MANCHESTER SCHOOL DISTRICT SAU #37
POLICY COMMITTEE

April 17, 2024 **6:00 p.m.**

1. Chair Want called the meeting to order at 6:00 p.m.

2. The Clerk called the roll.

Present: Committee Members Want, Parr, Potter, O'Neil, and Ascencio.
Absent: Committee Member Bonilla.

3. **Public Forum**

4. Chairwoman Want advised 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.

Trinidad Tellez, 1550 Union Street, stated:

She stated that she has many roles and titles and hats. Today, she stated that she is present as a self-employed equity consultant, hired to provide her expertise to organizations and initiatives who wish to operationalize equity in their processes, systems and policies. She stated that today she is here to speak about the proposed revisions to the Chief Equity Officer job description found on page 44 of tonight's agenda package. Specifically, the proposed change in name or title and the reporting structure, as well as the rash nature of these changes without community member input. She stated that she was privileged to both help create the position, as well as to participate in the writing of the job description. She served on the Manchester Proud community planning group and as the draft plan was being circulated amongst CPG members for input, she wrote the Chief Equity Officer position into the document because she knew the vital importance of having a designated lead. Having a high level equity lead who reports directly to the superintendent is one of the most important recommended best practices. We know that when equity is an organization's strategic plan, it is everyone's job in an organization and can only occur when everyone co owns responsibility for making it happen and having the designated organization equity lead is vital. In this case, the Chief Equity Officer. The proposed change in title is problematic as it demonstrates a devaluing of the position and taking power away from the position and it comes at a time when at the recent 2024 National School Superintendents Association Conference in San Diego one

of the biggest messages was around there needing to be a title change to Chief Equity Officer as it affords the necessary power and respect for the role to be able to be effective. In New Hampshire, other districts are now creating or changing their DEIJ positions to Chief Equity Officer. The field is collectively moving to Chief Equity Officer. Additionally, she stated that she is proud to have helped co-create a very community engaging process in the writing of the job description, as well as the candidate review and interview process. These were processes that engaged many community members to provide input and suggestions and best practices because the position is of vital importance to the community. Due to this reason, she wanted to be clear that regardless of the intention or rationale, making these changes without expert or community input conveys a lack of valuing of Equity and Diversity and how it is perceived and received as a demotion of the position that you wrote with trusted community members. This comes at a time when the field is moving in the opposite direction. Finally, she wanted to point out that hearing comments from the public now before there's even an explanation of the proposal makes it challenging for the public to be able to provide the most appropriate input. This is an important proposal which feels as if it is being rushed. There should be time for the public to better understand and weigh in on what is being done. It is moving too fast, too soon and rushing is not in keeping with time. She urged the policy committee to defer their decision on these proposed changes.

5. Chair Want advises that if there is no one else present to speak and there are no other public comments that have been submitted, a motion would be in order to take all comments under advisement and to further receive and file any written documentation presented.

*On motion of **Committee Member Potter,** duly seconded by **Committee Member O'Neil,** 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.*

6. Approval of the Minutes from the March 20, 2024, Policy Committee meeting.

*On motion of **Committee Member Potter,** duly seconded by **Committee Member Parr,** it was moved to approve the minutes of the March 20th, 2024 Policy Committee meeting. All were in favor and the motion passed.*

7. Presentations

There were no presentations this evening.

8. Regional Career and Technical Education Agreement – Region 15 – by Attorney Katie Cox Pelletier and Nicole Doherty, Interim Assistant Superintendent

Nicole Doherty stated this is the four year agreement for the regional Career and Technical Education CTE agreement involving the Manchester School District, Londonderry, Bedford and Goffstown. The previous agreement expired last June with an extension placed until this June. This new agreement defines and reinforces the operational frameworks within the agreement. Key components of the agreement includes the responsibilities of the receiving District, which is ourselves, and the sending districts as well as establishing protocols for seat selection, aligning the school calendars, managing credits and programs of studies and addressing matters related to tuition and transportation. This agreement was developed collaboratively with input from the various stakeholders including Katie Cox Pelletier, herself, the CTE director and the superintendents from each of the sending districts. A meeting was held today with the superintendents from Bedford, Goffstown and Londonderry and they proposed some changes that were amended within the document you have tonight.

