Connolly would reset the program, instruct [REDACTED] again, and they begin to coach him through the work. [REDACTED] would again delete the work. During this period Mr. Connolly would leave [REDACTED] to work on the assignments independently, while he (Mr. Connolly) worked with other students. Each time Mr. Connolly would return to [REDACTED] he had deleted work and was on his phone watching videos or playing games. This was repeated over and over.

As Mr. Connolly and I talked, it was apparent that he was embarrassed and regretted his behavior. He did not try to excuse his behavior. I told Mr. Connolly that he needed enforce the "no cell phones in the classroom policy". I also told him that this type of behavior was not appropriate and could not happen again.

After the conversation with Mr. Connolly, I called [REDACTED] mother to let her know that [REDACTED]. There would be no consequence for the classroom incident. [REDACTED] father called immediately after speaking with Mrs. [REDACTED]. Mr. [REDACTED] was given the same information. I also told the parents that [REDACTED] would be removed from Mr. Connolly's class beginning the next day. Both parents were pleased. Mr. Connolly was also informed of the change in a post incident conversation.

Mr. Houghton instructed me to send Mr. Connolly a follow-up email recapping the discussion with Mr. Connolly. I thought I had followed up, but I cannot it appears I did not send an email. In the days since this incident, I have followed up with Mr. Connolly several times. He posted the "no cell phones in class policy" outside his door and in the classroom. I have visited his classroom twice to see how things were going. Mr. Connolly has remained remorseful and has express this several times.



SAU54 Google Apps for Education

Jerry Gregoire <gregoire.j@sau54.org>

Certification

3 messages

Jerry Gregoire <gregoire.j@sau54.org>
To: George Connolly <connolly.g@sau54.org>

Fri, Oct 1, 2021 at 12:45 PM

Hello George,
I am looking at your certification status in the DOE system. I see that there are requirements that have not been met yet. It is imperative that you address these requirements for your certification. Please address these issues and get back to me to let me know the resolution.

Thanks
Jerry
Jerry Gregoire
Human Resource Director
Rochester School Department
150 Wakefield St., Suite 8
Rochester, NH 03867-1348
(603) 332-3678 x1105

George Connolly <connolly.g@sau54.org>
To: Jerry Gregoire <gregoire.j@sau54.org>

Fri, Oct 1, 2021 at 12:54 PM

Hi Jerry,

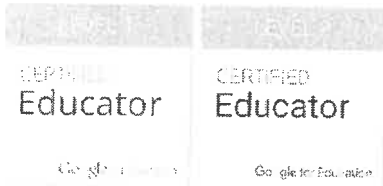
Yes, I will submit the required documents tonight when I get home from work.

Sincerely,

George
[Quoted text hidden]
--

George Connolly

Technology Teacher
Rochester Middle School
47 Brock Street Rochester, NH 03867
603-332-4090
<https://www.rochesterschools.com/>



Jerry Gregoire <gregoire.j@sau54.org>
To: George Connolly <connolly.g@sau54.org>

Fri, Oct 1, 2021 at 1:53 PM



SAUSA Google Apps for Education

Kyle Repucci <repucci.k@sau54.org>

Incident

1 message

Principal

Adam Houghton <houghton.a@sau54.org>
 To: Kyle Repucci <repucci.k@sau54.org>

Sun, Feb 13, 2022 at 9:31 AM

The date of the video was 1/31/2022 during last period

George had been attempting to help [REDACTED] multiple times with an assignment after [REDACTED]. Each time George would help [REDACTED], he would delete what work they had done, and then take out his phone. This occurred multiple times leading to George leaving the space where [REDACTED] was to circulate the classroom. When George returned, [REDACTED] again was on phone and had deleted his work. This time George let his frustration get the better of him and he started to yell. George demanded that [REDACTED] give him his cell phone. George took the chair he had been sitting in and aggressively slid it on the floor across the aisle into the table on the other side of the aisle. George demanded that [REDACTED] give him his phone repeatedly and [REDACTED] refused. George and [REDACTED] walked to the door of the classroom with George continuing to yell. George opened the door aggressively while [REDACTED] stood by refusing to give him his phone. The video was recorded by a student in the class as the teacher had allowed phone use in his classroom.

