BOARD OF SCHOOL COMMITTEE
MANCHESTER SCHOOL DISTRICT SAU #37

August 22, 2022 **Immediately following Public Hearing**

1. Mayor Craig called the meeting to order at 6:32 p.m.

2. Mayor Craig called for the Pledge of Allegiance.

3. A moment of silence was observed, keeping the Simpson family in our thoughts and prayers.

4. The Clerk called the roll.

Present: Committee Members Turner, Parr, Soule, Want, Tassey, Argeropoulos, O'Connell, Potter, Perich, Dion, Hamer, Leapley and Mayor Craig. Committee Member Gonzalez was late, arriving at 6:43 p.m. and left early at 7:45 p.m.

Absent: Committee Member Bonilla

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.

Lisa Hanel, Montgomery Street, stated:

She stated that she is the president of the AFSCME Local 3912, representing the paraeducators in the Manchester School District. She thanked those that have come out and spoken at the School Board meetings and have been supportive of para's minimum wage increase. The paraeducator executive board has been working collaboratively with the district to move forward with a wage increase for employees making less than $15 an hour. The tireless efforts have brought us here tonight and she stated that she hopes that the Board of School Committee will approve the proposal presented to them this evening. She stated that we need to look at our future and find ways to not only attract but retain and motivate our paraeducators to work in and stay in our district. She stated that she knows for a fact that we have lost a minimum of five paras in the past six months to our own district and these are paras that took positions as secretaries to make more money or they have gone to other districts. She stated that it saddens her that these staff, some with many years of experience and service have left a position that they love because they did not feel valued and could get more money elsewhere. Although many will think that this $15

minimum is not enough, we all agree that it is a start. The Board has an obligation to the students with special needs and it starts with the paraeducators being at the forefront, as without them there are student's whose services are not met, required hours will not be attained and that comes with less funding. It is with the utmost importance that she asked the Board to approve the increase this evening, so that the district can start the year off on the right foot giving the paraeducators in this district the respect, consideration, appreciation and salary that is due for the work that her team gives and she is looking forward to working collaboratively in the future with the district to find more ways to help retain, attract and recruit more paraeducators, so that all children who require a para will get their needs met well in the Manchester School District.

Martin Toe, 2 W. Stearns Avenue, stated:

He stated that he works in Manchester and is part of a group of young adults that are living here in Manchester and in Concord, and most of them are working right now and couldn't be here, so they asked him to share a few words with the Board. He stated that some of them have relatives that attend the public schools in Manchester and have parents are they themselves have worked as paraprofessionals. He stated that some have left the paraprofessionals job because of the wage. He stated they are asking the Board to support the resolution to adopt the $15, though this is not enough for our paraprofessionals it would be a good start and they know that and believe that everyone deserves a fair wage. In New Hampshire the minimum wage is $7.25 and that hasn't change at the federal level but this shows that Manchester is doing the work that needs to be done here and by taking this step to vote for this resolution is a good step and shows the type of progress that we need here in Manchester and also sets the tone for the rest of the state. He stated again that he encourages the Board to adopt the resolution.

Sue Hannan, Sundown Drive, Derry, stated:

She stated that she is the president of the Manchester Education Association. She stated that she wanted to bring a few points to the Board tonight after looking at the agenda, just to make sure that they are things that hopefully the Board will touch on this evening and can make sure that conversations are brought up appropriately. She stated the first is the grading policy and she stated that she wanted to thank both Assistant Superintendent Allen and Jillian Corey for the extraordinary work, the collaborative effort that they really need to sit with and talk about grading and how that needs to be done and how we can't do everything all at once but it comes over time. This is something that the Board has been very appreciative of over time, so she wanted to recognize them because they really appreciate the collaboration and the time and effort that was taken for this policy. As far as the long term facilities plan, it is very exciting and

she really hopes that the educators can be a part of the plan. The educators have an awful lot of insight into what could possibly happen and she thinks some changes probably will be made in the blueprints before changes are made to some of the middle schools to add fifth grade because they would have been able to see what was not going to work right. She asked that the educators be included in the conversation. She stated that regarding what others have said this evening, the MEA is in full support of the AFSCME and all other groups who should be at $15 an hour making this. This is huge. She stated that they rely very heavily on the paraeducators, on the food service staff, and all the other people and this would really attract them to the Manchester School District and it would be absolutely amazing to have a much fuller contingent than we have had in the past. She stated they are in full support. She stated that she wanted to bring up the ASCD micro credentials that are in the packet tonight. She stated they brought this up quite a while ago, and stated that the NEA also has micro credentials and she stated that she knows that is in there; however, you need to understand that the ASCD will cost $600,000 over three years and the NEA might cost you nine or $10,000 to pay for the non-members because it is $75 each for them and its free for members, so this would be a huge savings and we could use that kind of money for things like stipends for our mentors and for schools and that would be huge and very important. She stated that she hopes that the Board will really reconsider this and help the budget.

Lara Quiroga, 7 Constant Street, stated:

Ms. Quiroga was unable to present her entire presentation due to time but submitted it for the minutes. Her presentation is as follows:

My name is Lara Quiroga. I live at 7 Constant Street in Ward 8. I'm here today speaking as a long-time resident of Manchester with expertise in young children and early childhood care and education. I have a Master of Education degree in child development, focused on children birth through age 8, with a concentration in administration

 Some of you know me through my role at Amoskeag Health. I have some comments to share related to the facilities plan and my opinions, conclusions, and recommendations do not necessarily reflect the views of Amoskeag Health.

 NH is one of 13 states that experienced more births in 2021 than in 2019 and that trend in NH is expected to continue for 2022. Encourage talking to Elliot Hospital and CMC leadership about the birth trends of Manchester residents as decisions about the long-term facilities plans continue to be made.

 Related to this are the needs our community has in terms of preschool special education. I've lived and worked in this community for more than 20 years and for too long our youngest

students have been an afterthought. We focus on bolstering the K-12 learning and teaching environments and opportunities, but the same cannot be said for the 3 to 5 years old's we are required by law to support and educate. Over the past decade or so, we've whittled down our programming to part-day, part-week with some families given the option of Head Start or 3 other childcare program placements. We have 3 years old attending 3 half days, 4 year old's four half days, some students with autism in secluded classrooms when it might be appropriate for them to learn routines and socialization with their typically developing peers. And we're trying to figure out how to bus a bunch of these young children to an elementary school that may not be the one they will attend for kindergarten.

 Some schools have preschool classrooms for a few years then teachers are sent to another school that might have more room, but where they need to start over to create an appropriate environment, help other school personnel understand what's developmentally appropriate as opposed to age appropriate for preschoolers, never mind the anxiety they experience while they wait to learn what building they'll be in.

 We used to have contracted placements in local childcare programs that would guarantee spots for children with an IEP who could receive services in community-based setting and a least restrictive environment, while also meeting the needs of working families. It also helped reduce transportation costs since parents could drop off their children to the program on their way to work and pick them up on their way home. Again, this has been reduced to Head Start and 3 other programs in the city.

 And year after year we're casting blame on teachers, curriculum, parents, lack of resources, and more on low 3rd grade test scores for reading and math

 All of that said, it is time we take another look at how we support our community's youngest residents and their families. Instead of thinking how we can water down what we do for K-12 to accommodate preschool, or considering their needs after K-12 is figured out, let's think of preschool as a starting point for Manchester's students.

 High quality early childhood programs can yield a $4 – $9 dollar return per $1 invested. Because those programs promote healthy development, they can generate savings by preventing the need for more expensive interventions later in a child's life. For example, studies show that participation in high-quality early care can help children avoid special education, repeating grades, teen pregnancy and parenting, and incarceration – all outcomes that imply large costs for our city and for society. Furthermore, over the long term children and parents who participate in such programs are more likely to be employed, thus revenue from their taxes and

enhanced buying power can positively contribute to our economy.

 We know that babies are born with all the neurons they will ever have and that their brains develop connections faster in the first five years than at any other time in their lives. This is the time when the foundations for learning, health and behavior throughout life are set. A strong foundation improves odds for positive outcomes while a week foundations increases the odds of problems later in life that are most expensive to remediate, the older the child gets.

 I see later on the agenda you're talking about transportation, legislation related to special education, and more. And pretty soon someone will bring up 3 grade reading and math scores.

 Expenses related to these would be reduced over time if we provided earlier intervention. Our elementary scores would be better if we didn't wait for a delay to be bad enough in preschool or until kindergarten to remediate concerns.

 I urge this board to lead with the child and specifically the young children when considering how we move forward with facilities. Without consideration for our youngest residents, we start behind. They need space of their own that is developmentally appropriate that sets the stage for all future learning and development. Whether that space is owned by the district, accessed through community partners, or a combination of both – it doesn't matter. We just need to have them be part of this plan from the beginning.

Lisa Howe, 24 Greenfield Street, stated:

She stated that she has two daughters, one at Webster and one at Hillside. She stated that she wanted to express her family's appreciation for the comprehensive facilities plan that was brought forward. She stated that she feels that this is long overdue to have a movement on a comprehensive plan that includes grades K-12, and she hadn't thought about preschool but agrees with that as well. We need to attack the problem. She stated that in particular she is happy to see that there is a proposal to build a new and modern high school and to streamline the number of high schools in the district. Both of these proposals will be beneficial to students, enhancing their learning environment and making the high school level more efficient. Changes clearly need to be made given the under capacity of our high schools and the significant building needs. She urged the board to move forward as expeditiously as possible. She stated that sometimes she feels that she is in the minority on this with her peers but at the elementary and middle school level, she is not opposed to moving the fifth grade to the middle school. Both of her daughters likely will be in the middle school at the time and she sees the academic benefits to doing this; however, she asked that the Board think carefully about this because it appears that where she lives there is not overcrowding at the elementary school level and she is worried that in an attempt to free up space at the

elementary schools could cause overcrowding at the middle school level. She stated that she understands the desire to be on one model across the district and asked that as the board moves forward that they do it thoughtfully. In addition, she asked that any plans to make additional moves be given enough time to ensure all necessary resources are in place, that there is adequate time for planning allowed and adequate notice to students and families, as well as the schools, and that no timelines for moves be finalized until construction is completely, or ideally at least under way. There needs to be adequate staff and financial resources, not just to add more kids to the school but to add a younger grade to the school. Finally, she would find it very concerning if children were told during their fourth grade school year that this is their final year in elementary school. She stated that she understands that we are all on notice and frankly, she has told her daughter that this may be her final year in the elementary school, but children should have certainty at the start of the school year on what is going to happen. The last thing she wanted to notice and she did send everyone on the Board an email, but we have had kids in the district for eight years who celebrate Jewish holidays. In each of these eight years, there has been a major school wide or grade wide event scheduled on one of those major Jewish Holidays. She stated that she is talking about the equivalent of Easter and Christmas, Rosh Hashanah and Yom Kippur. She stated that she knows the district seeks to be inclusive but this does not feel very inclusive and it sends a really unfortunate message to kids. She stated that she hopes that this is addressed at the district level.