Attorney Cox Pelletier stated that those changes Ms. Doherty just spoke about include:

1. Looking at other agreements and how they are structured from around the state to be more in line with those.
2. Proposed changes to numbers 9, 17 and 27.
    a. #9 add a paragraph here that says the school district will provide sending districts a lit of any teaching positions that are unfilled or filled with uncertified personnel, including those on a permission to employ or emergency authorization hire status by October 15 of each year. Sending districts will then provide the receiving district a list of non-returning students by December 15 of each year. MSD and all sending districts agree to provide such additional information regarding educator and student status as it becomes available during the school year.
    b. #17 addresses that the sending district provide the receiving district with their draft calendar no later than January 15th so that we can finalize our calendar.
    c. #27, was number 26, is adding the sentence that says the CTE director shall keep a record of instances of funding constraints and report this information to the Department of Ed. This is so that they are aware of any courses that may not have funding to continue with.

Questions and comments included:

1. The agreement is to provide better communication between districts.
2. It was indicated that on page 3, #4, there is a typo that needs to be corrected being SPEDIS being changed to SPED.
3. Calendar alignment is something that we did this year.
4. It was asked if there is a formula that the state has for the Perkins grant to allow for the sending schools and four our schools to have a certain percentage of seats within the CTE Program? It was stated that we do not have that information tonight but can provide it.

*On motion of **Committee Member Parr,** duly seconded by **Committee Member Potter,** it was moved to approve the Draft Regional Career and Technical Education Agreement – Region 15, as amended, and forward these items to the full Board of School Committee for approval. All were in favor and the motion passed.*

9. Director of Career and College Pathway Development Job Description – Nicole Doherty, Interim Assistant Superintendent

Nicole Doherty stated this aligns with our graduate profile and our efforts to provide learning experiences in and out of the classroom. We have identified a discrepancy in the availability of these extended learning opportunities among the schools resulting in an imbalance of our students. Recognizing the importance of addressing this inequity, we propose the Director of Career in college pathway development position. This role is crucial as we strive for the district wide alignment of opportunities, ensuring that all students have equal access to essential experiences within our community. The director will oversee career readiness initiatives and foster communicate community collaboration focusing on strengthening the partnerships that promote learning opportunities for our students. Some key areas of focus, the director will include auditing current engagement efforts and partnerships, formalizing process for work based learning opportunities, creating an inventory of businesses and career connected opportunities, connecting continuing the implementation of K through 12 career and college connected learning, overseeing the professional development initiatives around pathways, creating data tracking mechanisms, developing career and college curriculum, and managing college and career readiness reporting. While the high school curriculum director and our community

partnership director had made some progress in this area, creating a dedicated role will enable us to significantly enhance our efforts to better serve our students as they prepare for their future careers.

Aimee Kereage, the director of Community Partnerships, was present to speak. They have worked on an approach that is student centered and is focused on being consistent with our business and community partners. In partnership, they have worked to engage with the partners who are eager to work with the school district and our student body, but not always sure how to do this. They've created a three tiered approach to partnering career awareness, exploration and immersion to date. They have worked closely with Fidelity, Army, DECA, Elliot hospital, Catholic Medical Center, Granite State Manufacturing, the Network for Health, Tidewater catering, Riverstone, Easterseals and the granite YMCA. By working together we've been able to have a consistent message we with our partners and the ability to have the educational needs clearly defined, additional things that we have worked on include the industry recognized credential conferences, as many of you are aware of. This creates a unique opportunity for students to engage during out of school time to earn credentials that can help support them in the workforce. We have offered CPR, first aid and safe food handling, guest service, fire extinguisher usage and just as some grant funding has supported this work to date, and Jillian and herself have been working on embedding this at the school level. They had spring into summer, which I know we were just here recently to discuss the success of that, and it was our first summer engagement opportunity event that showcased over 30 organizations who had summer opportunities for our students and families. They have also had the pleasure of creating stipend positions of career connected learning leads at the schools. This work has also been grant funded and has afforded staff in the school stipends to develop career fairs at elementary and middle schools. Today, it was a fantastic day at Beech Street School, Carrie Crowe, the school counselor had six businesses inside showcasing their work, including Manchester animal hospital with a bunny, and subzero nitrogen ice cream and outside there were eight different careers on wheels for our students to engage with the fire department was there DPW, UPS, a food truck, MTA, all presents. Students were able to climb into these spaces being lifted up into the seats to see what it was like and in places that they see on the road and in their community all the time. It was a pretty magical experience.

