BOARD OF SCHOOL COMMITTEE
MANCHESTER SCHOOL DISTRICT SAU #37

December 13, 2021 **6:30 p.m.**

1. Mayor Craig calls the regular meeting to order at 6:42 p.m.

2. Mayor Craig asked Committee Member Bergeron to lead the Board in the Pledge of Allegiance.

3. A moment of Silence was observed, keeping Robin Eber-Mechin's family in our thoughts and our prayers.

4. The Clerk called the roll.

Present: Committee Members Turner, Soule, Want, Bergeron, Perich, Dion, Leapley, Gonzalez (late 7:08 pm), O'Connell, Mayor Craig and Student Member Barry.

Absent: Committee Members Kelley Arnold, Shea, Beaulieu, and Lachance.

PUBLIC FORUM

5. The purpose of the public forum is to give the residents of Manchester the opportunity to address the board. All people wishing to speak will have up to three (3) minutes to do so, and any comments must be directed to the chair. Any resident wishing to speak will come forward to the nearest microphone, clearly state their name and address when recognized and give their comments.

Joanna Brown, 246 Blevens Drive, stated:

If you truly believe that masks work, you are either being played or paid, end of story. I really wish it was that easy but given the number of Covid cases there are right now, which is truly sad, clearly masks are not doing it. But unfortunately, our kids are losing out again. The track team has no meets this year because there is no facility willing to host them. It is very sad that our children are suffering from a virus that has a 99.9% survival rate. Please do not start vaccinating children in school, especially without a parent present. There was an accident in Vermont where the wrong child with the same first name was vaccinated, which is very tragic at the very least. After a brief review of the Amplify reading material, it appears that the new norm is to highlight shocking, shameful, troubling material to young children. I request that no social emotional learning data, known as SEL, be collected on students. If you have an SEL vendor, I request that all questions and assessments on SEL be shared with parents in writing immediately. We should also be informed where the information is going and how it is being kept confidential, which is nearly impossible. For the first time in 50 years,

test scores for 13 year old children in the US have steadily declined for 8 years in a row but spending has gone up. So, where is all the money going? Is it to psychological studies to manipulate our children or training teachers to be psychologists? This is dangerous territory and should only be handled by licensed psychologists and not our teachers. Our teacher's jobs are hard enough. In Nashua, teachers are on the brink of walking out after 20 years of service because of this new norm in teaching. Please don't let that happen here. We have a chance to save it but you have to wake up and see what is going on. When did schools take on medical and psychological responsibilities? Your only job is to provide an education around math, science, English and factual history, not history based on feelings and retribution. 1,200 students have left the district since Mayor Craig has taken office and there is now an annual $4,000 credit per child to transfer your child out of the district to a school of your choice. I suspect that the number of students leaving the district will continue to rise given both this new credit and your continued habit of ignoring parental requests. I appreciate the hard job that you have, I really truly do, but don't ignore your best allies, us parents.

Josue Lugo, 570 Dubuque Street, stated:

Before you start the timer, I have documents to serve to you guys today. Please start the timer now. I Josue Lugo, one of the People found in the New Hampshire State Constitution Bill of Rights, in this court of record, do provide the following claims and facts so that yourself and any and all your agents may take notice and take due care. Take Notice New Hampshire Bill of Rights, Article 42, the People have the right in an orderly and peaceable manner to assemble and consult upon the common good, give instructions to their representatives, and to request of the legislative body, by way of petition or remonstrance redress the wrongs done them and of the grievances that they suffer. Article 8 of the New Hampshire Bill of Rights, accountability of magistrates and officers, public's right to know. All power residing originally in, and being derived from, the people, all the magistrates and officers of government are their substitutes and agents, and at all times accountable to them. Take notice, as of August 9th, 2021, all School Board Members, many government workers or elected servants, have been served by Josue Lugo with six legal documents, two being affidavits, three notices and 1 courtesy notice. All of these legal documents required a mandatory response and not one has been given as of today. The people have gathered and peacefully assembled to give notice today. Not only do you have to respond to my legal documents, but to these 502 people that you just received right now that also filled and submitted a legal notice. The people will have their power restored and their voices will be heard. I demand and require that all of these 402 legal documents, notice of maladministration, be individually scanned and recorded into the meeting minutes. Today, we have a few of the people

gathered to read the notice. If we are not able to read it, you will have 502 notices to read later at your own convenience. You will know again what our legal demands are and will be given an education following: 1. Constitutional articles of the government and the people's power; 2. State grand juries prosecution of maladministration, malfeasance, Malice and trust in detriment of the people; 3. Mental rights, ie. Face coverings optional, terminate unconstitutional mandates, critical race theory, ie. Critical social justice and/or seminars or training, now referred to as Social Emotional learning. I will now start to read the notice from the beginning. I declare that the people in all 50 states are entitled to the protections and rights listed in the individual, as well as the several constitutions, which all contain similar language protecting the People's rights and because of this declaration you will see different State Constitutions' Bill of Rights mentioned and asserted throughout this Legal document. Please see evidence below: United States Constitution, Article 4, Section 2, Paragraph one; and the Constitution of the United States Bill of Rights Amendment 10. You have now been served with notice of intent to pursue whatever means is required to rectify the violations of the New Hampshire State Constitution, all State Constitutions, the United States Constitution and restore power back to the parents and the people.

(The attached document was submitted by Josue Lugo. There were 502 submissions, all of the same document, with different names on the document. Only one of the documents is attached, due to the amount of space this would have taken up in these minutes and making it unable to be uploaded to the district website.)

Therese Lawrence, Village Circle Way, stated:

I, Therese Lawrence, of the People as seen in New Hampshire State Constitution, Sui Juris, am giving you and your agents notice, that you may give the People due care, in continuance of the notice currently being read. Take notice, as one of the People found and described in the Bill of Rights of all 50 State Constitutions, it is the right, duty, power and responsibility of the people to give education on the Bill of Rights, demand redressed and instruct elected servants to correct unconstitutional laws, Statutes, rules, policies or mandates that force or trick the people into giving up their rights for exemptions or benefits. Take notice of the following Articles from New Hampshire Bill of Rights, where it shows from whom power is originated and how governments should be open, accessible, accountable and responsive. New Hampshire Constitution Article 1, Equality of Men, is the origin and object of government. Article 32, right to assembly and instruction and petition. See West Virginia constitution, Article 1, Section 3, Continuity of Constitutional Operations. The provision of

the Constitution of the United States and of this State are operative alike in a period of war, as in a time of peace, and any departure therefrom, or violation thereof, under the plea of necessity, or any other plea, is subversive of good government and tends to anarchy and despotism. Despotism is defined as ruler holds absolute power, and the idea that the People would delegate such power to the government is absurd. Take notice the Supremacy Clause of the Constitution of the United States, Article 6, clause 2, establishes that the constitution, federal laws made pursuant to it and treaties made under its authority constitutes the supreme Law of the Land, and thus take priority over any conflicting state, or town laws, policies, rules and mandates that violates States' Constitution and Bill of Rights. Take notice government workers are trustees and servants of the People as seen in the Virgina, Georgia, New Hampshire and Massachusetts Constitutions as they describe the role of the government worker in a republic. Virginia Bill of Rights, Article 1, Section 2, People are the Source of Power. Massachusetts Declaration of Rights, Article 5, All power residing originally in the people. New Hampshire Bill of Rights, Article 8, Accountability of Magistrates and Officers; People's Right to Know. All power residing originally in, and being derived from, the people, all the magistrates and officers of government are their substitutes and agents, and at all times accountable to them, the People. Government, therefore, should be open, accessible, accountable and responsive.

Angela Lacey, 531 East High Street, stated:

I, Angela Lacey, one of the People as found in the New Hampshire State Constitution, come now to give verbal notice to you and your agents so that you may provide due care and continuation of notice being read. Take notice that all of the excerpts from our several State Constitutions describe and refer to all offices of government as those of trustees, servants, agents, and substitutes whose roles is the performance of the Peoples' business. They are not a special class and are not higher in standing than the People. They are subject to the Peoples' lawful demands. Therefore, the People have the responsibility for correcting maladministration, malice and any other form of malfeasance (wrongdoing or misconduct) while doing the business of the People. Virginia Bill of Rights, Article 1, Section 3, Government instituted for common benefit. Take Notice that Title 42 programs and partnerships, that give financial incentives in order to provoke government workers (County or School Board) to attack the Liberty interest of parents in their children's health and medical procedures, are in no way in accordance with the People's rights with which you swore to never interfere. It is therefore my demand, as one of the People, that you make public all financial interests, Covid related funds or any other funds that may be given in a Federal, State or County Partnership that may be given to any school. Please take notice of the definition of Malfeasance and Malice. Take notice that I, one of the

People, do realize that the setup of our government today, where Attorney's and government workers collaborate in order to hide of conceal bonds and private assets is outside of the original and lawful design. Furthermore, working together in unconstitutional programs with immunity or through agents is not consistent with the Republic's 50 state constitutions and it is my belief that government workers are not capable of fairly holding one another accountable. They have never been granted constitutional authority to block the people from addressing the grand juries. No statutory entity, nor any agents of the judiciary, have constitutional authority to interfere with the People's access to the grand jury. Take notice that the people have assembled and consult and are sending notice to all states in order to reclaim our authority to clean up any corruption perpetuated by act or holding any government seat or office. All public servants are accountable to the People at all times amenable to them. If you believe any of these statements are false, that you may have been granted power in your state constitution to refuse the people, their face to face discussion of wrongs against the people, with grand juries, please show where you have the authority and generate a public statement defending your refusal to remove restrictions preventing…. *She ended when time was up.*

6. Mayor Craig advises that if there was no one else present wishing to speak, a motion would be in order to take all comments under advisement and further to receive and file any written documentation presented.

On motion of ***Committee Member Perich,*** *duly seconded by* ***Committee Member O'Connell,*** *it was moved to take all comments under advisement and to further receive and file any written documentation presented. All were in favor and the motion passed.*

7. Response to Public Comment
(Note: Motions limited to sending items to Committees only.)

There was no response to public comment.