William Krantz, Principal of McLaughlin Middle School, stated:

He stated that it has been a while since he has been before the board and he had not planned on saying anything but wanted to follow up on some of the comments that other folks have brought up this evening. He stated that he is 100% behind the $15 an hour for all people that are going to be positively impacted by this. He stated that he has been in this business for a long time and paraprofessionals are often working with the neediest of our students and yet oftentimes they are the least compensated and that has always seemed kind of perplexing to him that adults oftentimes are not being compensated anywhere close to what their responsibilities are. It is way past time that these folks get some more money in their pockets, as well as the folks that are serving the good food that we get to eat at his school, McLaughlin, so this makes him very happy for these people as well. He stated that when the conversation starts for the move of the grade five students, he wants to be involved in that conversation. He stated that he has pretty confident with this administrative team that is leading the show that this will happen but he feels like he has not been in the conversation in a meaningful way at this point. He stated that he is not taking shots at anyone, it is what it is. There have been some decisions that have been made that quite honestly have absolutely impacted him personally and he has not been involved and he finds that really inappropriate.

He stated that he does not understand why he wouldn't have at least been given the courtesy of being involved in the conversation. Some of these things include early bus arrival, which he is fine with, there are no changes that need to be made but being given the courtesy of the conversation instead of reading it whenever it is posted. He stated this way he can let his parents know what is going to happen and can make sure that he has the staff to supervise the students when they are dropped off. He stated that he has a great staff and will find the people to be there but he stated that we cannot continue the culture of these kinds of things happening. He again stated that he is very confident with the current administrative team and things are moving in the right direction. This doesn't sound like a compliment but there is one in there. He really believes that something like this won't happen again because it is not the right way to conduct business. He stated that he wanted to give a huge shout out to whoever it is that made it happen that they have a new gym and the paving and all the other goodies that have been going on as far as improvements. Whoever that is, he thanked them. When the kids walk into the gym, they see that it is huge, it is awesome and looks great and whoever did this should pat themselves on the back because it is a really, really good thing.

6. If there is no one else present wishing to speak, a motion is in order to take all comments under advisement and further to receive and file any written documentation presented.

*On motion of **Committee Member Hamer,** duly seconded by **Committee Member Perich,** it was moved to take all comments under advisement and further to 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.)

Questions and comments resulting from public comment included:

1. It was asked if the Administration could take a look at the calendar and make sure that there are not items scheduled for days that are observed holidays. Dr. Gillis stated that she wanted to thank Mrs. Howe for her email. She stated that after she received this email, they shared out an email with the building leaders to remind them of the holiday schedule for the coming year. She stated that they will also be touching on reminders of how we plan and schedule things in the district when they have their Professional Development days with the teachers that are coming up. She

thanked Mrs. Howe again for sharing this feedback with the district so that they could get in front of it and some action has already been taken on this.

2. There was some discussion a couple of months ago regarding the food offering in the cafeterias and having more options for students based on our growing demographic of students. It was stated that while having this discussion, we should also be having the discussion about the additional holidays that are observed by the families due to their faith and traditions.

8. RECOGNITION/PRESENTATIONS

a. Facilities Update – by Dr. Jennifer Gillis, Superintendent

Dr. Gillis gave an update on facilities. She stated that when she left off with the Board in June, she had two items to carry her work forward regarding the long term facilities plan. She approached this work by exploring more about our options, while also continuing to review our prior studies and community feedback. This resulted in her decision not to hire a project manager. Yet, as it became clear, we needed to start by identifying our model is our starting point. This model, if approved this evening can provide a framework for us to move into our next step of the work. She stated she is excited to share this model with everyone this evening. She also wanted to take a moment to remind our students, families, staff, board and community that this work is a process, one which is reflective of data, community feedback, and industry feedback. This process is also heavily interconnected and intricate. This means one action can have a ripple effect on subsequent actions. She also wanted to share that this work has not been done and shall not be done in isolation, as the intricate nature of a project of this size demands a team approach and community input. She wants to be clear that this is our time to work together to redefine and create learning spaces that meet our expectations for 21st Century learning to meet the needs of our students today and in the decades to come. We often focus on why, at the very core of this work remains our students. How do we use this opportunity to envision what learning can look like and by this she means both programming and facilities. Our work must combine both of these areas to truly provide the facilities we believe our students can educationally thrive in today and for the decades to come. She did want to stress that our time is now, our time has come to address our plan for innovative educational experiences for our students while also addressing our aging buildings. While a few of our buildings have been standing since the late 1880s and 90s, we also have some newer buildings that have been constructed in 1998. Our buildings have been standing as silent witnesses to decades of learning in our district. These buildings have stood the test of time, as they have seen generations travel their halls, as we love and have cared for these physical structures, the time is upon us to act, we have to consider the costs associated with

aging buildings, and the limits we construct stretch to given the design of these buildings. Finally, all we do as a team aligns to our strategic plan. Our strategic plan is our roadmap as we engage in all things regarding our district, and all of the goal areas, grow our learners, our educators and grow our systems. This facilities work can be a factor to guide our pursuits from lower class sizes to enhance learning environments and we can see connections to opportunities for efficiencies, and an improved footprint on our environment. As a quick reminder, some of the data that we hold at the core of our work, we have gone from 22 buildings to 21, with the closing of Hallsville Elementary. She noted research would show the typical age span of a school building to be about 50 years, while we have an average lifespan of 75, with some of our schools aging at greater than 120 years. Please note, the included list of each school and the date of construction in your packet for your reference this evening. She stated that she was going to touch on enrollment shortly in more depth, but she wants to take a brief moment to reflect on our declining enrollment since 2010. While we see a decline in enrollment, we have to bear in mind that we must also integrate city planning and monitor data and impacts on our enrollment from the overall house housing plans within the city. When we look at class size, she wanted to take a moment to frame two piece two key pieces of data. While we have observed a decline in enrollment, we as a district have also placed a high focus on lowering our class sizes. So, while yes, we do have lower enrollment, we are also lowering the class size to 20 for grades K to four, and 25 for grades five through 12, with a max capacity of 24 in our labs. Given the lower class sizes, we need that increased square footage in our classrooms. Given lower class sizes, split middle school configurations and enrollment data at our schools, we are seeing some pressure points at our elementary level in particular at Wilson and Beech, two schools which have yet to transition to the five eight model and she was happy to share this concept model with you this evening. This model is the result of community feedback and synthesis of the studies and data we have gathered to this point. It was clear our community did not have an appetite for a mega High School, nor did they like the idea of a mega or centralized elementary school and there was a desire to get all four middle schools into the same structure, but to make sure we did it right. This model while it does reflect one less high school and one less elementary school, the decisions on how this model impacts any one of our schools is yet to be determined. In the concept model, she's broken out the work areas by grade level to reflect high, middle and elementary. She asked everyone to please keep in mind, these are starting points and do not preclude our broader work. She also reminded everyone that the work is intricate and incredibly interconnected. She wanted to just share that as we move forward in our work we may have to work on programming sessions while also exploring new citing locations, while we're also working on plans to address McLaughlin and Hillside, while not forgetting about our elementary work starting with Wilson. She then reviewed the work areas she's proposing as our starting points. In our high school, our

items include an identification of a new site for a new brand new high school build but also looking at the realignment of Memorial and MST. This work area finishes with an in depth review of viable options and plans that would address West and Central. In the area of middle school, the key area focus will be to complete the five eight model so all four of our middle schools are operating on the same structure. At this time, we have McLaughlin and Hillside remaining to transition to this model. Given our pressure points at elementary, a goal will be to address McLaughlin and Hillside by fall of 2023. She wanted to stress this is her goal in this. This timeframe may be impacted by the ability to secure plans and or companies to facilitate this timing. The middle level is then completed by a review of Parkside and Southside to determine what additional work would bring those school locations up to the vision we hold for a high functioning middle school in our district. The final work area is elementary and she started with focusing on Wilson. She believes we can all agree we must look deeply at the options before us for our students that walk the halls at Wilson. In this proposal, she has offered options such as renovation or additions and these decisions will come as we gain more information to guide us on what is possible for the school. We finish our work in this area with a full review of our remaining 12 elementary schools to determine a sequence for work at these locations. As a reminder, our work moving forward is to envision what we see as 21st Century learning environments for our students. This work is our opportunity to redefine learning for our students, staff and our community. As a reminder, the work is vast, intricate and interconnected. But at the core of this work is learning for our students. The time is now for us to work together to take the next step in this process. The next step she is asking the Board to take this evening is the approval of the 3, 4, 12 model. She stated that is the three high schools, four middles, twelve elementary concept model and to allow her to continue to address the items listed within the work area for each level. If the concept model is approved this evening, she will also take the action of drafting a request for proposal or RFP to bring forward at our next Finance and Facilities Meeting, the RFP to be drafted would include a scope to include items such as programming. In other words, what do we see our schools doing to provide the education for our students? Citing? What locations do we anticipate we could look at for a new high school build? Evaluation or understanding the viability of an addition or renovation at one of our existing structures? Development of conceptual designs, and then culminating with an overall budget and schedule to be presented to the school board. Her research has yielded this work could take us about six to eight months to be able to bring us to full scale to bring back to this board. She did want to touch on a couple of comments that came forward in public comment this evening before she opens for questions. She wanted to reassure the public, our staff within our buildings, that this is a plan that does incorporate voice, it is very important that we make sure that we are hearing and seeing what students need, as well as hearing staff and community feedback.