Jillian Corey stated that she can personally echo what Aimee has been saying this evening. One of the things that the work that Aimee and herself have done for almost three years now, which began with

very serious conversations with community partnership, learning the nuances of state loss and workplace learning, and attending informational conferences and being part of cohorts, where we have also learned quite a bit about the value of career connected learning, but also demonstrating to students where they can go and provide a guide rails within that. Through all of the learning, it has become abundantly clear to us, as well as the administration that we've worked with and recorded to the entire time that allowing students and showing them where their path can lead is one of the most valuable tools that we can give our students today.

Questions and comments included:

1. This is an important position in the district.
2. Will this person work with the high school guidance counselors? They will oversee the work done with all of our students. It is important to reach the students early in their schooling.

Amendments included:

1. On page 15, it has the salary as 110,00 and this should be changed to 110,000. This also needs to be changed on page 17.
2. It was stated that the word original at the top of page 18 should be removed.

*On motion of **Committee Member O'Neil,** duly seconded by **Committee Member Parr,** it was moved to approve the Director of Career and College Pathway Development, as amended, and forward these items to the full Board of School Committee for approval. All were in favor and the motion passed.*

10. Student Violence Prevention and Management Plan – by Nicole Doherty, Interim Assistant Superintendent and Michelle Evans, Director of Human Resources

Nicole Doherty and Ms. Evans were present. They stated before the committee is a draft of the student violence prevention and management plan, as outlined in policy safety 100.1. This plan aligns with the RSA. It also aligns with PART Lab 603 and the aim is to provide comprehensive training, education investigation and prevention protocols to all staff to minimize violent acts and injuries caused by students. In March 2024, the joint loss management committee was reestablished to oversee the implementation of this plan. Committee Members were thanked for their input and suggestions during this collaborative

creation of the plan. She stated that she has shared the draft plan to the Department of Labor to ensure compliance and regulations. Moving forward, the committee will convene monthly for the remainder of the school year and will reconvene before the start of next year.

Questions and comments included:

1. Training for employees to prevent violence in schools.
2. It was asked if Performance Audits are done and it was answered that they are done annually.
3. Training and education are included in the violence prevention and management plans.

Amendments included:

1. On page 25, IDI training should be added.

*On motion of **Committee Member Parr,** duly seconded by **Committee Member O'Neil,** it was moved to approve the Student Violence Prevention and Management Plan, and forward these items to the full Board of School Committee for approval. All were in favor and the motion passed.*

11. Bus Driver Job Description – by Attorney Katie Cox Pelletier

Katie Cox Pelletier stated she has a few bus driver job descriptions that she is asking the committee to approve tonight. Originally, she wrote this asking for just the school bus operator job description but in working with some of the bus drivers, she came to learn that there is a trainer and certified instructor position as well. These are employees who work as bus drivers, but then get a differential per hour when they are engaged in training and instruction. It's not all the time that they're doing it. We need to bring those skills when we have the bus drivers start working for Manchester. She then went through each of the job descriptions. She stated that she has been having ongoing conversations with the bus drivers and have been working on this frequently throughout the past couple of weeks and they were not done until earlier this week with a with a version that she thought will work for the district and for the operators as well. They are negotiating with the union as they look at bringing over the bus drivers into Manchester School District. She stated that she cannot talk about the ongoing negotiations at this time but stated it was important to bring these job descriptions forward and get them approved as part of this process. They have had assistance with the writing of the job descriptions from the Manchester Transit Authority. There were some things that our job description was missing and this was a good way to bring the