8. RECOGNITION/PRESENTATIONS

9. Fall iReady Diagnostics Data 2021/2022 School Year – by Assistant Superintendent Amy Allen

Amy Allen and Sherri Nichols were present to present the data. They stated they would be joined by a spotlight school at the end of the presentation. They stated:

The iReady diagnostics are used to receive data to compare our students to the other students nationally and in New Hampshire. It helps to identify the unfinished learning, which is the biggest priority from last year with the pandemic and the need for additional support and to monitor growth for our students. Regarding the framework, there have been multiple iReady presentations in the fall to show where the students are and if they are on grade level. The iReady tests identify student's areas of strength and weaknesses in reading and math by automatically adjusting the difficulty of the questions that are asked of each student to determine the student's ability levels. They highlighted where students are within their current grade level, being early, mid or late. Students would actually be proficient on the New Hampshire state assessment at their grade level. They place the students in the grade that they just left. Students in the green are students that have the skills to access grade level learning and are not considered a grade level below if they have not received the instruction at the grade level that they are going into. If you see yellow, these students are a grade level below their current grade, being placed in the grade that they just left, as these students have the skills to access grade level learning and are not considered a grade level below because they have not received that instruction yet. If you see red, those students are two or more grade levels below. These are the students that we need to focus on and give the significant additional support throughout the year. Looking at the mathematics performance review, you can see that the chart looks at grade K-8 and you can see the colors that were just spoken about. This shows what students are ready to learn, in yellow, for the students that are above their grade level for instruction. When identifying the reds, those are the students that need intervention. We focus on all levels using the Multi-Tiered systems of Support (MTSS). This is about instruction. The first level of instruction is the classroom teacher. If students have weaknesses they will receive reteaching in small groups. The red piece would be a formalized intervention, whether it is progress monitoring and making sure those students are making those targeted groups. The charts show both 21/22 and 19/20 school years and how many students participated in the diagnostic at each level. We did have a reduction of 8% of the students who are actually performing at proficiency at this time but that is not uncommon currently with the extended school closures, not just in Manchester but across the state and nationally. They highlighted that mathematics is taught in concrete, semi concrete or abstract models. The concrete is when it is hands on. Abstract is considered mental math, where you do the math in your head. It is a difficult process trying to teach abstract math virtually. Students were sent home with some constructivist methodology but we they did not have access to the manipulatives. If you look at the second bullet, you will see that we had 56 and 45, respectively, looking at the two years, so that was comparable data

and showed how many students were ready for that particular piece of learning this year. Those students that have used iReady math for the past three years, especially in the primary grades, are showing in the yellow at the beginning of the year. For the grade above third, they have not been in a consistent program up to this point. We adopted Ready math and the earlier cohorts have been taught with that. Thye upper grades have piloted different programs before the ready math was adopted. The biggest area of strength that we have across K-8 is in the measurement of the data and that is organizing, collecting and interpreting the information, graphing, understanding the tables and surface area and volume and this is an area where our students do well. There are three weaknesses. The first weakness is the numbers of operations, which is your basic arithmetic, adding, subtracting and multiplying, Algebra and then Geometry. The second weakness is in the mathematic instruction and through working with Dan Joseph we are identifying our competencies and standards and are doing a curriculum review. We have learned through this process that geometry is taught later in the year, and students were being assessed prior to being taught this. A lot of work has been done in the middle schools to make sure that we clean up the gaps within geometry. All the data before you is done in a standard view, where the student scores and where you have your risk scores, and where the students need to be at the end of the school year.

Questions and comments on iReady math included:

1. The formative summative assessment at the state level was just released last week.
2. It was asked if data is available school by school for a comparison on who is doing what well. It was stated that they can do that.
3. Now that we are deleveling and all students will be taking Algebra I, how will we get our 8th graders who had a hard time with additional, subtraction, multiplication and fractions into Algebra 1 and what can we do to help them out? It was stated that in the summer the district provides an Algebra boot camp and that is in the next steps, including providing tutoring support, especially for the freshman who come into high school having not taken Algebra.
4. In order to proceed with deleveling, we need to ensure that our teachers are getting the professional development that they need.
5. We need to identify what is missing grade to grade and now that students are back in school full time, the biggest areas are the interventions and the tutoring and getting that back.

6. This testing was done in September and the Administration will come back with additional data after the next series of testing is done to see how the students are progressing.
7. The red areas on the charts are alarming.
8. Ready math curriculum is fully implemented.
9. What are the next steps and are we providing the academic supports needed? The diagnostic will be done again in January and this will help the district to create the individual learning pathways for students. Students will have activities in small groups, and they can be pulled into these groups during the intervention blocks.
10. The goal is that at the end of each week to have had 45 minutes for each content area for interventions. Intervention blocks are set up within the schools and one of the supports is that the there is a team of ready coaches who go into the schools and support the teachers and help them to differentiate through the process.
11. The assessment is self-correcting and allows students to either level up or stay on level. If a student answers a question that they don't know, and they answer it right, it could lead to hard questions but that will correct itself as the assessment continues.
12. One piece of iReady is the teacher toolbox, which helps with different reading interventions and if they need extensions for growth areas those can be given out like a lesson plan idea for things that the teacher can follow up with in the small groups.
13. The Board and the District put into place a viable curriculum, as well as coaches at the middle school level, so that teachers feel supported while unpacking these standards in our programs.
14. Reducing class sizes and adding coaches has made a difference.
15. It was stated that today's presentation is an overview to give the Board and the public an understanding of where we are at this point and what will be done to move the district forward.
16. The professional development is ongoing. This is done with the coaches and Amplify also has consultants who can teach a lesson or model a lesson for the teachers.
17. No comparisons have been done with other districts; however, this information will come in eventually because everyone is in the same boat.
18. It was asked if Dibbles was the same as iReady. It was answered that dibbles data itself informs the district and takes a deeper dive in the areas of literacy instruction. Dibbles is another piece that helps to inform us and directly correlates and links into Amplify for the science of reading. It helps us understand the data for our leaders and some of their

progression pieces. If you look at SAS and iReady they have a correlation. It was stated the iReady diagnostics is done at the beginning of the year, as well as Dibbles but you have to wait about six weeks into the school year to start that diagnostic. They do run simultaneously.

19. It was stated that the data should be shared twice a year with the board and the public. The district stated that they will be doing a presentation after the January diagnostic is done and that should be around March and then after the May diagnostic is done the data will be shared in June or August. This will show the growth of the students over the course of the year. We have raw data now and we look forward to where we will be in the coming months.
20. Ready math is the first math curriculum the district has had in over 10 years.
21. This is the first year that a benchmark assessment will be available in the High Schools, with the iReady diagnostic at the high school level.
22. The parents, students and guidance counselors need to be aware of what is expected of the students.

Amy Allen and Sherri Nichols then went through the reading portion of iReady. There presentation included the following:

They stated that again, across the top you will see how many students participated in the diagnostic. You will see that in the fall of 2021 and the fall of 2019, you had 21% that were at proficiency level. Then in 19/20 you can see that the literacy wasn't impacted as much as mathematics for a variety of reasons. At home, parents are more comfortable with reading with their students then they may be about helping with math. This is a national trend we see. In 21/22 36% of the students were ready to partake in the skills sets for grade level instruction and last year it was about the same. Again, literacy didn't take as much of a hit compared to math during the pandemic. At the bottom, there is an increase in the number of students that were below grade level, where it was 38% and rose to 43%. Most of the younger students were coming in and getting small group instruction during the extended closures. Highland Goffe's Falls utilized the program and kept piloting the program and they showed significant growth. This is not the only answer and it will take about 3-5 years to see the impact of this program but the data is promising at this point. When looking at the patterns, there are areas of strength: phonological awareness, phonics is the connection between sounds and spelling patterns and then high frequency words. In the lower grades, you memorize the easy words. The weaknesses are

vocabulary and comprehension. Comprehension is the understanding of the different types of literature. Vocabulary is one if the biggest impacts that is introduced by Amplify and they have units within science and social studies introducing the students at a very young age to vocabulary words that we weren't implicitly teaching before, which will impact comprehension. This will happen in intervention and working within our direct instruction from our teachers to make sure that they understand what this means. When looking at the data and the comprehension of the data it was more in the technical reading or the informational test and what you will see with Amplify is that it is structured much like a textbook and has a lot of those concepts for science and social studies that are embedded in the program. Students placing below grade level is not as substantial as was predicted, and we say this with caution as we do have a lot of work that we need to do and the students need to do better in reading and mathematics. One of the things that they are working on is cohesion between our competency based education and unpacking the standards. We can teach the programs but if the students do not understand them they will not learn them, and they need to be able to demonstrate their knowledge. Sherri and the team, with the help of Dan Joseph, are all working together with Amplify and Ready math and using Kagan structures, so that everything that we do is aligned. This is done through targeted and coherent professional development with our teachers. The 5th and 5th grade students are approaching 50% of the students being on grade level or ready for grade level material this fall and that is a bit higher, so we know that we have put in the resources and interventions and they are working and we have the supports in place.

Questions and comments of the Board included:

1. Have we contacted our alumni to get their help in tutoring and helping the kids? It was stated that we have numerous community partners helping.
2. Historically in Manchester we have trended low in our reading and Amplify helps with an intentional approach to teaching vocabulary and meaning.
3. It was stated that reading non-fiction that has science and social studies aspects is a good balance.
4. When we look at our State assessments, reading informational texts will introduce our students and gear them up for the material that they will learn.
5. It was stated that 76% of the assessments are around technical reading versus narrative or literature reading.