Questions and comments included:

1. It was asked that when this goes out to RFP if it would be appropriate to write into the RFP about the community input? It was stated that the RFP is not done as of yet and that could be added, as well as receiving input from the Board.
2. When they started working on this last October they put a high value on making sure that they receiving feedback.
3. Feedback has been received from the community of not wanting to go to the Memorial and MST model and that the MST parents and students do not want to go back into a big high school model.
4. Another concern that was heard was that we don't want to move out of a neighborhood school model. A lot of students in Manchester walk to school and they want the ability to continue this.
5. We need to look at the big picture and the big picture includes 3-5 year old students and it has been indicated that maybe they will be placed in one building and this needs to be looked at and explored more before it is done. It was stated that they are reviewing this and moving away from this as they want their schools to be accessible to parents and families.
6. It is important to continue the work that Manchester Proud started three or four years ago.
7. The Adult Education program also needs to be addressed in the plan.
8. We currently have a lot of differed maintenance from the buildings and the children are going to school in buildings that are substandard and this affects the quality of education in the district despite our greatest efforts.
9. We have had a lot of work done, with MGT and the Davis Demographics and then Covid happened and halted the process.
10. A mega school is not the answer.
11. We need to move quickly but methodically.
12. We need to move the five to eight model forward.

On motion of ***Committee Member Parr,*** *duly seconded by* ***Committee Member Want,*** *it was moved to approve the proposed model of 3 high schools, 4 middle schools and 12 elementary schools and to begin the RFP process.*

13. Dr. Gillis had spoken about the trending of the lower enrollment coupled with the lowering of class sizes and the new policy that has been passed. It was asked if she could connect the dots between

reducing the elementary schools to 12 but also reducing the class sizes and needing more space in the elementary schools. Dr. Gillis stated when she talked about the lower enrollment, there were a couple of facts that played into that but in watching where the city is moving to with housing developments, birth rates and looking at long term data there is information that shows that enrollment will grow in the future. Some of the things that are happening in the city will impact our schools and we need to be mindful of this when moving forward.

14. It was stated that the district has already closed Hallsville school and is already at the 12 elementary school model.
15. A lot of work will need to be done at Wilson, either to totally renovate the building or to add additions to meet the needs for that school.
16. It was stated during the presentation about the middle school model that construction will begin by 2023 at McLaughlin and Hillside but this doesn't have a timeline attached to it for the students. Dr. Gillis stated that there is a lot of behind the scenes work that has to be done first to determine if the plan is viable, and to begin the work. They are hoping to start the work by fall of 2023.
17. We need to move slowly and wisely. Dr. Gillis stated that she will be bringing in updates to the Finance and Facilities committee on where things are at monthly.
18. This work needs to be linked to the capital improvement plan, as well as the preventative maintenance pans for the schools to ensure that we are putting the funds into the areas that follow the proposed plan.
19. This cannot be done in isolation and the district is working with a team on the city side that is directly involved in the conversations.
20. We need to make sure that we are allocating efficient time to do this correctly and not create mistakes or problems.
21. There is a need for space and we could build the space that is needed.
22. The middle school model can be great if it is done right.
23. Looking at city planning and what is going on around us and within the city, there are apartments that are coming into the city but we need to be able to entice students to stay within the public schools and this should be looked at as well.
24. Identifying the necessary areas of work is very important and sharing this with the public is an important part of the process.
25. The Board stated that they are glad that Dr. Gillis is being sensitive to community expectations and feedback.

26. It was stated that there needs to be a high school on the West side and we need to make sure that this is part of the process.
27. Special Education and Pre-K kids should be part of their neighborhood schools.
28. It was stated that in the past we have not bused the kindergarten and preschool kids. It was answered that we are now busing some of these students.
29. We need to put our kids first and every decision that is made needs to be made by putting the kids first and doing what is best for them.
30. Getting the RFP done and getting the model to the Board will help us to decide and we need to allow the district to move forward with this process.
31. These changes in the district could really make a huge mark on what education looks like in the city of Manchester.
32. The board is confident in the administration to bring forward a plan that focus on doing what is right for students and using the data that is available to us. This needs to be included in the RFP.
33. A lot of money has been done on past studies that could be utilized for data.
34. This process needs to be collaborative and data driven.
35. This is a bold and aggressive timeline.
36. This plan is all about giving the kids the best quality education that we can.

9. ACTION AGENDA

a. Autism Program at McLaughlin Middle School – by Sharon DeVincent, Chief Student Services and Wellness Officer

Mrs. DeVincent stated that this is something that the Board has already approved at a previous meeting to move the autism program from Parkside to McLaughlin and what is before the board this evening is just a formality for the Department of Education as they are calling this a new program.

*On motion of **Committee Member Soule,** duly seconded by **Committee Member Want,** it was moved to approve the Autism program at McLaughlin Middle School. All were in favor and the motion passed.*

b. Amendment to Board Rules Section 2.04, regarding Public Comment sessions – by Attorney Katie Cox Pelletier

Attorney Cox Pelletier stated that the amendments that are being brought forward tonight are based on a new law that was signed this summer regarding public comment at meetings. She stated that she included the law in the packet this evening. She stated that she proposes to change the Board rules to state that "if speakers do not fill the minimum 30 minutes allotted for public comment that the board will keep the public comment period open for the remaining minutes but may engage in the response to public forum and address any business not requiring a vote during this time.

*On motion of **Committee Member Soule,** duly seconded by **Committee Member Argeropoulos,** it was moved to approve the amendment to the Board Rules Section 2.04, regarding public comment sessions as proposed.*

Comments and questions included:

1. Committee Member Tassey requested an amendment to the sixth line down, regarding speakers needing to present their name, address and topic to the clerk prior to the session beginning but that they should not be required to register these things when they are called upon. He also requested that they not have to give their address and maybe just their ward. He requested that the address should be able to be kept private in some circumstances. It was stated that there are persons who have addressed the Board who have not given their addresses and are still afforded the opportunity to speak. It was stated that this wording remaining however may preclude people from coming in and speaking during public comment.
2. It was stated that these changes are only for the two regular school board meetings which are held on the second and fourth Mondays of the month.
3. It was stated that once public comment is completed, the public comment session will remain open until 7:00 p.m. and only speakers will be allowed to speak that have come into the chambers prior to that 7:00 start time.
4. The current law calls for a maximum of 60 minutes and at 3 minutes per speaker this could be only about 15 speakers; however, this was only put in to have a bottom and top number and the Board could decide to allow public comment to continue after the 60 minutes.

Committee Member Tassey asked for a roll call vote.

Roll Call: Committee Members Turner, Parr, Soule, Want, Argeropoulos, O'Connell, Potter, Perich, Dion, Hamer, Leapley and Mayor Craig were in favor. Committee Member Tassey was opposed. Committee Members Bonilla and Gonzalez were absent. Motion passed.

c. Proposal to Join the "Friend of the Court Brief" in Verrill v. DHHS – by Attorney Katie Cox Pelletier

Attorney Cox Pelletier stated that she does need an amount and would suggest that the motion include between $500 to $1,000.

It was asked about the June deadline that is stated in the document and it was indicated that this was extended to the end of August.

*On motion of **Committee Member Soule,** duly seconded by **Committee Member Perich,** it was moved to join the "Friend of the Court Brief" in Verrill v. DHHS, for a total budget of $500 that will come out of the legal budget line. All were in favor and the motion passed.*

d. Increase to $15.00 per hour for all Full and Part-time Employees (Paraprofessionals, Food Services and 21st Century) – by Dr. Gillis

There was no further discussion on this item.

*On motion of **Committee Member Perich,** duly seconded by **Committee Member Leapley,** it was moved to increase the hourly wage to $15 and hour for all full and part time employees, including Paraprofessionals, Food Service and 21st Century, for a cost to the district of $810,357.000 to be effective as of 9/1/2022. All were in favor and the motion passed.*

e. Memorandum of Understanding with The American Federation of State, County and Municipal Employees (AFSCME) Local 3912 (Paraprofessionals) Union – by Attorney Cox Pelletier

There was no discussion on this item.

*On motion of **Committee Member Potter,** duly seconded by **Committee Member Hamer,** it was moved to the Memorandum of Understanding with the American Federation of State, County and Municipal*

Employees, AFSCME, Local 3912, Paraprofessionals Union, regarding an increase in the hourly rate of pay. All were in favor and the motion passed.

f. Covid-19 Safety Protocols and Current Center for Disease Control (CDC) Guidelines – by Dr. Gillis

On motion of ***Committee Member Perich,*** *duly seconded by* ***Committee Member O'Connell,*** *it was moved direct the Superintendent to implement safety protocols in accordance with current CDC guidelines related to the Covid-19 pandemic.*

Committee Member Potter encouraged the district to develop a full plan that exceeds the CDC requirements. We are obviously taking multiple layers of mitigation but this is a new disease and we have yet to know the full consequences the infection may have over multiple years and with the new iterations and variants, the disease is getting more contagious. The CDC guidelines are not very restrictive and it is important that we track and prevent outbreaks in our schools.

All were in favor and the motion passed.

10. <u>CONSENT AGENDA (ITEMS 10 – 17)</u>

11. 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 Want removed item 15-l.
Committee Member O'Connell removed item 15-j.
Committee Member Hamer removed item 15-a.