language together. The minimum qualifications are what come out of the Manchester Transit Authority. They were more comprehensive and she stated that this is a good list. The preferred qualifications are the same. At the bottom of the Manchester Transit Authority, job description they had all these benefits and pay listed and it read more like an advertisement than a job description. We do have a collective bargaining agreement with the union and we will pay them in accordance with that agreement. At the top, she stated that she has included the starting rate that's current. The way the bus driver rate works, the reasons there's a range, they all make the same amount of pay, but in your first six months you make 90% of the top rate. If you start at the top rate of $26, an hour, which it will be on July 1, the 90% is like $23 and change. After six months, you make 95% of that top rate, which is in the middle of that range and then in a year they make 26. The starting rate really is a range, because different people will make different amounts as they as they get going. It also captures language for the requirement of the CDL. The white box will go away. She stated that she is proposing to merge the two that we had, it includes all the important language from both, but streamlines it without making it read more like an advertisement. When we advertise, we can advertise the pay and the benefits and all those things for sure.

Questions and comments included:

1. The Committee stated concern about the lack of mentioning of students in job description.
2. The committee emphasized that safety and professionalism should be within the school bus driver job description.
3. These updates are to help provide the district leaders with clarity and transparency.
4. It asked that language be added to the job description to require bus drivers to complete student safety training as assigned by the district.
5. Being less specific about trainer trainings to account for changes in the district's training requirements was requested.
6. Executive leadership team reviewed and provided feedback on job descriptions.
7. The district should provide training on MTSS for both drivers, students and staff.

Amendments included:

1. Adding under the responsibilities of the position that wording regarding student safety training as recommended by the district will be added.

*On motion of **Committee Member Parr,** duly seconded by **Committee Member O'Neil,** it was moved to approve the School Bus Operator and forward these items to the full Board of School Committee for approval. All were in favor and the motion passed.*

12. Executive Director of Teaching and Learning Job Description – by Dr. Gillis, Superintendent

Dr. Gillis stated as a district we had misaligned and outdated job descriptions across our organization. Once we had our HR team in place, we started to work on updating and creating a catalog of job descriptions. Our job descriptions had been outdated and used many different formats and systems for creation and development. Some of our descriptions did not even have dates of last revision. You'll note in some of the comments, information was not available. They opted to begin the work with the district leadership team. Each member of the executive leadership team previously known as the cabinet or E-team had time to look at their job descriptions aligned with their role and are aligned with their work in their department and provide feedback. The executive leadership team has 12 positions, all working in collaboration to actualize the goals within the strategic plan, district goals, department goals and school goals. I want to focus the team works together to maximize our outputs. We have been removing the silo effect that had been in place in our district for quite some time. The use of the following words Chief Cabinet and E team have been removed from all descriptions and replaced with the following chief has been replaced with executive director this impact six of our job descriptions within our executive leadership team, cabinet or E team has been replaced with executive leadership team. steps we've taken to date, we have reviewed the executive leadership team job descriptions you have before you this evening. The three descriptions which had revisions beyond the change from Chief to Executive Director, or from cabinet e team to executive leadership team. The remaining job descriptions that had only a name change and or a team name change are also before you this evening on your desks. These will be included in the background packet for the full Board of school committee meeting committee meeting on May 13. We've updated the organizational chart with updated titles. Please note the reporting structures have not shifted for any member of our team since my last update on the organizational chart that was presented in fall of 2022. What's next, each executive director will review the job descriptions

within their department. This work will include a direct review of documents we have on hand feedback sessions with team members and drafting of proposed updates. Michelle, HR director, and herself will then be bringing forward proposed updates to the policy committee for review and approval. We will create an updated catalog of job descriptions by type which will be held in the human resources department. They are working to improve clarity and transparency for all who interact with our district. We want clarity of the people in the roles within the district as a means to break down any confusion. They are recommending moving to normalize titles that are originally understood and describe the work within the role and with that, they wanted to go job description by job description. She stated that the first item being brought forward was in the board packet on page 35.