6. There are a lot of bilingual children in our schools and we know that their English vocabulary will be smaller for a long time because they have their vocabulary in another language and they may speak that language at home. It was stated that we should be testing them in their home language to see where they actually stand, as well as testing them in English.
7. We need to include more dibbles, or state data going forward, to help us understand where we are as a district.
8. We should also look at the data by school, thinking specifically about socioeconomic and race and ethnicity, as well as looking at the percentage of students who receive free and reduced lunch, to see if the test scores are different. It was stated that it is hard to pull data based on these types of things because of the state regulations.
9. A comparison of Manchester students to the State and Nationally is important.
10. Curriculum Associates is the platform for iReady and Ready math and they are going to start including some demographic pieces into their data capture. We may be able to start pulling some of this data going forward but won't be able to pull the data from the past and break it down in this manner.
11. On slide 9, it isn't just about collecting data but what the data is actually telling us and we need to make suer that we say that these levels are not okay. All of our students should be reading on grade level.
12. It was asked if some targets could be set moving forward of where we would like to be at different levels in the district as far as the percentage of students that are reading on grade level. It was stated that this information could be included in the January data.
13. We need to go forward being laser focused on literacy and mathematics instruction and skills, providing the supports for teachers and students and strengthening our core instruction from the teachers.
14. The small literacy groups and centers are using Amplify and additional resource guides to support the multi-tiered systems of support.
15. The Board just approved a tutor vendor who will be working with the district. This will provide 2,000 hours of tutoring instruction across the entire district. The district has also asked that the Board raise the stipend for teachers from $25 to $40 to incentivize our teachers to get in front of the students, especially the most neediest of students who are in the red and in the yellow to make sure that they are getting the supports that they need.

16. The district is formalizing their PLC, professional learning community, to help unpack Amplify and Ready classroom materials. The professional development will be key to getting the teachers comfortable and supporting the teachers, coaches and administrators that are collaborating with classroom visits and supporting the educators.
17. We have a partnership with City Year and Gear Up and they are helping with students that need competency recovery in math that are struggling.
18. A lot of great things are happening in the district, and this also includes tutoring, support, middle school coaches, adding staffing in our schools, adding social workers, guidance counselors and psychologists. Mary Steady and her team are looking to get behavioral specialists to help support the social emotional learning pieces. Tonight, the Board is looking to increase stipends and that will be very impactful to getting teacher to tutor and compensating them for the work that they are doing to help close these gaps.

A spotlight of Highland Goffe's Falls was done. They are early partners in the program and they talked about where their school is and how they are striving. Principal Matthews, Mrs. Dumas (Reading specialist) and Mrs. Schaefer (Math Coach) were present. They stated that they were early adopters of Amplify and the program has been wonderful. The teachers have indicated that they have already seen drastic increases in their students learning. They are impressed by the rich vocabulary of the units and that the students are enjoying learning words and that helps them to retain the context. They stated they were able to learn what areas they were not hitting during teaching and have been able to change their teaching to make sure that they are on the right track. They outlined their numbers and stated that they are seeing their students excel with these programs. The iReady program mimics the State testing, so students are learning exactly what is expected of them. This is their third year with the program. They stated that they have a good relationship with their Ready math coaches and this has helped to target instruction and that helps to get students on grade level.

10. Presentation on the District Goals and Priorities – by Superintendent Dr. John Goldhardt

Dr. Goldhardt stated that tonight he is sharing with the Board and the public his 2021 priorities, where they are and the status. The first priority was in regards to raising but I called Raising the Bar and included the following elements first was increasing graduation credit requirements, better aligning credits and with post high school plans, a comprehensive guidance, counseling policy. And last that all secondary courses would be leveled and all students are taught high level content standards

by 2025. Going through those, number one, high school credits, the status is still in process. That is a timing factor. He stated he is going to be presenting this to the teaching and learning committee. He stated that he received advice from Dr. Leapley and regarding this, he is currently working on an implementation plan that shows how this is going to be incrementally introduced for these classes. Year one, here are the classes for this group of freshmen year and for their sophomore year, these are the courses that would be added. Year three, these are the courses added by the junior year. Year four, these are the courses added by the senior year and every course every year thereafter. It's that incremental introduction, beginning with a freshman class. This makes it fair and more manageable when you're introducing credits that way. The second one was in regards to comprehensive guidance and then what he means by comprehensive guidance for those who are watching, having our counselors meeting with students and their parents, at least once a year in a meeting. They're discussing the future of the student, talking about their future pathway, where they want to go with their future career, post high school experiences, starting as early as sixth grade and looking at what courses they should be taking through their schooling, so that they align with what they want to do in their future, knowing that can change. We have aligned that and the policy has passed. However, because the policy has passed doesn't mean everything is all perfect. The key position here is the director of guidance. That position is through our Chief Student Services Officer Mary Steady. And they'll have a key component here with this and then implementing it well. He wanted to make sure that our counselors are highly involved with the process and they're helping us design it, and that our Student Services Department is highly involved. Then we make sure we provide our counselors with the professional learning that they need and should have in regard to this. The third one is in regard to what has been referred to as Deleveling. Although I really do not like the term this policy passed. The policy that passed was that secondary leveling would end in the fall 22; however, with the caveat concerning supports in the classroom and professional learning, we will continue our work with Dan Joseph, who's been helping us with a competency based approach. We also have to look at our course of study and a better use of multi-tiered systems of support and are used to courses so that our students are in the right classes, the right time to help them succeed. The big question with this one that he often get is, does this mean we have canceled honors, AP and dual enrollment classes? And the answer is no. He would like to see those courses filled with even more students and even more sections, because we want even more the doors to be open so that we have even more enrollment in those particular courses. Nothing would make him happier than to see that happen. The second priority was in regard to reading literacy. The first part was piloting Amplify and providing PD during the 2020/2021 school year and then the full implementation by the fall of 2021. Now in regard to the pilot,

that was completed, every school had at least one pilot classroom, most had more than one grade level, including Highland Goffe's Falls. They all did. He stated he had to look through and didn't count the same teacher multiple times but he believes it was about 250 teachers who attended those sessions, which is pretty excellent. And there are more continuing to attend those at their school level. Some of the comments, were that they think it was excellent. But also, this program has a lot of extra planning and work for teachers who already have so much on their plates. There is that feeling of being overwhelmed when something like this comes along, because it is not easy. It is new. It takes a lot of time. And it's not what has been done in the past. And so, we are required to do more support and help people move forward with it. The implement Kate, the implementation of amplify, was completed. However, we know that just implementing doesn't mean it's done. We are still in the infancy stages. And we will continue to learn and get better and better as time goes on. CKL with amplify, that means core knowledge language arts, has been implemented in K through eight, the elementary implementation has been with more fidelity, middle level has been good but it hasn't been as consistent as the elementary. Why is there a difference? Well, you think of elementary instruction has had far more emphasis and our tradition of reading literacy. You have teachers in the teacher education programs that have training in reading literacy and have greater preparation for teaching reading as part of their careers. Then they had the greatest numbers in the PD and pilot. Middle Level teachers and all secondary teachers have a longer tradition of silo work; however, they are collaborative, we had teachers participate, we had teachers who have utilized it and some of this is based also on when you hear anecdotal information. So, we don't have full information on implementation. We are meeting with our middle level principals on the 21st to review that, and to help them if they have any issues, helping individuals in regards to that implementation and providing the support that they need. You also have with the middle level, what is call the whitewater impact. Anybody who's worked in the middle level, knows it's the whitewater years and it can be quite interesting. And some of our students are not as responsive sometimes to what we're trying to do as others and it does take a lot more work in regard to implementing these appropriately. We also have a policy passed by the board regarding instructional minutes. That policy has passed in regard to 120 minutes of instruction a day in reading literacy and then an additional 30 minutes for intervention or enrichment. You saw the green area on those on the data lines, those students would have enrichment, so they can improve what they're doing. And it verifies that Amplify is the district's approved reading curriculum. Getting Amplify approved was a big deal for the district. He was told it was our first reading program and nearly 15 years. That is a comprehensive program that we are all using. And people have been really good and supportive in having this come forward and I've been really impressed. Now, what's the next steps? You heard Dr.

Leapley asked about Dibbles. What is that? Dibbles stands for Dynamic indicators of basic early literacy skills and was developed at the University of Oregon. It's one of the premier literacy assessments used in elementary schools across the country and essentially assesses following for teachers to Mnemic awareness, alphabetic principles, accuracy, fluency, and comprehension. Dibbles lets the individual teacher know in the classroom, where each of their students are in those areas and they'll be identified in those same red, yellow green, where you want yellow green, you, especially the green. And then if you see a student who is doing well on the other areas, but might have problems with phonemic, you can zero in on those particular skills with that student. It gives you the ability to help the student where they have the specific need. It's not a really hard assessment to administer either, which makes it really nice. Then you have the SAS data from the state and the iReady data that you heard about. He was so happy when he heard Sherri Nichols say the triangulation, because when you combine these you get a better picture because what we're after, is making sure our students get early, effective and targeted interventions where they need them, so that we can help them be successful during their schooling experience in Manchester. Priority three was learning data. The first one was determining our student's current level of performance in English reading and mathematics. The second one, determining how many credits have been earned for each student in grades 10 through 12 and to identify which students have deficient credits. The diagnostic is completed. Ms. Allen's presentation was that diagnostic. The beginning of the year, iReady diagnostic were administered and we had a large number of our students participate, the participation rate was quite high in all of our schools. This baseline can help us as we look at our instruction, look at how students are doing and using it over time over the school year to see how our students are doing. We followed the entire nation where we had unfinished learning in math at greater numbers than we did in reading, that was consistent everywhere in the country. The purpose of this data was to help focus on the skills and what he appreciates is that we don't use this data to shame but to help and to help students be more successful. The next one is a graduation credit recovery plan. In talking with our high school leaders, we decided to be a lot more time effective to start with our 11th and 12th graders because of the need and high need of where they are. They went through and identified every single one of the 11th and 12th grade students in their schools that had deficient credits, and then develop a plan to address the credit deficiencies of what could be done for each student in regard to getting the credits taken care of. Now addressing credit issues early helps us increase high school graduation numbers, because the longer we wait, the higher opportunity we have kids who do not complete. As of when this was completed, we had 419 total students in 11th and 12th grade in Manchester that need to complete credit recovery. It feels like a daunting task, which it is. But it's a task we can do. Our high school