The balance of the consent agenda was as follows:

12. Approval of minutes from the Board of School Committee meetings on: August 8, 2022, regular meeting.

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

a. Revisions to policy Safety 131: Concussion Head Injury
b. Establishment of policy Safety 131.1: Emergency Plan for Sports Related Injuries
c. Policy Students 165: Attendance High School – Late Arrival and Early Release

d. Job Description for HR Director

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

a. Professional Development Plan
b. Assessment Calendar
c. New Hampshire School of Mechanical Trades Program at West High School
d. Policy Instruction 125: Grading System
e. Grading Procedure and Reporting

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

a.
b. Treasurer's Report
c. Financial Reports
d. FY22 Line Item Transfers
e. City Services Invoices ($1,778,372.77)
f. Manifest of Authorized Expenditures (June 2022) ($17,482,583.07)
g. Manifest of Authorized Expenditures (July 2022) ($17,511,129.27)
h. Grants, Gifts and Donation Report ($10,550,628.06)
i. Professional Leave Report ($1,006.66)
j.
k. Assurances for USDA Commodities Application
l.

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

a. School Resource Officers Memorandum of Understanding

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

a. Legislative Advocacy Ideas
b. BOSC Letter supporting Medicaid Direct Certification

*On motion of **Committee Member Perich,** 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.*

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

a. 2023 Retiree (over 65) Health Insurance Plan

Committee Member Hamer stated that he voted against this at the Finance and Facilities meeting and his vote was in no way, shape or form in opposition to the plan being offered. He stated the concern that he had was this is a plan for the retirees, who pay for the plan 100%, and from the feedback that was heard the retirees were unsure and had unanswered questions. The outreach and feedback from the retirees and communication needs to be better. These were longtime employees of the district, folks who dedicated lot of time to the school district and thus he will vote against this again tonight.

Committee Member Perich stated that he voted for this and the reason that he voted for this is because some positive comments that came out of the meeting. He stated that he wanted to know what the next steps were.

Tom DeLacey, Benefits Consultant for the Manchester School District, stated the next steps would be that they would get the information out to the retirees and they will hold live meetings, probably around 4-6 meetings, where people can come in and ask questions from the representatives and get a rundown of the plan. The plan covers all of the same things at the current plan.

Committee Member Potter stated that the testimony to the Finance and Facilities committee was that the plan covers more and is cheaper and the concern was the transition, which as he understands is being addressed.

*On motion of **Committee Member Potter,** duly seconded by **Committee Member Perich,** it was oved to approve item 15-a, 2023 Retiree (over 65) Health Insurance Plan, as submitted. **Committee Member Hamer** was opposed. Committee Members Bonilla and Gonzalez were absent. Motion passed.*

j. Apprentice Adult Program – Electrical and Plumbing

Committee Member O'Connell stated he voted against this at the Finance and Facilities meeting but it was passed. He stated that he would be voting against this tonight as well, as his concern is that it worries him that we have an apprentice program for electrical and plumbing at MST where the salaries for the management people come in at $87,000.48 and this is paid to people that are actually doing the electrical and plumbing trades. We have an administrator at MST and an Assistant Principal at MST and also a Bridge Program where we have adult education taking place and his objection is that we don't need more management for this program.

Committee Member Want stated that she was present at this meeting. She stated that this is a separate program and it is for adults and kids and it is important that we support this. Some of these will be our students and some are our community members. This will help our community because there is currently a need for these trades and the availability of the current trades is low.

*On motion of **committee Member Want,** duly seconded by **Committee Member Potter,** it was moved to approve item 15-j, Apprentice Adult Program- Electrical and Plumbing. **Committee Member O'Connell** was opposed. Committee Members Bonilla and Gonzalez were absent. Motion passed.*

l. ESSER Grant Budget Revision

Committee Member Want stated that she was at the Finance and Facilities meeting and appreciated the fact that Mrs. DeFrancis could not be there because the meeting has been rescheduled due to issues at City Hall. She thought about asking her questions on this item that evening but figured it would be better to ask the questions here this evening. There are some big item changes in the amounts and some things over the period of the next three years that were initially looked at. One of the items is the HVAC project and they budgeted for $11.5 million and that is now coming in at $13 million. She stated that she knows that construction costs have gone up but this is about $2.5 million over what was initially budgeted and she asked what is being cut in the place of this or if the money is coming from somewhere else.

Dr. Gillis stated that these numbers were encumbered and they are moving targets as was explained when the ESSER budget first came to the board. There are 19 projects underway and the full budget for the HVAC projects is around $34 million for the three years. The $11 million was for the first year. They

have been able to get some of the projects done faster than expected and so some of the funds are coming from the current year and then the difference will come over the total amount over the next three years. If you look at page 190, you can see the actual budget over the three years and you will see that we budgeted $34.7 million for HVAC over three years and that is coming in at $36.9 million, which is $2.2 million over the anticipated due to supply lines and we have the opportunity for FEMA reimbursement on these.

Committee Member Want asked about the increase in transportation.

Initially, they budgeted $750,000 for the special transportation and are expecting it to come in around $3.4 million, which will be over budget by $2.6 million and it is not the entire $5 million that they had thought as they were able to absorb some of those additional costs in the operating budget for this year. In our budget process last year, we expected that we would need $5.5 million in order to balance the budget. However, we did receive an additional appropriation from the Aldermen based on the state revenues. They did not need to take that $5.5 million out of the ESSER funds. The initial budget for that was 5.5 but in that last column, you could see that that's going to be under budget because we don't need that 5.5 million. The advertising line was something that we did not have a budget for it but we're spending $26,000 on that line. The final line item was the unallocated amount when we initially put the budget together, brought the budget to the board, we had about $4 million, that was unallocated we've now allocated that amongst the other line items in the ESSER grants.

*On motion of **Committee Member Argeropoulos,** duly seconded by **Committee Member Want,** it was moved to approve item 15-l, ESSER Grant Budget Revisions. Committee Members Bonilla and Gonzalez were absent. Motion passed.*

COMMUNICATIONS

18. Superintendent's Communications.

Dr. Gillis stated I do want to start with a quick thank you to the mayor for the moment of silence this evening. And I do want to do provide a brief statement. My heart, all of our hearts go out to the Simpson family. No one should have to endure the loss of a child. I take heart and seeing the level of support our community has provided. Well, we can't take away that loss, we can be there for them. When you lose someone, everything slows down for you. And it feels like the rest of the world keeps moving along. I hope the family, their colleagues and friends are grieving this loss. Understand they're not alone. The

strength and support of this community is here for them. To this end, we have set up grief support sessions tomorrow, from 10am to noon, and 4pm to six at two locations. We will be available at McDonough Elementary School and Manchester School of Technology. These sessions are open to anyone, whether it be staff, students or families. I want to thank the New Hampshire disaster behavioral health response team for moving quickly to support us so we can offer these sessions. I would also like to thank our district team for working through this weekend on logistics, communications, and just checking in on people. At the end of the day, our work is about people. I would ask that the board and our community as a whole please remember this to be kind and take care of each other. With a very difficult transition.

a) General Updates
   1. Class Size Update - Amy Allen

Ms. Allen stated she provided information this evening which was pulled this morning at 10:30 a.m. by Dr. Murphy. The report shows where the current class sizes are and how it compares to the target of 20 students in each class. On the side of the report Dr. Gillis asked her to include where there was availability to add classrooms. She then went through the document (which is attached to these minutes).

Questions and comments included:

1. The board is appreciative of the information and the work that is going on to reduce class sizes.
2. Where do we expect these numbers to be in the next few weeks prior to the start of school? It is not uncommon for people to continue to enroll right up to the start of school. They are making sure that the principals and secretaries are removing students that have moved and updating the records. They have looked at last years enrollments at this time and have left room for expansion based on that.
3. Is there an out of box way of thinking that can help to reduce these class sizes? They are looking at every option and will have better numbers in the next few weeks. They have hired some teachers to help in classes that could take over their own classes if need be.
4. It was stated that there are some classes with really low numbers and some classes with larger numbers and we may want to divide or combine classes to make the class sizes more fluid.
5. It was asked about portables and it was answered that they thought about this but there is a shortage of portables.

It was stated that high school schedules will be coming out by Friday.

2. Hiring Update - Forrest Ransdell

Forrest Ransdell was present and stated a supplemental personnel report was presented to the board this evening. They are bringing things forward as they come in and this changes on a daily basis. He stated that they are in a better position then they have been in past years and they are working hard on turning over and processing the information as it comes in. There are currently 41 critical positions open and they are in the places of filling 33 of those. The board reports become public once they are approved by the Board.

Questions and comments included:

1. Have we changed the system for when people apply or are the principals doing their own hiring? It was stated that when someone applies they are typically applying for multiple open positions within the district and not one particular position. HR works to fill the needs.
2. It was explained that non-district level positions include things such as crossing guards, nurses, MTSS interventionists and a wide range of other positions that aren't specifically standing in front of the students.
3. Open positions remain open throughout the year and these positions are not removed.
4. They looked at schools to see if there was anyone available to provide instruction and they are matching openings in schools to make sure that staff is available to cover the needs.
5. Overall, compared to past years, the district is in good shape.

3. Transportation Update - Mike Whitten, Karen Holden, Kelly O'Brien Hebert, Jenn Gillis

It was stated that present tonight are Mike Whitten and Karen Holden from MTA and Kelly O'Brien Hebert, who is our district Transportation Coordinator. They are present to give the annual update prior to school starting.

Mr. Whitten stated we are still about 15 driver's short and they have done some things to help with this need. They are doubling runs at the middle schools and every middle school will have two runs in the morning. Kids will be dropped off at 6:45 in the morning and then the bus will go back out and pick up more students and return to the school. They have combined bus pick ups so that kids will have to walk a few blocks to them. This is consistent with students who live within 1.4 miles from the school that are not

allowed bus pickups and have to walk to school. This allows the buses fewer stops and eliminates some unnecessary bus routes.

