MANCHESTER SCHOOL DISTRICT SAU #37
COMMITTEE ON STUDENT CONDUCT

June 14, 2023 **5:00 p.m.**

1. Chair Leapley called the meeting to order at 5:12 p.m.

2. The Clerk called the roll.

Present: Committee Member Leapley (5:12 p.m.), Want, Perich (left at 5:35), Gonzalez, Potter and Hamer.
Absent: Committee Member Argeropoulos.

3. Public Forum

There was no one present wishing to speak.

6. Approval of the Minutes of the following meeting: May 10th, 2023.

*On motion of **Committee Member Want,** duly seconded by **Committee Member Gonzalez,** it was moved to approve the minutes of the May 10th, 2023 meeting. All were in favor and the motion passed.*

7. Presentations

There were no presentations this evening.

8. Multi-Tiered Systems of Support and Progress Update for 2022-2023 School Year – by Stacy Champey, District Multi-Tiered Systems of Support B – (MTSS-B) Coach
(Note: This item is for informational purposes only.)

Stacy Champey was present to speak. She stated that Multi-Tiered Systems of Support are built off national research and evidence based informed best practices for student behavioral health that drives the US Department of Education and legislation that comes down to the state, which then is packaged together by the State Technical Assistance Center for MTSS. They work to support school districts on how to implement best practices around student behavioral health and the information that we receive is incorporated into our Student Code of Conduct. The District uses this information to build up the systems to support our students. MTSS B is a public health model and it is important that it is coordinated with our behavioral health community partners, so that we are all working together to get the

best results. The big picture is that we are working toward positive outcomes for students and there are several pieces to this. They have instituted some of these practices into a pilot in some of our schools. The systems that have been developed include two district teams. There is the leadership team that is using the tools to work to create the framework and this team includes administrators from the schools and they are part of the action planning and communication that happens around MTSS. The second group is the behavioral health integration team and that includes the community partners in our schools and the city health department. They are setting up targeted interventions. She has a whole system and a coach working with her and the schools. Feedback is provided back to the district teams, the school teams and the administration. She stated that the information is logged into Aspen and they use that information to build the systems in the district. Next year, she will be offering Technical Assistance to the schools from her office and they will be providing support for administrators who are going to the Restorative Conference Training this summer to support the school leads on those Tier I teams. The team will meet once a month to continue to grow their skills. They are going to block out time to provide assistance when it is needed. One data point is regarding entering office referrals and they are going to provide training for all staff in this area at all the schools, so that the data being entered is consistent across the district. She stated that each month when she meets with the team, they look at the referrals that are coming in and compare them against the special education information and they have access to all the data for all schools in one table. They work to disaggregate the office referrals by different categories, including English Language Learners, Race, ethnicity, gender, school and grade and this will also be built for the suspension process. Each month they look to see if there were spikes in any given area. They are able to get quick access to the data and build this information for everyone. Also when entering information, what interventions that were done and what progress is being made on the interventions gets entered into the system. She stated that she is working on dashboards for the district to be able to review the information quickly. She is looking into grants and funding to support this endeavor, but they are also reviewing what grants they already receive and who has applied for what. They are looking at meeting needs and closing gaps but making sure that they are not duplicating initiatives or putting in competing initiatives. She stated that she is waiting to hear back on the Project Aware grant that she applied for. She then went through some of the data that was submitted in her documentation (see agenda for the documentation).

Questions and comments included:

1. First the committee thanked Ms. Champey for her work.

2. It was stated that it appears that great gains were made in the expectations that were defined.
3. They are working with the schools on their behavioral expectations and are teaching them how to use their community partners in implementation.
4. It was asked if every school has chosen their SEL curriculum and it was stated she does not have that information with her this evening. She did however state that schools are implementing their second step or Leader In Me and the Middle Schools are working with the district teams to set this up.
5. They are bringing everyone to the table to help keep moving this work forward.
6. It was stated that they are working on getting all the information on which schools are using which programs.
7. Alignment of the work is a big part in the success.
8. We need to think about the parents and how we can support them as well.
9. Working across the district with a uniform process will be beneficial.
10. If a student does not have the self-management skills, relationship skills and goal directed behavior then they may get the best literacy lesson in the world but they will not benefit from it.
11. We need to make sure that we are not stretching our Tier II and Tier III resources too thinly.
12. On the report cards are the competencies that are aligned with the New Hampshire Learning Initiatives and the Caselle standards. Leader in Me aligns with this. When she is working with the teams, she makes sure that they have an SEL curriculum that aligns to these competencies.
13. We need to know what the competencies are, in order to be able to monitor the progress for individual students.
14. How much time do we have allotted for Tier I social and emotional learning and are there any opportunities to create more instructional time for this? It was stated that all schools are different and those schools that have a bigger block of time allotted to teach this have better success. She stated that she does not have the break down from the schools on how much time is devoted to this with her this evening.
15. If the administration, the teachers, the community partners and the parents are all talking the same talk and working together the outcomes will be greater.
16. Schools create and execute an ABC plan each year for Attendance, Behavior and Course completion. They will have the information from this year and will be able to set goals and benchmarks for next year.

17. She stated that her goal is to support the staff and to make sure that they are implementing these with fidelity.
18. You can review the data on the DHHS website under the Greater Manchester area.
19. The grant that she applied for with the Substance Abuse Mental Health Administration (SAMSA) aligns with the work from the Youth Risk Behavior survey and prevents to address these issues in the schools and intervene earlier.
20. We provide support for teachers in the form of Professional Development and someone is always available to answer any questions that the teachers have.
21. Getting the foundational pieces in place first is very important.
22. More staff is needed to help with the coaching.
23. Again, having an overview of all the community partners and what they are offering to make sure that all the schools have the supports that they need are very important.
24. Train the trainer will be taking place so that someone is trained and then can come back to the district and provide the training to our staff.
25. Due to the needs in the district, we have had to refer students out of the district for services and it would be better if we had the staff on hand in the schools to provide the service.

9. Sexual Assault and Consent Program for Students – by Forrest Ransdell, Assistant Superintendent of Operations

*On motion of **Committee Member Want,** duly seconded by **Committee Member Gonzalez,** it was moved to send item 9, Sexual Assault and Consent Program for Students, back to the Administration. All were in favor and the motion passed.*

10. Bi-Monthly School Conduct Comparison – by Forrest Ransdell, Assistant Superintendent of Operations
(Note: This item is for informational purposes only.)

Forrest Ransdell stated that in the interest of time, knowing that we are ending the hour allotted, she stated that the data was submitted in the packet for the comparison year over year and every time we see this data we need to use the most recent 2023 data as the baseline data for moving forward. The reason for using this data moving forward is because prior to 2023 we did not have a consistent use of Aspen and recording of the incidents across several of the schools. The schools are now using this so that we can have more relevant and truer comparisons going forward. This data will be given to the committee a few

times a year. He stated that the elementary data did not get upload for the packet and a copy was given to the committee this evening.

Questions and comments included:

1. The district is working on making data available going forward to the schools and the district.
2. Data should not be being done by hand and should be done in Aspen.

11. NEW BUSINESS

Committee Member Potter stated we saw attendance data last month that was concerning and he asked if there was any new information since last month or what the district is doing to improve attendance?

Mr. Ransdell stated he does not have that data in front of him this evening. He did state that we do have an attendance coordinator who is working to develop a positive attendance programming process and they will be adding truancy responses to the data in the future.

Committee Member Leapley stated it appears we will have some new data coming to us in August and she hopes this will include attendance information. She stated she would like to hear from schools what their plans for attack on attendance are. She stated that she spoke with the office of Youth Services, and they would like to get on the calendar for one of our meetings. She stated she would also like to hear from the Administration to get a heads up of what will be coming into the committee for information in the upcoming meetings.

12. A motion is in order to go into non-public session under the provisions of RSA 91-A:3 II (c and ℓ) for matters, which if discussed in public, would likely affect adversely the reputation of any person; and, consideration of legal advice, provided by legal counsel.

There was no reason to go into non-public session.

ADJOURNMENT

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

On motion of ***Committee Member Want,*** *duly seconded by* ***Committee Member Hamer,*** *it was moved to adjourn. All were in favor and the meeting adjourned at 6:07 p.m.*

Certified Copy. Attest.

Respectfully Submitted,

Angela McCarey

Clerk of Committee