principals and their teams are committed to helping our students. Something that he is excited about is we're taking a more competency based approach with our credit recovery. Instead of looking at making a student take a whole course over, we want to look at what competencies did they not meet in the course and have those remediated and show their proficiency in those competencies. Because what we're after is that our students are competent in all of the standards. And as we get better in our competency based approach, we'll even be better at our remediation of credit because there'll be based upon competencies, which he is happy about. What's next? Amy Allen and himself talked about this and what we will be doing is actually the first part of February, our high school principals will be coming in and presenting to the cabinet, and giving a follow up to this original data, to let us know where we are in regard to these credit plans and how the students are doing and if there's been improvements and what those numbers are. We will continuing the work with students services, and that team, support from network directors and helping the schools and continuing reviewing effective credit recovery methods, including a competency based approach, that we get more of our students to graduate on time. He shared a few roadblocks and potholes that we experience along the way. The first one we all know well, is stress from Covid. When you think of a stress test, you think about a heart doctor. And they often administer a stress test to their patients where they put them on the treadmill, speed it up and make you go uphill and downhill. It'll show the underlying issues and weaknesses that you may have with your heart or your body. I have decided that COVID became a society stress test. And especially in regard to our business of education. We definitely found out underlying issues and weaknesses and systems that we were aware of, they became a lot more acute, as COVID has continued on in our system. And of course, one of those side effects of COVID has been what happens here, where there has been, in my opinion, more anger, more feelings of why is this people are frustrated. And it's been hard, been hard on our staffs been hard on our kids, it's been especially hard on our individual schools. And I'm hoping that will get better as we continue to go forward. The hard part is that he even found himself getting angrier and snarky. He is trying to change and become more of his old self, because he doesn't want to become this person. There are things that keep us grounded and he hopes that our folks in our schools continue that because it has not been easy. And we appreciate that. And the other thing he wanted to remind all of our folks in our schools is to be aware of the ducks and not let the ducks get them down. When referring ducks, it is those who are Determined to Undermine Criticize and Kill Success. We've all met them some time or another. And they can make things pretty hard. And to make sure we're not letting him get us down and to continue doing the right things. So where do we go from here as we go to 2022? One thing would be to have an opportunity with a new board in January to have a retreat soon and he would love to have us make a

determination of pathway indicators, of key indicators K through 12 of students pathways to graduation be a key data point that we always keep track of so that we can look at those consistently that are important to us. We need the opportunity to start generating ideas. And again, tonight, one of the key factors too, should include growth. Growth is a very important data point, as we look at our students, especially from year to year, and continued some more for grades 8-11, and then college and career readiness, data, and disaggregating the data so we can look at students by group, and seeing how we're doing, and having the opportunity to talk about improvement for these great kids we have an opportunity to work with. And then last is this term that we've talked about and it's even in our vision, equity and excellence. That has become almost a four letter word in our political circles, unfortunately. All students, regardless of race, regardless of income, regardless of their cultural background, regardless of their first language, regardless of their disability, regardless, regardless, regardless, need to be successful in Manchester School District and in order for that to happen, we first have to interrupt practices that create, sustain or reproduce disparities and identify those practices and disrupt them. We also have to cultivate the incredible and unique gifts and talents of every single student we have contact with. The last one is to eliminate the predictability of who succeeds academically in our system. Sadly, we can predict early by a person's demographic background, who will succeed academically at an early point in time, he would love to eliminate that predictability, so that we don't have any student that comes into our system we know will succeed academically. Some of those interrupting practices that he would love to see happen and this is kind of small, is interrupting teaching. We want to interrupt practice that result in low teaching, pedagogy. Instructional Strategies, we want to interrupt any of those that are not helping students succeed. We want to interrupt access to advanced courses and content. This is something this board has cared a lot about anything that results in students being excluded from advanced courses or from high standards as well. We want to interrupt we want to interrupt practices concerning time that result in wasted instructional time chronic absenteeism or unfair disciplinary practices. We want to interrupt practices in regard to great teachers that result in disparities where either schools or students don't have access to great teachers who are not only just highly qualified but also highly effective. We want to disrupt practices in regard to college and career pathways. Practices that result in low expectations, and insufficient student support to navigate close high school options and opportunities. And lastly, we want to interrupt mindset and bias. We have to interrupt practices that result in fixed and deficit mindsets. And then lastly, he shared the opportunity myth. I have an opportunity myth. I would say something like this. If my students would just come to school prepared and do of the work that's presented to them by their teachers, they would succeed and be academically ready for the next level of learning. That is an

opportunity myth. How do we disrupt that? Dan Joseph did the new teacher project and did an incredible sample, where they looked at a group of students who were performing substantially below grade level and then look what happened when they put them in certain types of classrooms. 7.3 more months of academic progress was made when students had access to better assignments. Six months of academic progress when they had stronger instruction, one month, when they reported being more engaged, and then the big one 7.9 months when they had teachers that have high expectations, and followed my one of my favorite people, Dr. Lisa Delpit, who called it good yelling, we are the ones that have the kids that say, oh, not in my class, Johnny, that's not good enough. I'm expecting you to redo that because it's just not going to meet the standard. And I'm going have to come do it again. Oh, I can't do that. Nope, not in my class, you have to do it in my class. And there's that expectation all the time that goes on. And that's what they found. But overall, we're able to do some things this next year over 2022. He would love some of your input as a board. If there are certain priorities you would like to see come forward in the January meeting, that would be helpful before that point. And he would really like to see us do this, these pathways, the pathway indicators, as it would be a very helpful thing for us. And there's several others, that I'll bring forward for consideration. But that's, that's where we are.

Questions and comments from the Board included:

1. How viable is a credit recovery program in the ELO program. We are growing this program and we have the largest ELO statewide. What are the challenges and howe can we move forward? It was stated that having the right people in these positions will make a big difference.
2. In regard to the instructional time. Manchester has a shorter instruction time than other districts. Dr. Goldhardt stated that he would love to have the students have the maximum instruction time. He stated that students in urban areas have the highest need for learning and we need to make contact with the students and be better at that. It was stated that as negotiations start with the MEA this is on the list of discussions to have because the instructional time is outlined in the CBA.
3. There were concerns about 11th and 12th graders not graduating due to missing out on a year of education. It is good that the students have been identified and that plans are moving forward to make sure that the parents, students, and everyone is on board with moving these students to graduation.

4. When talking about the number of students that are behind in credits; it was asked what percentage this is of all our students. Rather than a number, a percentage was wanted.
5. Implementation plans are being put in regarding deleveling. As was presented to the Board deleveling is expected by 2025.

11. Recognition of Outgoing Board Members and thank you for their service:

Vice Chair Want stated we are fortunate in Manchester to have community members who feel passionately about education and are willing to step forward and put their name on the ballot, raise money, do canvassing and go out and meet people and make a case for themselves to win elections. Once they take their seat, they spend countless hours studying agendas, attending meetings and visiting schools. She stated that the board has six current members who have done that and she wanted to recognize them for their passion and commitment to excellence and equity, in every classroom every day. She stated these members will be presented with a clock to commemorate their service in Manchester. Those members are:

Kathleen Kelley Arnold
12.5 Years of Service

Dan Bergeron
7.5 Years of Service

Jeremy Dobson
2 Years of Service

Bill Shea
2 Years of Service

Jane Beaulieu
2 Years of Service

Joe Lachance
2 Years of Service

Kelly Thomas
3.5 Years of Service

The Board wanted to thank these members for their dedication and committee to student success.

12. **ACTION AGENDA**

It was stated that the action agenda items will be discussed in non-public session, pursuant to RSA 91-A:3 II (a and c) for the dismissal, promotion or compensation of any public employee or for matters, which if discussed in public, would likely affect adversely the reputation of any person

13. Review of Evaluations and Performance of the Clerk

14. Review of Evaluations and Performance of the Superintendent and extension of the contract for One (1) Additional Year

15. Extension of the Contracts and Pay Increases for the Assistant Superintendents

16. Evaluation Review for the Business Administrator

17. **CONSENT AGENDA (ITEMS 17 – 24)**

18. Mayor Craig advises if you desire to remove any of the following items from the Consent Agenda, please so indicate. If none of the items are to be removed, one motion only will be taken at the conclusion of the presentation.

Committee Member Soule removed item 22-a.
Committee Member Dion removed item 21-a.
Committee Member O'Connell removed items 21-c and 21-f and 22-g.
Mayor Craig removed items 21d and 22b.

The balance of the consent agenda was as follows:

19. Approval of minutes, if available: Minutes of the November 22, 2021, meeting.

20. Report(s) of the Committee of Policy, if available.

21. Report(s) of the Committee of Teaching and Learning, if available.

a.
b. Assistant Principal/Career and Technical Education CTE Director for MST
c.
d.
e. 2021/2022 2nd Trimester Standards Reference Elementary Report Card Pilot
f.

Director Job Description

22. Report(s) of the Committee of Finance and Facilities, if available.

a.
b.
c. Treasurer's Report
d. City Services Invoices
e. Manifest of Authorized Expenditures (November 2021)
f. Grant, Gifts and Donations Report
g.
h. Stipend Increase Proposal

23. Report(s) of the Special Committee on Education Legislation, if available.

24. Report(s) of the Committee of Student Conduct, if available.

a. Memorial SRO adjustment

*On motion of **Committee Member Soule,** duly seconded by **Committee Member O'Connell,** it was moved to approve the balance of the Consent agenda. All were in favor and the motion passed.*

21. Report(s) of the Committee of Teaching and Learning, if available.

a. Secondary (Middle and High School) Grading Guidelines

Committee Member Dion stated he did attend the teaching and learning committee meeting last month and he has concerns with the reassessment language that is not specific enough. He stated he thinks more details are needed. He stated that also at the end of the guidelines, there is a section about changing the grade to a 50 at the end of the quarter and he stated he didn't understand that. He stated he does understand that it is to give a student a chance of passing for the semester, in hopes that they will make the work up and improve in the next quarter. What it says may sed the wrong message as he wouldn't have to put a lot of work in and would still get a 50. He stated the has had conversations with countless teachers and it didn't make sense. He stated that he would like to see more extensive language. As a teacher he didn't understand that and in his experience if a student gets a really low grade, they can get that up in the next quarter, unless something really changes as far as possible attendance. If the language is changed to a 50, or not, they would have to improve their attendance

and put some effort in to improve that grade. He stated that he can't vote for this with the language that is in the guidelines.