Questions and comments included:

1. Students will not be being picked up right in front of their houses and bus stops are merged.
2. If a bus driver does not see a child at a bus stop, they will still stop to give a student time to come to the stop.
3. Why was middle school determined to need two bus runs, making kids have to come to the bus stops for 6:45 when they already have the earliest start times than high and elementary students? It was stated that this is due to the bell times.
4. There was question about staffing at the schools for students with early bus times. They stated they are working with the schools to make sure that there is staffing and they are looking at options for possible reimbursement for teachers or administration coming in early.
5. How are we able to accommodate one run at the elementary schools with the shortage of 15 drivers but not at the middle schools? It was stated that there were fewer elementary school runs than there are middle school runs. High School bus routes are not affected by the shortage.
6. The district is still moving forward and trying to fill these 15 positions.
7. The second routes for the middle schools will be the inner city students as their have shorter runs.
8. It was pointed out that we want to continue to hire to try and keep from having the double runs at the middle school levels. This is not a great solution but is a proactive solution to the problem.
9. Again, it was stated that students who live within 1.5 miles of a school have to walk to school and don't have the options of buses and thus having students walk to a community bus stop to decrease the number of stops and increase the productivity is a good solution.
10. After school routes are not affected by the bus driver shortages as students have afterschool programs and these programs have their own buses and pick up students. Also, there are afternoon programs at the schools that decrease the number of children that are picked up right after school, as well as students participating in sports.
11. It was stated that the district needs to look at how students can be transported to sports programs after school to allow more participation in the sports.
12. An update will be provided at the next meeting.
13. Kindergarteners will be able to take buses.

14. There are some parents that have had a hard time getting their students who are within 1.5 miles to the schools and they are allowed exceptions.
15. There was question about charter school buses and these are included in the runs and have to follow the same rules as the public school students.
16. It was stated that the families have been notified of the bus routes and pickups and it is posted online and the times are available on the MTA and district websites.

4. Emergency Operations Plan Submission Status Update- by Dr. Gillis

Dr. Gillis stated that this will be coming to the Board at the second meeting in September.

5. Registration Reminders – by Dr. Gillis

- Online: HTTPS://WWW.MANSD.ORG/REGISTRATION
- In person: Tuesday, Aug. 9th from 4-7 pm at Beech Street School.
- We will have computers set-up at Beech Street School and Staff to help with the process.
- Please bring (1) one proof of age (Birth Certificate, Passport or other government issue document; (2) Two proof of residency (utility bill or rental agreement); (3) immunization records; (4) High School only - Child's last report card

6. Update on Fall Sports – by Athletic Director Christine Telge

Christine Telge stated there are only two full cross country teams right now. The Central boys have a full team at over five runners, as you need five runners in order to compete and the Memorial girls have over five runners. All other teams will compete as individuals. Central boys' soccer does not have enough players to run a freshman program, so we have dropped the freshman soccer program for this current year. West High School continues to have participation number concerns. We currently have 18 Boys and 18 Girls registered to play soccer at West High School. Only four to five of these players we would consider to be varsity players. The majority we would consider to have JV skills in soccer, with four to five on each team having little to no knowledge of the game of soccer. I have informed the NHIAA and all of our competitors. Both of these teams playing in a division three this year of our concerns of running varsity schedules for both the boys and the girls at West High School. We will continue to monitor these teams closely as the seasons go on. If there are any safety concerns, we will move quickly and we will make decisions. One important piece to note on this, she has been attending the boys' soccer practices for the past week. She talked to nine of the boys on the soccer team who are all freshmen at West High School. She learned that eight out of the nine boys only involvement was soccer was playing for the Parkside

team. These kids have not played recreational soccer, and none of them have played club soccer. For anyone who understands high school soccer, the majority of the kids playing at a varsity level have club soccer experience or have at least many years of recreational soccer experience. We are not seeing this right now. All high school schedules start this Friday and we have our football jamboree at Gill stadium, where the Freshmen will be playing on Thursday and the varsity programs will be playing on Friday. Middle school sports are set to begin Monday, August 29. However, each school administration can decide on an actual trial day. Middle School Games will start on September 12. All middle schools have the following options field hockey for girls' volleyball for girls and cross country for both boys and girls. Right now, the registration numbers are really low for our field hockey programs at three out of four of our schools. Traditionally, school sports were scheduled and happened through word of mouth. However, the athletics department has added multiple modes of communication over the past two years. Athletics opened registration two months earlier than normal this year to capture athletes that may have had questions or difficulties with a registration process over the summer. We hope that they were if they were in school, they would seek assistance if needed. In addition, we held informational sports nights at all of our high schools in both the winter and the spring. Combined with concussion testing. All of our fall coaches are on hand and prepared with information concerning summer trainings and try on information. This information was also shared with our middle school administration, both electronically and with paper flyers for all incoming ninth graders. posters were hung in the middle in high schools and announcements were made at all of our high schools on a daily basis. Our high schools, coaches fall coaches had spring informational meetings in the high schools provided summer information as well as tryout information. school websites were updated prior to the end of the school year with any tryout information that had already been confirmed. With all these initiatives, we did not see an uptick in registrations as another way to interact with younger athletes. Athletics offered a variety of free clinics and camps to all Manchester students both in the spring and the summer. Additionally, this past June, athletics purchased with budgeted funds, a software platform that assists with social media postings, offering templates and a direct connection between our Facebook Instagram and Twitter channels. initial feedback with this new social media platform is positive with district families enjoying the platform and the information provided by the department. There are still some fall coaching positions that are open. We are currently looking for a central JV volleyball All coach Memorial girls JV soccer coach, McLaughlin, volleyball, Hillside volleyball, Southside field hockey and Parkside field hockey. I wanted to give you an update to the streaming cameras. Now, I need to thank Chris Grant from the IT department who has been working with me last week and this week and helping get the connections ready for our live streaming cameras. The Memorial cameras when I left at six, we're almost complete and should be finished today.

We're going to be working on West tomorrow and hopefully finished West either tomorrow or Wednesday. And then central will be finished on Thursday. We're hoping to have the cameras up at Gill stadium for the games being held for the jamboree on Friday. As one additional endeavor that we did over the summer athletics partnered with squad locker to create logo clothing for all of our middle schools and high school. This was just to provide an opportunity for parents, athletes and even teachers to purchase some school where our percentage of each of these sales will go back to the funds for the school and help to fund those unfunded needs that the school may have in athletics or for their PE classes.

Questions and comments included:

1. The trends for participation in sports is declining nationally and especially in the urban areas.
2. Seeing this decline in participation takes away from the culture of the schools.
3. We need to increase participation to allow for highly competitive high school sports.
4. The district needs to look at starting programs earlier, including elementary level, to increase interest, participation and allowing students to be able to play earlier.
5. The National Guard is working with the district to provide free physicals for student athletes. The district is not stopping kids from participating due to a need for physicals and are instead helping them to get their physicals.
6. The transparency and honest is appreciated but hearing about the low numbers is troublesome.
7. Again, we need to look at afternoon transportation for students so that more students can participate. Some programs do not happen at the schools and it is hard for students to find transportation to the venues for practices and games.
8. Will the board see a soccer program for the middle schools as was discussed in June. It was stated that this will be coming forward to the board.
9. It was stated that the NHIAA, our opponents and the district, as well as the parents and players, have been notified of our numbers and our level of competitiveness for our teams and if at any time we have to pull a team and compete at the JV level that may be done.
10. The board would like a broader perspective of what sports look like in the district, including feeder patterns, what we would need for a budget and have that brought forward. It was stated that there is money in the budget and a lot of the issues is due to participation numbers.
11. It was indicated that maybe better outreach to families is needed, letting parents and families know how a student can sign up to participate.

12. Having nine freshman signed up should be a positive. It was stated this would be positive if we had the participation to run a JV and a Varsity squad but having students who have never played before playing varsity is the concern due to the competitive nature of varsity sports.
13. On a positive note, 100 students have signed up for football at Memorial. Also, soccer had 50-60 kids come out. Memorial will run three football teams, Varsity, JV and Freshman, but Memorial will run only a JV and Varsity program.
14. We need to offer more activities at the Middle School and elementary level. We also need to do more outreach and be proactive in getting interest levels up. It was stated that schools ran clinics over the summer and the participation was good and they will continue to do this.
15. It was stated that parent involvement is very important to get students to participate and for them to continue to participate.
16. Academic requirements for Manchester are more stringent than the NHIAA and this is being looked into.
17. Students can get a credit for participation in sports in PE.
18. If teams are successful, students and coaches return, so we need to build the programs earlier to sustain teams and coaches.

19. Board of School Committee Members' Communications.

a. Job Openings List
(Note: This item is for informational purposes only and no action is required.)

There were no questions on comments on this item.

b. Update on Board Retreat and Board Goals
Monday, August 29, 2022 – at SAU District Office – Large Conference Room

Committee Member O'Connell stated that the retreat is scheduled for Monday, August 29, 2022, at the SAU District Office from 6-9 p.m. There was no date that worked well for all Board Members and they had to choose a date that worked for most of the members. MPTV will not be present. Barrett Christina, from the New Hampshire School Board Association will facilitate the meeting.

20. Personnel Report.

Committee Member Turner removed item #3 on the original report.

Committee Member Perich removed items 19, 21 and 23 on the original report.
Committee Member Want removed item #1 from the original report.

Committee Member Argeropoulos stated that he would be abstaining from voting on items #1 on the original report and item #4 on the supplemental report.