Linda was in her office and [REDACTED] came down to her office. [REDACTED] had told Linda about what had happened. [REDACTED] gave a brief overview of the incident. After school, Linda learned that a video had been taken of the incident. That afternoon and evening, Linda acquired a copy of the video.

On February 1st, we watched the video. Linda met with [REDACTED] and the student who took the video in order to get their version of the story. Linda did call [REDACTED] mother regarding the incident as well. Linda asked the student who recorded the video to delete it, which he did. He did report that he had sent it to a few friends. Once the story had been determined with the students, Linda scheduled a meeting with George after school that day. George was offered to bring a union representative and he declined. George did not offer any different version of the story and was remorseful about what had happen. Linda spoke to George regarding her concerns about the way he had handled the incident and his allowing of cell phone use against school policy. George did not have any other reported concerns since he began employment at RMS. I asked Linda to follow up with an email to George regarding their conversation and the incident. Linda has also followed up with George multiple times since the incident.

Please let me know if you need anything else.

Adam



Linda Green <green.l@sau54.org>

meeting

2 messages

Linda Green <green.l@sau54.org>

To: George Connolly <connolly.g@sau54.org>

Tue, Feb 1, 2022 at 1:28 PM

We need to meet concerning yesterday's incident with [redacted]. One of the student's took a video. Can we meet at 2:30 in my office? You are welcome to bring your union representative with you to the meeting.

—
Linda Green
Assistant Principal, RMS

George Connolly <connolly.g@sau54.org>

To: Linda Green <green.l@sau54.org>

Tue, Feb 1, 2022 at 1:38 PM

I will be there.
[Quoted text hidden]

← Hiring Protocol

Hiring Protocol

Prior to reviewing applications:

- Establish ideal criteria necessary for the position.

It is recommended in refining the candidate pool for a certified position that a list of ideal and desired qualities be developed by the principal and/or selection committee. Applications and resumes will be assessed on these qualities and advanced in the selection process. Interview questions will focus on establishing each candidate's possession of these qualities.

When reviewing/interviewing job applicants the following needs to be part of the process:

It is recommended that a complete application packet is required before a candidate may be advanced to the interview stage. Administrators may waive this requirement when deemed appropriate because of extenuating circumstances. (INCOMPLETE PACKAGES are a RED FLAG)

- Is there a reference from a CURRENT supervisor/Principal?
 - Ask the applicant why there is not ? (RED FLAG)
 - Old references (RED FLAG)
 - LAPSE in service from the field of education (RED FLAG)
 - Are they ok with you reaching out their supervisor (past or present)
 - If they are not comfortable with us speaking to a supervisor, we need to question if we want them working in our district. (RED FLAG)
- Do they have at least three professional references?
 - If no, ask why (RED FLAG)
- Did the three references reply to our reference survey?
 - If no, will the applicant reach out to them to ensure that they will reply.
- Are there any criminal, felony or other legal issues that are noted on the app?
 - If yes, ask for details. (RED FLAG)
 - We NEED to be able to ask difficult questions?

- Is the applicant eligible to be certified?

The District is obligated to consider only appropriately **certified** or certifiable candidates when seeking to fill a position falling under that requirement. All candidates in instructional positions must meet the requirements for the status of "Highly Qualified."

Documentation confirming certification and HQT status must be included with the application. This will include copies of the candidate's current certification and, when appropriate, a Statement of Eligibility from the NH Department of Education. Consideration of candidates whose certification is pending finalization, such as a recent graduate from a professional education program or a certified professional from another state, will require confirmation of that pending status from the New Hampshire Department of Education.