Further comments included:

1. If we are moving to competencies the grades should not be a percentile.
2. Students learn differently.
3. How will we help students that are having a problem with a competency, such as geometry, we need to look at that as well.
4. Committee Member Leapley stated that she had a number of comments when this came to the Board in August and some of those questions have been answered and some have not.
5. The real problem is kids not passing. We have to make sure that we are talking to parents, talking to the students and getting down to the reason why.
6. We don't have a shared language around competency based education. We need to talk to parents and students and get some more descriptive language of what we want to do.
7. It was stated that if this is going to be a policy for more than one year, then we need to delete the year in the policy. It was stated that the policy is Instruction 125 and this is the guidelines, not a policy. They are similar to the guidelines we put in place during Covid. These guidelines would be updated annually.
8. It was stated that report cards and progress reports are sent to most families electronically. There are some that prefer paper copies and that is done for them.
9. It was stated the guidelines stated that progress reports are being mailed twice a year but if we have four marking periods, then four progress reports should go out.
10. It was stated that the guidelines talk about course competencies being laid out in the syllabus and parents will receive a letter. It was stated that it should be laid out in the syllabus' that a quiz can be retaken. It was stated that some students are being told that they can't do retakes. It was stated that the teachers and the students need to be on the same page.
11. Parents should be contacted when students are not turning in work. This is essential.
12. It was stated that the gradebook in Aspen needs to be updated so that parents can see what their students are doing and not doing and what they are getting for grades.
13. The guidelines should state the expectations and what will be graded on and what the competencies are.

14. On the bottom of page 49, it talks about grading and formative assessments will be weighted at 10% and summative assessments will be 90%. If your homework is only going to be 10% of your grade, what is the driving force to the do the homework. By doing the homework you will get a better understanding of what is being taught and that should be taken into account. These percentages should be reviewed and revised.
15. You can retake a test one time.
16. It was stated by Student Member Barry that some dual enrollment classes that are taken at the colleges do not follow these guidelines and do not allow retakes.
17. The guidelines talk about the eligibility of the reassessments and the 10 school day window. It states: "The teacher may grant additional reassessments. The reassessment will be graded and any penalty for original late submission will be deducted from the score recorded for the assessment. Summative assessment submitted after the 10 day window will not be eligible for reassessment. Students may request a reassessment, three assessments must be requested and completed within 10 days of the return of the original assessment." It was stated that at the end it gets redundant and confusing and this should be cleaned up. This needs to be really clear for the students and the teachers.
18. It was stated that during the committee discussion, the students indicated that they do not get to see their finals and it was asked if this could be added in here to make that change that students will be given their finals. It was stated that the high school students do not have midterms or finals and these are not built in the calendar this year because it takes too much instructional time out of the day.
19. How do students and families get their grades? Is it communicated through Aspen or is there another way? It was stated that at the elementary level their papers are returned to them at conferences. At the secondary level, they are communicated through the Aspen Gradebook but teachers are also conferencing and calling parents, emailing them and having conversations.
20. It was stated that if a parent calls the school and says they have not received the report card, they are being mailed out. It was stated a return envelope is provided for parent signatures.
21. It was stated that paper copies should be sent home with students and if it doesn't' come back then the parents are contacted. It was stated that some parents do not have computers to access Aspen. Some Board members did not agree with this and thought that the cost of the envelopes is a waste of money.

22. As soon as students start struggling in classes, the parents should be contacted. The teachers should not wait.

*On motion of **committee Member Soule,** duly seconded by **Committee Member Leapley,** it was moved to send the Secondary (Middle and High School) Grading Guidelines back to the administration and that any Board Members that have any comments that they will send those to the administration prior to this returning to Committee. All were in favor and the motion passed.*

c. IT Positions
    1. Two (2) Junior Information Technology Specialists
    2. Junior Application System Administrator

Committee Member O'Connell stated that he is looking at this simplistically, in terms of the shortages across our district. He stated it seems to him that hiring these three people, while we do need them, doesn't cover what has been asked for of personnel in this department.

It was stated that these positions are in addition to those needs and will be paid for with the ESSER funds that have been approved by the Board of Mayor and Aldermen.

The Board indicated that on a monthly basis they would like to see where we are with the ESSER Funds.

Mrs. DeFrancis stated that this is included in the Finance and Facilities packet each month. She stated that they can include it in the full Board agenda if they want.

*On motion of **Committee Member O'Connell,** duly seconded by **Committee Member Gonzalez,** it was moved to send this item back to committee. Committee Members Soule and Bergeron were opposed. Motion passed.*

d. Farm to School

Mayor Craig stated that she pulled this off because she just wanted to make sure that Bakersville was included. It was stated that they are.

*On motion of **Committee Member Want,** duly seconded by **Committee Member Soule,** it was moved to approve item 21-d, Farm to School. All were in favor; Motion passed.*

f. English Speakers of Other Languages (ESOL) Assistant Director Job Description

Committee Member O'Connell asked why this item did not go to Finance and went to teaching and learning. It was also asked why this position is needed.

It was stated that there is a huge need for an Assistant Director, to provide instructional support across all the schools in a consistent manner and to increase parent engagement and involvement. The district is working with the bilingual liaisons and with this position more face time would be available, not just with our teachers, but also our students and our parents and this position can do the engagement and would explain the report cards, understanding progress reports and day to day procedures.

Committee Member O'Connell stated that we have the Director and the Equity Officer, why do we need another management layer? We are behind in EL position and we need to hire these positions and implement the program with fidelity.

Mrs. Philibotte stated that a review of the EL program is being done to get a better assessment of the need. She stated that Nicole is the supervisor. The role of Mrs. Philibotte was explained to be a focus on equity. There are 2,000 EL students and only one administrator and significantly more administrative staff is needed due to the size of this program.

Other questions and concerns were as follows:

1. In going back to the document of what was approved with the ESSER funds, it was an EL Coordinator and one full time staff coordinator. Now we are talking about an assistant director and the job description is almost exactly the same as the Directors, as well as the minimum qualifications.
2. When talking about the support for families, there is a sentence in the executive director position for engaging families through bilingual liaisons and extended learning opportunities.

It was asked if this exists. Principals and Assistant principals are there to help support the community within the learning.

3. The responsibilities overlap.
4. It was stated that on a daily basis the Director is having to register students, help teachers with access global, help with special education and there are 21 schools and this position would help with that. The director should not be doing all of this work and in her role should be overseeing the program and facilitating it.
5. At committee it was stated that this position would help with the LAU plan, which reports to the federal government.
6. This position would help with additional oversight of the EL program and would assist the director.
7. There are six or seven EL teacher positions that have not been able to be filled.
8. It was stated that the Board needs an update to the ESSER funds to see where the money has been spent and where it is being spent, as this item was not in what was approved.

*On motion of **Committee Member Want,** duly seconded by C**ommittee Member Soule,** it was moved to send the English Speakers of Other Languages (ESOL) Assistant Director Job Description back to the Administration to compare both job descriptions, being the Director and Assistant Director, and to define where the funds will be coming from. **Committee Member Bergeron** was opposed. Motion passed.*

22. Report(s) of the Committee of Finance and Facilities, if available.

a. West High School Tennis Courts Rehabilitation

Committee Member Soule stated that the intent of taking this off the consent agenda was to clarify the wording. She stated that the hopes are that the City will be pay the other half of the costs, in the amount of $150,000, but this will need to be approved by through the CIP process.

Mayor Craig stated that she spoke with Mr. Gomez today and that his plan is to put this through the CIP process during the budget cycle. This has not been approved as of yet.

*On motion of **Committee Member Leapley,** duly seconded by **Committee Member Perich,** it was moved to approve item 22-a, West High School Tennis Courts rehabilitation. All were in favor; Motion passed.*

b. Financial Reports

Committee Member Perich stated that his concern was addressed during the previous conversations.

*On motion of **Committee Member Leapley,** duly seconded by **Committee Member Perich,** it was moved to approve item 22-b, Financial reports, with the additional of the ESSER Funds to be included in these in the future. All were in favor; Motion passed.*

g. Professional Leave Report

Committee Member O'Connell stated that he received a phone call about another professional leave request that was submitted and not approved. He asked what this conference was.

Ms. Allen stated that it was removed to see if they could get Amplify to come in and train our leaders in the district and train the entire staff, instead of just having a few teachers trained. They are pricing this out and if they are not able to provide the training then this will come back in January. The trip is not until February so there is time to look into this.

*On motion of **Committee Member O'Connell,** duly seconded by **Committee Member Perich,** it was moved to approve item 22-g, Professional Leave Report. All were in favor; Motion passed.*

COMMUNICATIONS

25. Superintendent's Communications.

Dr. Goldhardt stated that since our last meeting, he has had the opportunity to meet with Stacy Rust-Belforti, from Parkside Middle School. In doing so, he gleaned important facts and gained new perspectives. He stated that he was wrong to say that her motives concerning her email to the Board and to the Aldermen was politically motivated and he wanted to public apologize to her. He stated that he learned a valuable lesson to be much more cautious with the credibility of information that is shared with him. He stated currently they re in the process of procuring and ordering 50 new copy

machines for the schools. As we move forward, he will be doing more work in utilizing better digital formats for learning management systems. He stated again, he was wrong and in meeting with Ms. Rust-Belforti and the MEA leadership they have been able to collaborate about the process and procedure of sharing these concerns. He thanked Ms. Rust-Belforti for coming forward and he has learned a lesson and is sorry for what has happened to her.

He then congratulated Matthew Blair, of Central High School, who is one of two students in the entire state who will represent New Hampshire with the United States Senate youth program. Matthew has also received a $10,000 scholarship to go along with this.

He stated that he was informed by Lieutenant Colonel of the New Hampshire Guard that the department of Defense has approved the Starbase grant for New Hampshire. This means that beginning with the 21/22 school year, many of our fifth grade students will be able to participate in a high quality STEM program at no cost, other than transporting them to the site. Now that the Starbase grant is approve, we can begin looking for grants to help offset the costs for transportation. This STEM program is very high quality and they provide some of the very best equipment for fifth graders to have this incredible opportunity.