*On motion of **Committee Member Turner,** duly seconded by **Committee Member Hamer,** it was moved to approve the balance of the personnel report. Committee Member Argeropoulos abstained from voting on items #1 of the original personnel report and item #4 on the supplemental report. Committee Members Bonilla and Gonzalez were absent. The motion passed.*

The balance of the personnel report is as follows:

NOMINATIONS: ADMINISTRATION

Name	Position	Building	Salary
Athena Proulx	Director of Curriculum - Middle School	Administration	$96,500.00
Forrest Ransdell	Assistant Superintendent of Operations	Administration	$135,000.00

Name	To New Assignment	To School	From School
Michel O'Rourke	Assistant Principal (Student Services)	Memorial	Webster

RESIGNATIONS/RETIREMENTS: CERTIFIED STAFF

Name	Position	Building	Salary
Johanna Papantones	Teacher- Special Education (50%)	Beech	$21,240.90
Kimberly Jackson	Teacher- Grade 5	Webster	$42,518.00
Sophia Sadock	Teacher- ESOL	Wilson	$47,331.00
Sara Mercier	Teacher- Culinary Arts	MST	$49,738.00
Shannon Larson	Teacher- Science	West	$52,145.00
Kristen Palmeira	Teacher- English	Memorial	$64,178.00
Christine Vigneau	Certified Instructor- Title I	Beech	$16.65
Deidre Conway	Teacher- Grade 7	McLaughlin	$39,250.00
Haley Szuksta	Teacher- ESOL	West	$49,738.00

LEAVES OF ABSENCE: CERTIFIED STAFF

Name	Position	Building	Salary
Elizabethe Leone	Teacher - ESOL	Jewett	$44,925.00
Athena Proulx	Teacher- ESOL	Parkside	$80,223.00

NOMINATIONS: CERTIFIED STAFF

Name	Position	Building	Salary
Madison Kingsbury	Behavioral Health Counselor	Webster	$39,250.00
Sarah Nagel	Teacher- Kindergarten	Northwest	$39,250.00
Amanda Shea	Teacher- Math and Literacy Intervention	Bakersville	$39,250.00
Mariah Testa	Teacher- Grade 4	Jewett	$39,250.00
Ryan Demers	Teacher- Grade 5	Southside	$44,925.00
Melissa Gaffney	Teacher- Kindergarten	Beech	$61,771.00
Catherine Whittle	Certified Instructor - APEX	Central	$16.00
Kory Brennman	Teacher- Special Education	McLaughlin	$39,250.00
Ian Coburn	Teacher- Science	West	$39,250.00

Nicole Cruz	Teacher- American Sign Language (60% FTE)	Memorial	$39,250.00
Joseph DiBartolomeo	Teacher- Math/Science	Parkside	$39,250.00
Jessica Ireland	Teacher- STEM/Health	Wilson	$39,250.00
Brianna Peterson	Teacher- Math	Memorial	$39,250.00
Cathryn Vitiello-Villante	Teacher- Special Education	Memorial	$39,250.00
Kayla Westhoff	Teacher- Special Education	Central	$39,250.00
Abigail Adams	Teacher- Kindergarten/Grade 1	Parker-Varney	$39,398.00
Emily Reed	Teacher- Grade 2 (1 year position)	Northwest	$39,519.00
Michael Tebbbetts	Teacher- Math	McLaughlin	$39,519.00
Gary Gagne	Teacher-Science	West	$40,111.00
Kristin-Marie Madison-Richard	Teacher- Special Education	Webster	$44,002.00
Christine Lamy	Teacher- Grade 4	Weston	$56,958.00
Fanny Fernandez	Teacher- ESOL	West	$59,365.00
Andre Garner	Teacher- English	Memorial	$68,991.00

RESIGNATIONS/RETIREMENTS: NON-CERTIFIED STAFF

Name	Position	Building	Salary
Loren Robidas	Para-Educator I	Southside	$12.48
Mandy Digan	Para-Educator II	Northwest	$13.74
Callahan Goulet	Para-Educator II	McLaughlin	$13.74
Karen Conway	Para-Educator BST	Hillside	$15.61
Erin Reilly	Para-Educator II	Memorial	$16.77
Zuprehpon Perreault	Food Service Worker I	Memorial	$11.29
Antonia Maxner	Crossing Guard	District Wide	$14.62
Rita Allard	Crossing Guard	District Wide	$15.14
Kelly Evans	Administrative Assistant II (Reception)	District Office	$18.35
Lynn Reed	Para-Educator BST	West	$20.61
Jessica Ireland	21CCLC- Site Coordinator	Parker-Varney	$34,035.21

NOMINATIONS: NON-CERTIFIED STAFF

Name	Position	Building	Salary
Cecilia Martins	Coach- Volleyball	Southside	$1,804.00
Matthew D'Ambrosio	Para-Educator I	Memorial	$12.73
Arlenys Canela Romero	Para-Educator I	Hillside	$12.73
Anna Windler	Para-Educator II	Webster	$14.01
Trevor Martin	Para-Educator II	Parkside	$14.01
Jordan Wilson	Para-Educator II	Wilson	$14.01
Lynn Reed	Computer Operator II	West	$20.95
Stephen Drescher	Network Operations Manager	Administration	$85,000.00

BUILDING LEVEL INSTRUCTIONAL LEADERS (BLILS)

Name	Position	Building	Salary
Joshua Borge	BLIL - Art/ World Language/Music	Central	$10,250.00
William Cannon	BLIL- Guidance	Central	$10,250.00
Morgan Lamb	BLIL- Math	Central	$10,250.00
Scott MacDonald	BLIL- Social Studies/ EL	Central	$10,250.00
Dawn O'Connor	BLIL- Business/Tech Ed/FACS	Central	$10,250.00
Melinda Perkins	BLIL- Special Education	Central	$10,250.00
Natalie Sears	BLIL- English	Central	$10,250.00
Ellen Tourigny	BLIL- Science/Health/Physical Education	Central	$10,250.00
Ronald Budway	BLIL - Art/ World Language/Music	Memorial	$10,250.00
Joanne Cockerill	BLIL- Guidance	Memorial	$10,250.00
James Colby	BLIL- Business/FACS/Industrial Arts	Memorial	$10,250.00
Maureen Couture	BLIL- Science/Health/Physical Education	Memorial	$10,250.00
Matthew Cygan	BLIL- Math	Memorial	$10,250.00
Matthew Lyons	BLIL- Special Education	Memorial	$10,250.00
Alan Michie	BLIL- English	Memorial	$10,250.00

Alexander Russell	BLIL- Social Studies	Memorial	$10,250.00
Joseph Bowe	BLIL- Social Studies	MST	$10,250.00
Jennifer Deardorff	BLIL- Special Education/Guidance	MST	$10,250.00
Amanda Egan	BLIL - Math	MST	$10,250.00
Nancy McCall	BLIL- Science	MST	$10,250.00
Kevin McDonnell	BLIL - Career and Technical Education	MST	$10,250.00
Michelle Strout	BLIL - Career and Technical Education	MST	$10,250.00
Jessica Weiss	BLIL- English	MST	$10,250.00
Cynthia Bilodeau	BLIL- Guidance	West	$10,250.00
David Dionne	BLIL- Math	West	$10,250.00
Bradford Morse	BLIL- Social Studies	West	$10,250.00
Tracy Muehling	BLIL- Business/Tech Ed/FACS	West	$10,250.00
Scott Mullenix	BLIL - Art/ World Language/Music	West	$10,250.00
Sophia Sheehan	BLIL- Science	West	$10,250.00
Stephanie Silver	BLIL- English	West	$10,250.00
Marianne Steinmetz	BLIL- Special Education	West	$10,250.00

TRANSFERS:CERTIFIED STAFF

Name	**To New Assignment**	**To School**	**From School**
Katherine Howe	Reading Supervisor	Jewett	District Office
Michelle Austin	Speech Language Pathologist (60% FTE)	Beech	Beech
Nicole Ling	School Psychologist (80% FTE)	Memorial	Memorial
Susan O'Connor	Speech Language Pathologist (40% FTE)	Webster	Webster
Lynn Monk-Treadway	Teacher- STEM Science	Parker-Varney	Southside
Denise Morgan-Coleman	Teacher- French	West	McLaughlin/Southside
James Vitagliano	School Psychologist (60% FTE)	Bakersville	Bakersville/Central
Dina Weber	Teacher- Special Needs (50% FTE)	Hillside	Webster

TRANSFERS: NON-CERTIFIED STAFF

Name	**To New Assignment**	**To School**	**From School**
Carol Lee Little	Administrative Assistant II (Reception)	Admin Office	Parkside
Loretta Bolen	Health Department Aid	District	District

21. TABLED ITEMS

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

There were no tabled items.

22. NEW BUSINESS

Committee Member Turner stated that she wanted to give a shoutout to Hillside today. There were 100 or more students from St. A's football team that came to do some community service and labor at Hillside and cumulatively they served about 360 hours of labor and it was very helpful and awesome.

Committee Member O'Connell stated that a lot of great events have happened over the summer. There was an event the end of the last week where the bookmobile was present and there was food. There were wonderful people in attendance and there were 12-14 people with blue t-shirts on and they were all

teachers from Northwest and they were giving their time in the middle of the beautiful summer day and he wanted to commend them.

Mayor Craig stated that she wanted to mentioned that the MST plane has taken flight and it was incredible and he wanted to congratulate the students and teachers that worked on that. Also, there were a group of people, herself included, that went to Appledore Island, Shoals Marine Laboratory, to see firsthand the fifteen students and two teachers who were participating in the Marine Environmental Science program and it was an incredible opportunity to see firsthand the impacts that this had on the students and the teachers, who will bring the program back to the school district. She wanted to thank Tara and Morgan Ruttman who graciously funded that program and former Mayor Baines for making the connection with Amy Allen.

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

*On motion of **Committee Member Soule,** duly seconded by **Committee Member O'Connell,** it was moved to go into non-public session under the provisions of RSA 91-A:3 II (a, b, c, and e) and RSA 91-A:2, I (b): for the dismissal, promotion or compensation of any public employee or the hiring of any person as a public employee; and, for matters, which if discussed in public, would likely affect adversely the reputation of any person; consideration of negotiation of pending claims or litigation; and Strategy or negotiations with respect to collective bargaining.*

Roll Call: Committee Members Turner, Parr, Soule, Want, Tassey, Argeropoulos, O'Connell, Potter, Dion, Hamer, Mayor Craig voted yea. Committee Members Bonilla and Gonzalez were absent. Motion passed.