- Ideally, we would like to get out of the business of SOEs.
- If no, do they have an SOE?
 - If no, and they have not started the process consider reopening the position (RED FLAG)
- Do you have a mentor with the same endorsement?
- Is the applicant currently under contract?
 - Have they told their employer they are looking for a new job? (Potential RED FLAG)
 - Why are they leaving?
 - Can we contact their Principal
- Questions about salary should always be referred to HR.

Is the nomination in Frontline?

- Frontline Nomination Directions

Hiring internal or external

- The recommendation for a hire comes from the principal.
 - Language is important "I will be recommending you to the Supt for hiring", Rather than saying "I want to offer you the job"
- The job offer/salary comes from HR/Supt. Supt. nominates the candidate to the School Board.

This is quite important when hiring an internal candidate, who may be leaving a job of critical importance (1:1), which may be difficult to replace, result in an out of district placement or some other implication that will have a negative impact on students or the sending school

Teacher Contract 2021-2022

Sent 08/27/2021 At 7:57 AM By JERRY GREGOIRE

IN PROGRESS

Entry | Form Entry | George Connolly

Submitted by George Connolly on 08/27/2021 at 8:21 AM

Please sign and submit

New Hampshire School Administrative Unit No. 54 Rochester, New Hampshire

This agreement made this 27th day of August 2021 by and between the Rochester School District, hereinafter called District, and

First

Last

hereinafter called Teacher.

Salary

\$43,022.00

1. District will employ Teacher at a salary based on

Witness:

to be paid in such installments as the District may determine in its rules and regulations or as may be provided in an agreement between the District and the Rochester Federation of Teachers.

2. Teacher agrees to work for District for said period and agrees to conform to and carry out all the laws, rules, policies, and regulations pertaining to the conduct of the schools and the teachers, and such other laws, rules, policies, and regulations as may be enacted during the term of this contract.

3. District may, without liability, terminate this contract in accordance with the New Hampshire RSA, Chapter 189:13, 31, 32, with any amendments thereto, and all other statutory provisions pertaining to the relations between District and Teacher, and this contract shall become void, subject to appeal, if teacher is removed by the Superintendent or if Teacher's certificate, license, or permit is revoked by the Commissioner of Education or such other appropriate licensing agency.

4. This contract is void unless Teacher holds a valid credential to teach in the position for which he/she has been employed and in which he/she is teaching and/or holds a valid license or credential for the position for which they are employed.

5. This contract must be signed by teacher and be returned to the Superintendent's Office not later than September 9, 2021 otherwise the contract will be deemed to be null and void.

6. All policies, rules, and regulations, as adopted or as may be adopted by the School Board pertaining to teachers, are hereby incorporated by reference and made a part hereof, and Teacher accepts the responsibility of being conversant with said policies, rules and regulations.

7. Teacher represents all statements made in application for employment are true and accurate, and this information constitutes a complete disclosure of education and teaching experience.

8. Teacher will comply with School Board policy relating to physical examinations and will submit the necessary evidence as required.

9. This agreement, except as herein provided, shall not be terminated by either party prior to 30 days written notice or without the written consent of the other party.

Pay Schedule	Pay Lane	Pay Step
Teachers Salary Schedule 2020-2021	BA	6
Salary		
\$43,022.00		

If the above is not in agreement with your estimate, please contact the Superintendent.

*Per the Teacher contract (p.10) - Step increases shall be granted effective with the eleventh (11th) pay period which shall have the increase in pay for step movement adjusted accordingly. The District however will pay the adjusted annual pay increase throughout all 22 or 26 paychecks starting with the first pay period.

Please check one item below, electronically sign and submit.

Select*

I accept

I do not accept

George Connolly 

Signed:
George Connolly

Time:
08/27/2021 at 8:20 AM

IP Address:
159.250.22.141, 198.143.38.29

User:
George Connolly
Email:
connolly.g@sau54.org

Date*

HR Review | Review & Approve (Or Deny) | JERRY GREGOIRE

HR to Review Contract

Chair | Form Entry | PAUL LYNCH