He stated that he had a great meeting with the French Consulate concerning French dual language immersion, he is still committed to helping us with materials and teacher recruitment. We are working on a field trip for the principal, some teachers and a PTO parent teacher organization leader from Webster and hopefully our Ward 1 Committee Member from that area to visit a successful French dual immersion school in the Boston area, having the opportunity to see the program firsthand and to be able to ask questions directly have those fully involved is very, very helpful. This field trip will be dependent on COVID restrictions that are in place at the two schools so as he gets that information, he will let the Board know when that will be taking place. He is also working on a similar experience for a group from Beech Street School to visit a Spanish dual immersion school in Portland, Maine, that has been recognized as one of the best Spanish dual immersion programs in the country, which is nice for us to be back close to us. The National dual language immersion conference has been postponed for two years because of COVID and our French Consulate let me know that it will be held this March in Salt Lake City and I'm getting more details. In addition to prominent keynotes and breakout sessions, it will include several site visits to schools at elementary, middle and high school that have dual immersion programs in the state that has the most dual language immersion programs in the

country. And the French Consulate is hosting several private meetings with school groups to help continue in their work in this process.

He stated that he will begin community officer hours in January, on January 13th from 5-6 p.m. at Central High School. A memorandum will be sent to the Board Members and the new Board members concerning some suggestions for Board development in 2022. After January 4, when the Board is officially seated we can discuss this further. In addition, as we approach February and the second anniversary of the adoption of the strategic plan, they are working with Manchester Proud to involve the Board in looking at what has been accomplished and more importantly focusing on the journey ahead to continue the pathway.

The students will be coming back in person after the Holiday break on January 3rd.

He stated he wanted to thank the outgoing Board members for their service to the community and to the district. He stated he is a better person for knowing each one of them.

a) Covid Update

Dr. Gillis stated our new case rate is sitting at 1,371.8 and our test positivity rate is at 12.6%. The district continues to monitor these with the school health points of contacts (POCs) if we have cases in the schools. There are 174 new cases in the schools as of last week and 157 of these cases are students and 17 are staff. As we have continued to layer mitigation in for our schools, one area of focus has continued to be access to vaccine clinics. I'm happy to report that this evening, we have finished our first round of five to 11 vaccines, we at the same time started to add a second round of clinics for that same age group. And they started their first round again as we were finishing Round Two for the first cohort. Our district volunteers again stepped up to the plate this past weekend. We were very happy to help support Manchester health department. They have been absolute, steadfast partners with us. They are doing booster blitz's in collaboration with the health department and will be offering another round of boosters for the staff. These clinics are due to take place on December 17th and 18th. We have already had 120 people sign up for the booster and they will continue to work with the Health Department to look at opportunities to continue the offerings.

She stated that she wanted to thank Amoskeag Health for donating their time to help with preseason physicals for the high school athletes. They stepped up to get those physicals done and to offer medical assistance for the students.

Vaccines and boosters and not being given at the schools during the school day. Locations and clinics are set up and parents have to opt in and bring their students. The parents have to be present for the students to get the vaccine.

Committee Member Turner asked if there is a threshold for where we are currently with Covid positives and in person schooling so that the community is aware. She stated she also would like to know if the district has considered pool testing for indoor sports participation so sports teams can potentially stay in season.

Dr. Gillis stated that we are currently in substantial community transmission and that we would remain in person unless a state of emergency is declared by the governor. She stated that they have additional meetings set up for this week to follow up on athletics and they can review the pool testing options.

Committee Member Soule stated that she would like to thank Gossler Park and the Health Department. She took her granddaughter to the clinic at Gossler Park last Friday and it was extremely well organized. Everyone knew exactly what they were doing and made everyone feel welcome. There were movies, water and snacks for the kids while they waited to make suer they didn't have a reaction. It was greatly run and she encouraged everyone to vaccinate.

It was stated that the Board wanted to thank everyone that is helping with the clinics. We do not want our teachers and students getting sick and vaccinating and masking up will help keep everyone safe. More vaccination clinics will be set up around the city and more information will be forthcoming to the Board and the community.

b) Facilities Planning Update

Dr. Gillis stated initially they had anticipated being able to come forward and give an update around this point in time. We have pushed that back into January to allow some additional time to collect

more feedback from our community. In January in January, we will give a full update on the feedback data collected so far in possible next steps. We just wanted to take a little bit of a pause make sure we were reaching out to the people who were asking to give input and also making that available electronically as well.

Committee Member Leapley asked if any more forums would be held, and she asked if the questions that were brought forward could be sent to the Board so that they can begin wrapping their mind around what is being heard.

Dr. Gillis stated there's over 1000 plus comments or questions that we've collected so far, what I'm trying to do is synthesize them, and also bring them together with the electronic form. So, if you can give me just a little bit more time, I can get those into some clearer buckets so that you're not toggling between questions that might not be associated with a specific recommendation. We're just getting everything organized, ready to share. She stated they have continued to do forums with the parent groups and the community partners. They will be getting feedback form the students as well.

c) Board Updates

There were no questions or comments on the Board updates.

26. Board of School Committee Members' Communications.

a) Job opening list

There were no questions or comments on the job opening list.

b) BoSC Self Evaluation results

Committee Member Want thanked the Board Members who participated. She stated this is the first time the Board has evaluated themselves. This evaluation was modeled after the Superintendent's evaluation. She stated that she will disaggregate this information in the coming weeks. She stated that it can be shared in a future Board update and in a future agenda. It is important that the Board reflects back on their performance and that the goals be set in January and that we try to stick to them. This past term a lot of curve balls were sent, due to Covid, but it is important that the Board gets back to setting goals and accomplishing them. She stated we couldn't do the retreat during the last term but she would

like to see the Board do a retreat with the Superintendent so that we are mindful of the duties and the goals of the board and the superintendent.

c) Transition Plans Update (Elementary to Middle and Middle to High School) – requested by Committee Member Turner

Committee Member Turner stated that she wanted to bring this up so that the board had an idea of what was being worked on. She had a meeting in November with Dr. Gillis, Amy Allen, Dr. Goldhardt and Mr. Toland. She brought this forth to them because prior to my seat on the board, she had talked to community members who thought that our district could be working in a better direction to help transition our students when they go from elementary to middle and middle to high school in the regard of making sure that that transition is smoother and clearer. For example, some of the things that we discussed at the meeting were our course selection sheet and our reference to the course catalog those sorts of items were going home to students, maybe not as polished as they could have been and maybe not putting our best foot forward as a district and so the team of us met and decided that it would be in the district's best interest to put together a more polished plan to help our students transition from one level to the next. And to make it clear as to what each school offers in terms of courses or sports or clubs or extracurriculars, how to access your guidance counselor how to demystify block scheduling. And so that's just a work in progress. So that update, I just wanted to make the board aware that that's something that we're working on. And then it kind of relates to what Committee Member Bergeron was talking about in our marketing, putting our best foot forward, not just sending home Xerox copy of an old course selection sheet, but actually having something that we can be proud of to say Welcome to Memorial, Welcome to West, Welcome to MST, Welcome to Central. This is what the school has to offer you. And so, this is the very beginning of this plan. And I'm hoping that this board members of the community, students, like Miss Barry can offer some input as this has been crafted. And please let us know, let her know what you'd like to see in a transition packet. If you're an eighth grader and you're headed to high school? What if you get a folder that says Welcome to West? What would you like to see in it? What would be meaningful literature for you to help you make that transition more smoothly. And then beyond that we were discussing, I know COVID had put a pause to some of our open houses but bringing back our tours are step up day, if you will, or open house or some sort of a field trip to make sure those transitions are as smooth as possible and make sure that our students who have choices to where to go to high school know that Manchester offers very rigorous courses, excellent sports, excellent clubs. We want some of our students to make sure that they feel as welcomed as we want them to and stay in Manchester.

d) Updates towards securing individual teachers in their stipend (ESSER funds) positions to help with technologies in the individual schools – requested by Committee Member Turner

Committee Member Turner stated she was looking for an update on where we stand with securing individual teachers and positions to help with technologies in the given schools. This was presented as part of the ESSER Plan and it was a huge plan. She stated in talking with Mr. Cross, he has stated that this will be very helpful to get an update.

It was stated that the technology specialists have been selected at each school and their main focus is working to maintain accurate technology inventory and to help coordinate the devices, as well as the loners that are given to quarantining students. They will start training in early 2022 of the new Asset Management system and will report back. A update on the progress will be given in January.

27. Personnel Report

*On motion of **Committee Member Soule,** duly seconded by **Committee Member Bergeron,** it was moved to approve the Personnel report. **Committee Member O'Connell** stated that he is opposed to paying employees under $15 and wanted that to be recorded. All were in favor and the motion passed.*

The approved personnel report is as follows:

NOMINATIONS: ADMINISTRATION

Name	Position	Building	Salary
Amy Christopher	Assistant Principal - 1 year	Memorial	$98,617
Jillian Corey	Curriculum Director - Secondary	Administration	$96,500
Elissa DeLacey	Curriculum Director - Elementary	Administration	$96,500

RESIGNATIONS/RETIREMENTS: CERTIFIED STAFF

Name	Position	Building	Salary
Susan O'Connor	Speech and Language Pathologist	Webster	$79,420
Patricia Ellis	Teacher - Health	Central	$76,211
Kathryn Jaskolka	Teacher - Special Education/EH	Memorial	$76,211
Helen Handley	Teacher - Special Education/LD	Webster	$74,607
Susan Perry	Teacher - Elementary	Green Acres	$74,607
Linda Lee	Teacher - RTI Interventionist	Weston	$71,398
Katherine Rossi	Teacher - Elementary	Jewett	$71,398
Donna Tremblay	Teacher - Cosmetology	MST	$70,468
Christine Titus	Teacher - Reading Intervention	Parkside	$68,991
Robin Eber-Mechin	Teacher - Special Education	McLaughlin	$40,111

LEAVES OF ABSENCE: CERTIFIED STAFF

Name	Position	Building	Salary
Maegan Hoberman	Assistant Principal - Elementary	Southside	$88,402
Amy Christopher	Teacher - Art & BLIL	Memorial	$80,223