Questions and comments included:

1. Where will this position be within the district structure? It was explained where it will be placed and that this person will report to the Superintendent.
2. The language is being revised to improve clarity.

Amendments included:

1. On page 37, under Supervisory Responsibilities, bullet one will be removed.

*On motion of **Committee Member Potter,** duly seconded by **Committee Member Parr,** it was moved to approve the Executive Director of Teaching and Learning Job Description, as amended, and forward these items to the full Board of School Committee for approval. All were in favor and the motion passed.*

13. Assistant Superintendent of Teaching and Learning Job Description – by Dr. Gillis, Superintendent

Dr. Gillis stated that the second job description was on page 40.

Amendments to this policy included:

1. On page 40, the second paragraph under Specific Core Functions, the word elementary will be removed.

2. On page 41, the third bullet, the word of will be removed, so it will begin Remains current with the developments…
3. On page 42, under Assignments and Committees, it should be added Committee on Teaching and Learning.
4. On page 42, under specified length/hours of Position, add the language of the requirements as listed in the employment contract.

*On motion of **Committee Member Parr,** duly seconded by **Committee Member O'Neil,** it was moved to approve the Assistant Superintendent of Teaching and Learning Job Description, as amended, and forward these items to the full Board of School Committee for approval. All were in favor and the motion passed.*

14. Chief Equity Officer Job Description – by Dr. Gillis, Superintendent (Executive Director of Diversity, Equity, Inclusion and Justice)

Dr. Gillis stated that the third job description is on page 43 and is the Chief Equity Officer Job Description.

Amendments to the proposed included:

1. Need to change Chief Equity Officer throughout the entire document to Executive Director as is being proposed.
2. On page 45, under Minimum qualifications Education, spell out what JD is referring to.
3. On page 46 added language about LGBTQ+.
4. Under preferred characteristics, including language regarding Trauma informed pedagogy.
5. On page 46, 7th bullet under Knowledge, remove adult and leave it just as learners.
6. On page 47, remove the second sentence under Strength out.

Questions and comments included:

*On motion of **Committee Member Potter,** duly seconded by **Committee Member O'Neil,** it was moved to approve the Chief Equity Officer (Executive Director of Diversity, Equity, Inclusion and Justice) Job Description, as amended, and forward these items to the full Board of School Committee for approval. All were in favor and the motion passed.*

New item

Dr. Gillis stated that she is requesting that we change the job position titles from Chief of to Executive Director.

The clerk stated that these new items can be brought forward because they will still go to the full board and will be in the agenda packet for the public.

*On motion of **Committee Member Potter,** duly seconded by **Committee Member O'Neil,** it was moved to revise the position titles, as follows, and forward these changes to the full Board of School Committee for approval: the Chief of Student Services and Wellness Officer to Executive Director of Student Services and Wellness; the Chief of Staff to Executive Director of Communications; the Chief Information Officer to Executive Director of Information and Cyber Security; the Chief Legal and Policy Officer to Executive Director of Legal and Policy; and, the Chief Financial Officer to Executive Director of Finance. All were in favor and the motion passed.*

15. TABLED ITEMS

a. Benefits Specialist Job Description – by Michelle Evans, Human Resources Director
b. Manager, Safety and Security Job Description – by Michelle Evans Human Resources Director

No items were removed from the table.

12. NEW BUSINESS

Committee Chair Want stated that we need to continue to move forward with our policies and updates to them.

Committee Member Potter stated we have spent a number of months working on important things in the HR Department and getting all of our job descriptions and we need to make sure that we are moving forward with these items.

ADJOURNMENT

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

On motion of ***Committee Member O'Neil,*** *duly seconded by* ***Committee Member Potter,*** *it was moved to adjourn. All were in favor and the meeting adjourned at 7:30 p.m.*

True Copy. Attest.

Respectfully Submitted,

Angela M Carey

Clerk of Committee