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

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

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

*On motion of **Committee Member Perich,** duly seconded by **Committee Member Argeropoulos,** it was moved to approve items #1, 3, 19, 21, 23 of the personnel report and supplemental report. Committee Member Perich abstained from voting on item #21 and Committee Member Argeropoulos abstained from voting on item #1. Committee Members Bonilla and Gonzalez were absent. Motion passed.*

ADJOURNMENT

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

*On motion of **Committee Member Perich,** duly seconded by **Committee Member Dion,** it was moved to adjourn. All were in favor and the meeting adjourned at 10:21 p.m.*

True Copy. Attest.
Respectfully Submitted,

Clerk of Committee

Angela M Carey

It is the policy of the Manchester Board of School Committee, in its actions, and those of its employees, that there shall be no discrimination on the basis of age, sex, race, color, marital status, physical or mental disability, religious creed, national origin or sexual orientation for employment in, or operation and administration of any program or activity in the Manchester School District. The Title IX Coordinator is Atty. Katie Cox Pelletier for staff and students.

Long Term Facilities Update - 8/22/2022

If the concept model is approved this evening I will then take the action of drafting a Request for Proposal or RFP.

The RFP will be drafted to included a scope to include items such as:

- Programming
- Siting
- Evaluation
- Conceptual Designs
- Overall Budget and Schedule (phasing)

My research is yielding this work could take us between 6-8 months to be able to bring a full scale proposal back to the Board for review and approval.

BOSC Hiring Summary - 8/15/22

School	Direct Instruction 2022/2023 Openings	Direct Instruction 2021/2022 Openings	Non Direct instruction Openings	Para / Other Openings	Total Openings	Candidates pending or mitigation plan in place	
Bakersville	0	0	1		1		
Beech	1	1	1		3	2	
Green Acres	1.5	0	1		2.5	0.5	
Gossler Park	1	0	1		2		
Highland	2	0			2	2	
Jewett	1	0	1		2	1	
McDonough	0		1		1	1	
Northwest	0.5	0			0.5	0.5	
Parker Varney	3	1			4	2	
Smyth Road	2	0			2	1	
Weston	1.5	0			1.5	0.5	
Webster	0.5				0.5	0.5	
Wilson	1	0			1		
Hillside	1	0			1	1	
McLaughlin	1.5	1	2		4.5	1.5	
Parkside	5	0	1		6	4	
Southside	4.5	0			4.5	2.5	
Central	6	0			6	6	
Memorial	1	2	1		4	2	
MST	2	0	2		4	1	
West	0	0	0		0		
District Wide	5		46			4	
TOTALS	41	5	58	105	209	33	5 represent District Positions
8/13/19 Totals	71	0		75	146		
6/13/22 Totals	122	87		96	305		

Direct Instruction 2022-2023 Openings - Positions providing direct classroom instruction including special education.
Direct Instruction 2021-2022 Openings - Positions that went unfilled during the 2021-2022 school year and were mitigated
Non-Direct Instruction Openings - Positions such as Guidance, SAP, Intervenionist, etc. (All important but of critical shortage)

Aug 22, 2022 10:30 am

Staffing Update:

Bakersville:

Kindergarten 47 students (3 classes= 16 per class) **No classroom space**
Grade 1: 55 students (3 classes = 18 per class)
Grade 2: 49 students (3 classes = 17 per class)
Grade 3: 53 students (4 classes = 17 per class)
Grade 4: 54 Students (3 Classes = 18 per class)

Beech:
Kindergarten 55 students (4 classes=14 per class **Space available**
Grade 1: 88 students (4 classes= 22 per class
Grade 2: 69 students (4 classes =18 per class
Grade 3: 92 students (4 classes= 23 per class
Grade 4:73 students (3 classes= 24 per class
Grade 5: 79 students (4 classes= 20 per class

Green Acres: **HVAC affects space**
Kindergarten 80 students (4 classes=20 per class)
Grade 1: 51 students (3 classes = 17 per class)
Grade 2: 60 students (3 classes = 20 per class)
Grade 3: 80 students (4 classes = 20 per class)
Grade 4: 61 Students (3 Classes = 20 per class)
Grade 5: 82 students (3 classes=28 per class)

Gossler Parker **Space available**
Kindergarten: 44 students (3 classes= 14 per class)
Grade 1: 56 students (3 classes = 19 per class)
Grade 2: 63 students (3 classes = 21 per class)
Grade 3: 63 students (3 classes = 21 per class)
Grade 4: 57 Students (3 Classes = 19 per class)

HGF — Space available

Kindergarten: 51 students (3 classes= 18 per class
Grade 1: 58 students (3 classes = 19 per class)
Grade 2: 61 students (3 classes = 20 per class)
Grade 3: 63 students (3 classes = 21 per class)
Grade 4: 60 Students (3 Classes = 20 per class)

Jewett — No space available

Kindergarten: 58 (4 classes =15 per class)
Grade 1: 92 students (4 classes = 23 per class)
Grade 2: 80 students (4 classes = 20 per class)
Grade 3: 87 students (4 classes = 22 per class)
Grade 4: 100 Students (4 Classes = 25 per class)

McDonough — No space available

Kindergarten: 41 students (3 classes= 14 per class)
Grade 1: 60 students (3 classes = 20 per class)
Grade 2: 70 students (4 classes = 18 per class)
Grade 3: 68 students (3 classes = 27 per class)
Grade 4: 88 Students (4 Classes = 22 per class)
Grade 5: 60 students (3 classes = 20 per class)

NorthWest — Space available

Kindergarten: 77 students (6 classes =11 per class)
Grade 1: 107 students (5 classes = 22 per class)
Grade 2: 94 students (5 classes = 18 per class)
Grade 3: 102 students (5 classes = 20 per class)
Grade 4: 89 Students (5 Classes = 18 per class)

Parker- Varney* multiage classrooms** No space available

Kindergarten: 23 (2 classes = 12 per class
Grade K/1: 30 (2 classes =15 per class)
Grade 1/2: 74 (4 classes= 19 per class)
Grade ⅔ 61: (4 Teachers = 16 per class)
Grade 3/4: 72 (4 Teachers=18 per class)
Grade 4: 20 (1 class= 20 per class)

Smyth: **No space available**

Kindergarten: 53 students (3 classes= 17 per class)
Grade 1: 55 students (3 classes = 18 per class)
Grade 2: 75 students (4 classes = 19 per class)
Grade 3: 50 students (2 classes = 25 per class)
Grade 4: 62 Students (3 Classes = 21 per class)
Grade 5: 75 students (3 classes = 25 per class)

Webster No space available; 1 K can move to 3

Kindergarten: 38 students (3 classes= 13 per class)
Grade 1: 58 students (3 classes = 19 per class)
Grade 2: 61 students (3 classes = 20 per class)
Grade 3: 53 students (2 classes = 26 per class)
Grade 4: 59 Students (3 Classes = 20 per class)
Grade 5: 58 students (3 classes = 20 per class)

Weston No space available

Kindergarten: 50 students (4 classes= 13 per class)
Grade 1: 70 students (3 classes = 24 per class)
Grade 2: 70 students (4 classes = 19 per class)
Grade 3: 67 students (3 classes = 25 per class)
Grade 4: 78 Students (4 Classes = 20 per class)
Grade 5: 59 students (3 classes = 20 per class)

Wilson No space available

Kindergarten 39 students (3 classes=13 per class)
Grade 1: 75 students (3 classes = 25 per class)
Grade 2: 77 students (3 classes = 25 or 26 per class)
Grade 3: 85 students (3 classes = 28 or 29 per class)

Grade 4: 77 Students (3 Classes = 26 or 27 per class)
Grade 5: 81 students (3 classes= 29 per class

Middle School:

Students move in teams. For McLaughlin this means that all of the core classes for the 27 kids that move together are at that number

Parkside- 1 section of Algebra, French 8, one Spanish 8, and orchestra are over 25.
Hillside- all core classes are at 24 or below; one section of Spanish 8 and Band is at 26.
McLaughlin-6th grade teams averaging 27
Southside- no classes over 25

High School:

This information is lagging because scheduling.

TO: Board of School Committee

FROM: Committee on Finance and Facilities
Committee Members O'Connell, Soule, Turner, Hamer and Potter

DATE: August 22, 2022

RE: 2023 Retiree (over 65) Health Insurance Plan

At the August 17, 2022, Committee on Finance and Facilities meeting, it was moved to approve moving the Retiree (over 65) Health Insurance Plan to the Anthem Medicare Advantage Plan for calendar year 2023 and forward this item to the full Board of School Committee for approval.

Committee Members O'Connell, Soule, and Potter were in favor.
Committee Member Hamer was opposed.
Committee Member Turner was absent.

Respectfully submitted,

Angela M Carey

Angela Carey

Clerk of the Board of School Committee

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Manchester School District

A Systematic Approach to Differentiated Instruction

July 2022

Submitted to: Nicole Doherty
Executive Director, Teaching and Learning
ndoherty@mansd.org

Submitted by: Christopher Grethel
Senior Partner Manager
christopher.grethel@ascd.org

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DESCRIPTION OF SERVICES

Differentiated Instruction Overview

ASCD is excited to partner with Manchester School District to create cohesive classroom cultures across the school that engage students by addressing students' needs through the implementation of Differentiated Instruction (DI). This engaging learning opportunity will also include DI practices and how they can be used to improve instruction, learning, and outcomes. ASCD will provide Manchester School District participants with a professional learning opportunity to deepen their understanding of and expand their skills in differentiated instruction (DI) strategies, implement tiered instruction, and utilize data so that teachers may improve academic outcomes for their students.