Robert Walmsley	Teacher - Math & BLIL	Central	$73,805
Tracy Muehling	Teacher - Business Education	West	$71,398
Frederick Gleason	Teacher - Computer Technology Education	Parkside	$68,991
Jillian Corey	Teacher - Humanities	MST High School	$65,783

NOMINATIONS: CERTIFIED STAFF

Name	Position	Building	Salary
Jeffrey Sullivan	Teacher - Aviation	MST	$71,398
Sarah Morin	Teacher - Guidance Counselor	Green Acres	$68,991
Shannon Bernier	Teacher - Student Support Services	McLaughlin	$67,387
Julia Kilmister	Teacher - Special Education/EBD	Webster/Green Acres	$39,250

RESIGNATIONS/RETIREMENTS: NON-CERTIFIED STAFF

Name	Position	Building	Salary
Debra Funk	Paraeducator II - Special Needs	Webster	$13.74
Julia Kilmister	Paraeducator II - Special Needs	Webster	$13.74
Kayla Miele	Paraeducator II - Special Needs	Hillside	$13.74
Kelley Murphy	Paraeducator II - Special Needs	Southside	$13.74
Domonic Brown-Paquin	Paraeducator I - Special Needs	McLaughlin	$12.48
Lisa Keefe	21CCLC Support Staff (PT)	Parkside	$16.73
Benita Lebow	21CCLC Enrichment Instructor	Beech	$16.16
Molly Hennessey	21CCLC Enrichment Instructor	Northwest	$15.91
Katie Lydick	21CCLC Enrichment Instructor	Northwest	$15.61
Kiana Simpson	21CCLC Club Facilitator (PT)	Gossler Park	$15.61
Helen Lovejoy	21CCLC Club Leader (PT)	Beech	$13.07

NOMINATIONS: NON-CERTIFIED STAFF

Name	Position	Building	Salary
Meaghan Thibeault	21CCLC Site Coordinator	Jewett	$26,700.00
Matthew D'Ambrosio	Coach - Varsity Baseball	Memorial	$3,600.00
Timothy Morris	Coach - Girls Indoor Track	Central	$3,600.00
Alvaro Filardo	Coach - Girls JV Basketball	West	$2,741.00
John Rist	Coach - Alpine Ski	Memorial	$2,427.00
Tyler Cote	Coach - Girls B Basketball	Southside	$2,070.00
Tammy Verville	Payroll Specialist	Administration	$29.58
Kelley Murphy	Accounting Technician	Administration	$18.29
Marie Trnka	Administrative Assistant II	McLaughlin	$17.25
Merita Fazliu qela	Paraeducator II - Special Needs	Bakersville	$13.74
Sarah McGowan	Paraeducator II - Special Needs	McDonough	$13.74
Umaimah Mohammed	Food Service Worker I	Parkside	$10.90

TRANSFERS:CERTIFIED STAFF

Name	To New Assignment	To School	From School
Helene Stanley	Literacy/Math Intervention	Smyth Road	Hillside

28. TABLED ITEMS

(A motion would be in order to remove any item from the table.)

29. NEW BUSINESS

Committee Member Leapley stated she wanted to thank Manchester Parks and Rec and the city in general for putting together the Saturday basketball shoot around. It is open to kids aged 7-17 and it is every Saturday in December and goes through March 26. They break the kids up by age and show them how to play basketball. The board has raised concerns about our kids not having enough sports at earlier ages and this will help and Basketball is very popular. This may help the kids get to a point where if they try out and don't make it they can still participate and keep laying.

Student Member Barry stated the Memorial Student Athlete leadership team is hosting their second annual Toys for Tots toy drive. They have collected two huge boxes and will be there on Saturday and Sunday this weekend continuing to collecting, outside form 9-3 p.m.. The front office is also accepting donations if anyone is interested.

Committee Member O'Connell stated he wanted to reiterate the gratitude to the Central High Schol students who were playing music at the start of the meeting. Sadly, the Board was stuck in the back room but they could still hear the music and he wanted to thank them and the music departments and bands that played at the Christmas parade, which was a wonderful event. Elm street was packed with people and the business owns said that it was a great day. And to the former Board that approved the funding of the new uniforms for the bands, they bands looked great. He added that the Manchester combined hockey team is playing trinity this weekend and there are a slate of other games. He wished the hockey team luck and great success.

Committee Member Bergeron stated he would like to thank the Mayor's office for sending out invites to the parade, it was greatly appreciated.

30. A motion is in order to go into non-public session under the provisions of RSA 91-A:3 II *(a, b, c)* and RSA 91-A:2 (a) for the dismissal, promotion or compensation of any public employee or the hiring of any person as a public employee; for matters, which if discussed in public, would likely affect adversely the reputation of any person; and for Negotiations with respect to collective bargaining.

*On motion of **Committee Member Soule,** duly seconded by **Committee Member Want,** it was moved to go into non-public session under the provisions of RSA 91-A:3 II (a, b, c) and RSA 91-A:2 (a) for the dismissal, promotion or compensation of any public employee or the hiring of any person as a public*

employee; for matters, which if discussed in public, would likely affect adversely the reputation of any person; and for Negotiations with respect to collective bargaining.

Roll Call: *Committee Members Turner, Soule, Want, Bergeron, Perich, Dion, Leapley, Gonzalez, O'Connell and Mayor Craig voted yay. Committee Members Kelley Arnold, Shea, Beaulieu and Lachance were absent. Motion passed.*

31. A motion is in order to call the meeting back to order.

On motion of ***Committee Member Perich,*** *duly seconded by* ***Committee Member O'Connell,*** *it was moved to call the meeting back to order. All were in favor and the motion passed.*

On motion of ***Committee Member O'Connell,*** *duly seconded by* ***Committee Member Soule,*** *it was moved to seal the minutes. All were in favor and the motion passed.*

On motion of ***Committee Member O'Connell,*** *duly seconded by* ***Committee Member Leapley,*** *it was moved to approve the tax cap increase for the Business Administrator. All were in favor and the motion passed.*

On motion of ***Committee Member Soule,*** *duly seconded by* ***Committee Member Want,*** *it was moved to approve the contracts and the tax cap increase for the Assistant Superintendents, as amended. All were in favor and the motion passed.*

On motion of ***Committee Member O'Connell,*** *duly seconded by* ***Committee Member Gonzalez,*** *it was moved to approve the tax cap increase for the Superintendent. All were in favor and the motion passed.*

On motion of ***Committee Member O'Connell,*** *duly seconded by* ***Committee Member Gonzalez,*** *it was moved to approve the tax cap increase for the Board Clerk. All were in favor and the motion passed.*

ADJOURNMENT

32. If there is no further business, a motion is in order to adjourn.

*On motion of **Committee Member Perich,** duly seconded by **Committee Member Want,** it was moved to adjourn. All were in favor and the meeting adjourned at 11:40 p.m.*

Certified Copy. Attest.

Respectfully Submitted,

Angela M Carey

Clerk of Committee

To: Mayor & Chairman of School Board Joyce Craig
To: All Board of School Committee Members
To: All City of Manchester Elected Servants
1 City Hall Plaza, Manchester, NH 03101

To: Manchester School District Admin. Staff
To: All Principals and Admin. Staff in all Manchester Public Schools
20 Hecker St, Manchester, NH 03102

To: Sheriff Christopher D. Connelly
329 Mast Rd, Goffstown, NH 03045

To: NH Dept. of Edu.
101 Pleasant Street Concord, NH 03301-3860

Notice of Maladministration, Malice, Malfeasance by
Hillsborough County School Board Officials and NH Government Servants,
Person or Entity
"The People Have All Political Power"

Notice to Agent is Notice to Principal and Notice to Principal is Notice to Agent

502 Submissions of this exact document
I, _____, one of the People (of the 50 American States, in Form, Republican), Sui Juris, am giving you and your agents notice, that you may give the People due care; please be aware **"Notice to Agent is Notice to Principal and Notice to Principal is Notice to Agent"** means you are required by law, to pass this legal document to fellow Servants, Person or Entity of the Government and State; from above to below leadership positions.

I declare that the People in all 50 states are entitled to the protections and rights listed in their individual as well as their several Constitutions which all contain similar language protecting the People's rights and because of this declaration you will see different State Constitutions' Bill of Rights mentioned and asserted throughout this Legal document. Please see evidence below;

- **United States Constitution Article 4. SECTION 2, Paragraph One.**
  The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

- **The Constitution of the United States Bill of Rights- Amendment 10.** The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Please take notice of the following words; "you, yourself, agents/all agents, elected servants, entity" when used are directed towards all parties listed in the "To and CC:" sections so that all may be informed and educated of the matters at hand and provide remedy where needed.

1: Education: Constitutional articles, role of the government, the Peoples' power;

Take notice as One of the People found and described in the Bills of Rights of all 50 State Constitutions, it is the right, duty, power and responsibility of the people to give education on the Bill of Rights, demand redress, inform and instruct our Elected Servants and Entities who are registered and licensed to do commerce and are open to the Public in our States to the possibility that you are knowingly or accidentally violating our Constitutionally guaranteed Rights by the implementations, or the following of unconstitutional laws, statues, rules, policies or mandates, that force or trick the People to give up or trade their Rights for exemptions or benefits and be forced into mandatory compliance of any programs of any sort. These would be a direct violation of the expressed rights of the people.

Take Notice, of the following articles from New Hampshire and West Virginia's Bill of Rights where it shows from whom power is originated and how government should be open, accessible, accountable, responsive and how the People have a right to give instructions to their representatives;

- **Article 1. Equality of Men; Origin and Object of Government.** All men are born equally free and independent; Therefore, all government of right originates from the people, is founded in consent, and instituted for the general good. June 2, 1784

- **Article 2. Natural Rights.** All men have certain natural, essential, and inherent rights among which are, the enjoying and defending life and liberty; acquiring, possessing, and protecting, property; and, in a word, of seeking and obtaining happiness. Equality of rights under the law shall not be denied or abridged by this state on account of race, creed, color, sex or national origin. June 2, 1784, amended 1974 adding sentence to prohibit discrimination.

- **Article 32: Rights of Assembly, Instruction, and Petition.** The People have a right, in an orderly and peaceable manner, to assemble and consult upon the common good, give instructions to their Representatives, and to request of the legislative body, by way of petition or remonstrance, redress of the wrongs done them, and of the grievances they suffer.

- **West Virginia constitution Article 1 Section 3: Continuity of Constitutional Operation** "The provisions of the constitution of the United States, and of this state, are operative alike in a period of war as in time of peace, and any departure therefrom, or violation thereof, under the plea of necessity, or any other plea, is subversive of good government, and tends to anarchy and despotism." Despotism is defined as "ruler holds absolute power", where is this power given in any of the United States of American constitutions? It is not, the **Power** is in the **People** which you are amenable too!

Take Notice, The **Supremacy Clause of the Constitution of the United States** (Article 6, Clause 2), establishes that the Constitution, federal laws made pursuant to it, and treaties made under its authority, constitute the "supreme Law of the Land", and thus take priority over any conflicting state, city, or town laws, policies, rules, and mandates that violate States' Constitutions and Bill of Rights. It also provides that state courts are bound by, and state constitutions subordinate to, the supreme law;

- **Article 6 Clause 2** This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

Take notice, government workers are the trustees and servants of the People as seen in the Virginia, Georgia, New Hampshire, and Massachusetts Constitutions as they described this role of the government worker in a Republic. (See evidence below):

- **Georgia Bill of Rights Section 2 Paragraph One Origin and Structure of Government:** All government of right, originates with the people, is founded upon their will only, and is instituted solely for the good of the whole. Public officers are the trustees and servants of the people and are at all times amenable to them.

- **Virginia Bill of Rights Article 1 Section 2: - People the Source of Power:** That all power is vested in, and consequently derived from, the people, that magistrates are their trustees and servants, and at all times amenable to them.

- **Massachusetts Declaration of Rights Article 5:** All power residing originally in the people, and being derived from them, the several magistrates and officers of government,

vested with authority, whether legislative, executive, or judicial are their agents and are at all times accountable to them.

- **New Hampshire Bill of Rights Article 8: Accountability of Magistrates and Officers; Public's Right to Know.** All power residing originally in, and being derived from, the people, all the magistrates and officers of government are their substitutes and agents, and at all times accountable to them. Government, therefore, should be open, accessible, accountable and responsive.

Take notice that all of these excerpts from our several State Constitutions describe and refer to all offices of government as those of trustees, servants, agents, and substitutes whose role is the performance of the Peoples' business. They are not a special class and are not higher in standing than the People. They are subject to the Peoples' lawful demands. Therefore, the People have the responsibility for correcting **maladministration, malice** and any other form of **malfeasance** (wrongdoing or misconduct) while doing the business of the People. (See the evidence below):

- **Virginia Bill of Rights Article 1 Section 3:** Government instituted for common benefit. The Government is or ought to be instituted for the common benefit, protection, and security of the people, nation, or community; of all the various modes and forms of government, that is best which is capable of producing the greatest degree of happiness and safety, and is most effectually secured against the danger of maladministration; and whenever any government shall be found inadequate or contrary to these purposes, a majority of the community hath an inalienable, and indefeasible right to reform, alter, or abolish it, in such manner as shall be judged most conducive to the public weal.

2. State Grand Juries, prosecutions of **maladministration, malfeasance, malice**, and **Trust Indenture** with the People;

Take notice that **Title 42 programs and partnerships,** that give financial incentives in order to provoke government workers (County or School Board) to attack the Liberty interest of parents in their children's health and medical procedures, are in no way in accordance with the People's rights with which you swore to never interfere; It is therefore my demand, as one of the People, that you make public, all financial interest, COVID related funds or any other funds that may be given in any Federal Program, State or County Partnership that may be given to any school.

Take notice **Malfeasance** according to Black's Law Dictionary 4th edition "evil doing: ill conduct; the commission of some act which is positively unlawful; the doing of an act which is wholly wrongful and unlawful; the doing of an act which person should not do at all or the unjust performance of some act which the party had no right of which he contracted not to do. Comprehensive term including any wrongful conduct that affects, interrupts or interferes with performance of official duties" (p.1109).

Take notice **Malice** according to Black Law's Dictionary 4th edition is defined as: **Malice. The** intentional doing of a wrongful act without just cause or excuse, with intent to inflict an injury or under circumstances that the law will imply an evil intent..."**malice**" in law is not necessarily personal ill will or hate, but it is a state of mind which is reckless of law and of the legal rights of the citizens" (p.1109).

Take notice that Administrative Tribunals, run by administrative agencies, in order to present force against the People, where the State has already sworn in every State Constitution that the People shall have the right to Trial by Jury, in a Court that is Impartial (Court of Record), moving under the course of Common Law, with a Magistrate that is completely independent of the Tribunal, is not the same as and will be considered as a trespass against the People and a willful Attack on the American States with Republican forms of government.

Take notice, that the People of each State, who create frames of government, have the power to bar their government personnel from taking part in any Federal Action, Cooperative Program, or

system that is not in favor of the People. (Please see evidence from Arizona Constitution, Article 2 Section 3):

- **Arizona Constitution Article 2 Section 3 C:** If the people or their representatives exercise their authority pursuant to this section, this state and all political subdivisions of this state are prohibited from using any personnel or financial resources to enforce, administer or cooperate with the designated federal action or program.

Take notice that as one of the People, I wish to not have you or your agents, interfere with the rights of the People, especially when you have conflicts of interest in several programs that generate wealth that are not broadly known to the People. This can cause attacks on the rights of the People which are unlawful, for no government has the power to make rules or legislation abrogating any rights of the People (See Authority below):

- **Miranda v. Arizona, 384 U.S. 436 (1966) Pg. 491** Where rights secured by the Constitution are involved, there can be no rulemaking or legislation which would abrogate them.

Take notice that I as one of the people, do realize that the set-up of our government today, where Attorneys, and government workers collaborate in order to hide or conceal bonds and private assets is outside of the original and lawful design. Furthermore, working together in unconstitutional programs with immunity or through agents is not consistent with the Republic's 50 state constitutions and it is my belief that government workers are not capable of fairly holding one another accountable. They have never been granted constitutional authority to block the People from addressing their Grand Juries. No statutory judicial entity, nor any agents of the judiciary have constitutional authority to interfere with the Peoples' access to our Grand Juries.

Take notice that the People have assembled, and consulted, and are sending notice to all states in order to reclaim our authority to clean up any corruption perpetrated by any actor holding any government seat or office. All Public Servants are accountable to the People and at all times amenable to them. If you believe any of these statements are false and that you have been granted power in your state constitutions to refuse the People their face to face discussion of wrongs, against the People, with Grand Juries, please show where you have that authority and generate a public statement defending your refusal to remove restrictions preventing/limiting access to those Grand Juries by the People who wish to show wrongs done against them by the government actors or those working in any government program who may have harmed the People

Take notice your actions and those of many other government officials have resulted in the People of the several states consulting together and deciding on the remedy, i.e., access to the State Grand Juries. The People created all constitutions both State and Federal. The People hold the power to correct their government. (See evidence below):

- **Texas Bill of Rights-Article 1 Section 2: Inherent Political Power;** Republican Form of Government: All political power is inherent in the people, and all free governments are founded on their authority and instituted for their benefit. The faith of the people of Texas stands, pledged to the preservation of the Republican form of government, and, subject to this limitation only, they have at all times the inalienable right to alter, reform, or abolish their government in such manner as they may think expedient.

3: Parental Rights i.e., Face Coverings Optional, Terminate unconstitutional Mandates; Critical race theory;

Take Notice, the People are asserting their liberty/ interests' i.e., children's Bill of Rights and do not consent and objects to any forced "current or future" vaccinations, vaccine clinic on school grounds, mandates that block the breathing system with a face covering, social distance, daily

body temp checks, forced long quarantines at home, have children mentally abused in quarantine camps; special rooms, buildings or segregated from peers, discriminated against.

Take notice the People will not accept or be in involved with curriculums that teach we are oppressors or oppressed and programs that are against the conscience of the people such as critical race theory, critical social justice, and/or seminars or training, now referred to as Social Emotional Learning, which includes Equity and Transgender Identification to be used to alter our thinking.

Take notice, to be clear as one of the People we are making these demands so that we can decide what's best for our children's own health determinations and for those that choose to live in fear they can still have the option to comply.

Take Further Notice, it is the Peoples' wish, order, and demand, for all hired servants to give instant remedy and cancel, terminate and never to reinstate all unconstitutional rules, statues policies, social distance, segregation of students from their peers, body temp check, face coverings, all mandates, forced medical procedures; i.e., covid tests or have medical products placed on child's body, that violate the People and their children's Bill of Rights

Take Notice it is the peoples' will to resolve these issues in a peaceable and cooperative manner and you have not been reciprocal. You have displayed utter disregard to the Peoples' Will and we're not going to accept any more political speeches, facts or opinions from you unless you swear it under oath in an Affidavit with penalty of perjury. We are going to hold our servants and entities accountable. Your personal financial capacity and livelihood are now on the line.

If hired servants or entities fail to correct the wrongs, provide Remedy, fail to honor the Bill of Rights, fail to show where you believe you have Constitutional Authority to violate the Peoples' Rights and fail to show within five (5) days you agree that you are working to attack the People, against your Trust Indenture/Constitution and are knowingly Trespassing against the rights of the People you swear to protect. Please meet our legal demands or you will face the State Grand Juries.

You have now been served with notice of intent to pursue whatever means is required to rectify the violation of the New Hampshire State Constitution, all State Constitutions, and the United States Constitution and restore power back to the Parents and the People.

502 Separate signatures submitted of this same document

_____

Autograph, one of We the People

11-29-2021

_____

Date

CC: Attorney General of NH John Formella
CC: Attorney General of US Merrick Garland
CC: All NH House & Senate Legislature
CC: All US House & Senate Legislature
CC: Governor Chris Sununu
CC: NH Bar Association
CC: National School Board Association
CC: All NH Teacher's Union