ASCD will customize, structure, and design the professional learning for Manchester School District with adult learning needs in mind. Participants will leave the session with actionable items to incorporate into their teaching practice. This professional learning experience will assist with developing a plan for implementing instructional practices to advance student engagement and achievement. While partaking in the ASCD professional learning opportunity, participants will examine research-based practices and instructional strategies. ASCD can provide Manchester School District with the following option for professional learning:

Professional Learning Experience that will include:

- Year One: 16 Days/160 Hours of Professional Learning
- Year Two: 10 Days/100 Hours of Professional Learning
- Year Three: 6 Days/60 Hours of Professional Learning

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DESCRIPTION OF SERVICES

Differentiated Instruction: Professional Learning Topics and Specifications

ASCD will work closely with Manchester School District and collaborate with leadership to develop **a professional opportunity** that align to their professional learning plan and meet their specific needs. Together, ASCD and Manchester School District can develop a plan to support and implement the best approach so that there can be an immense effect on the ultimate result of increased student engagement, learning, and achievement for all students. Participants may focus on the following:

- Understanding the instructional best practices of differentiated instruction (DI) and applying them teaching practice
- Crafting high-yield instructional strategies and tiered lessons
- Exploring strategies to differentiate content, process, assessment, product, and learning environment
- Identifying, evaluating, and designing differentiated activities, lessons, and assessments that respond to the variance in student readiness, interest, and learning profile
- Utilizing data to identify learning and instructional gaps
- Determining, documenting, and analyzing student understanding, progress, and data in order to track growth, guide instruction, and provide feedback
- Designing data-based instruction using the KUD Method (Know-Understanding-Do)

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DESCRIPTION OF SERVICES

Differentiated Instruction: Professional Learning Topics and Specifications

Topics	Discussion Focus
Supporting DI in the Classroom	**Setting clear expectations and creating the norms, systems, structures to support the format DI in an inclusive classroom setting.**
Planning for DI	Meeting the diverse learning needs of students through utilizing DI and interactive learning experiences. Discuss creating and implementing instruction that is concept-focused, principle-driven, and aligned to the curriculum.
KUD Method	**Adjusting instruction by degree of complexity for the diversity of learners in the classroom. Designing instruction using the KUD Method (Know-Understanding-Do).**
DI & Assessment	Creating effective pre-assessments that align with learning targets and analyzing Learning Profiles of students, and formative assessments with student product directions that include varying degrees of difficulty, types of evaluation, and scoring and allow for varied means of expression and alternative procedures.
Utilizing Data	**Using student data to create lessons that are differentiated by content, process, affect/learning environment. Participants will examine how to scaffold and tier instruction.**
Moving the Work Forward	Reflecting on successes and challenging of implementing the DI approach, meeting the needs of their students. Discuss how to continue to move the work forward.

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DESCRIPTION OF SERVICES

Differentiated Instruction: Possible Delivery Methods

Professional Learning Methodologies
Professional Learning Onsite Workshop
Professional Learning Remote Synchronous or Asynchronous Workshop
Job-Embedded Coaching
Summer Institute
Book Study

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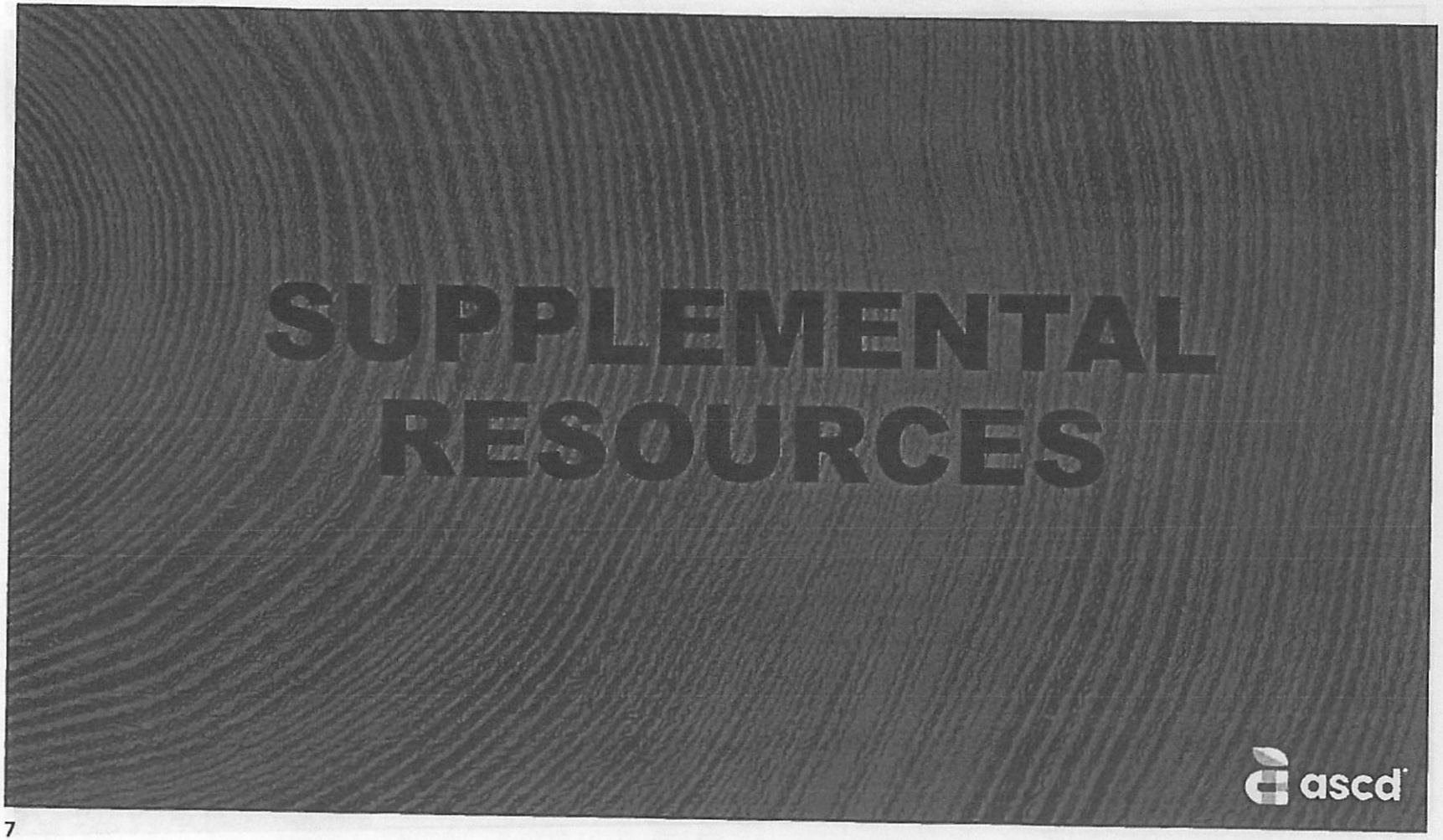
DESCRIPTION OF SERVICES

Differentiated Instruction: Possible Cohorts

Differentiated Cohort Support
Cohort 1 **Foundational Level**: The focus will be on establishing a shared understanding and shared vison of elements of a differentiated classroom. Participants will explore how to differentiate instruction through content, process, product, and affect/environment.
Cohort 2 **Dabbling in DI**: Participants will dig deeper into specific outcomes of differentiated instructional practices and what it looks like to engage all students. The importance of student readiness and interests will be addressed. Managing a differentiated classroom will be incorporated.
Cohort 3 **Ahead of the Curve**: Participants will utilize on-going coaching support though a PLC approach to improve their awareness, understanding and application of differentiated instruction. A strong focus on student work samples as indicators of evidence and the importance of effective feedback to help motivate and engage students will be part of this work.
Cohort 4 **Administrative Support**: Instructional leaders will focus on building a growth mindset and the correlation between differentiation and student success. The "how to" of supporting educators in the implementation of differentiation will be important to this work. Evidence tools and the use of the Danielson Rubric to weave into the evaluation process will be incorporated.

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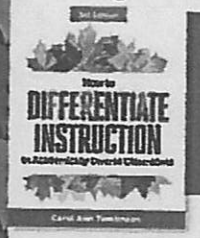
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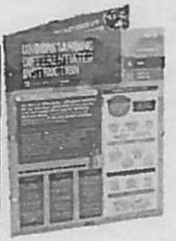
SUPPLEMENTAL RESOURCES

These books can provide continuous professional learning and be used as resources, guides, and reference points during for ongoing professional learning throughout the year.



How to Differentiate Instruction in Academically Diverse Classrooms, 3rd Edition
By: Carol Ann Tomlinson
Description: This resource offers educators guidance toward setting the course for positive change by providing guidelines and new strategies for how to differentiate instruction. This expanded edition includes experiences of practitioners and strategies to help every child access high-quality curriculum and engage in meaningful learning experiences.

Understanding Differentiated Instruction (Quick Reference Guide)
by Carol Ann Tomlinson
Description: Written by renowned DI expert Carol Ann Tomlinson, this six-page laminated guide covers key terms, principles, and instructional practices of differentiation. Teachers will be able to draw on a collection of strategies for DI in response to readiness, interest, and learning profile. This guide is packed full of information on differentiation and tips to make DI work in your classroom.





So Each May Soar: The Principles and Practices of Learner-Centered Classrooms
by Carol Ann Tomlinson
Description: This resource helps educators explore the next steps toward in helping all students gain a deeper understanding of themselves, others, and the world. It contains a collection of strategies to reconnect with professional and personal aspirations, build an energized and mutually respectful classroom community, and deliver instruction that feels alive to you and your students. Examples from all kinds of learner-centered classrooms clarify what this approach looks like across grade levels and subject areas and confirm its viability in schools with budgets both big and small.

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SUPPLEMENTAL RESOURCES



ASCD ACTIVATE: A New Professional Learning Experience

ASCD Activate Professional Learning Network is a collaborative learning community fueled by ASCD's award-winning resources. ASCD Activate provides your team with anytime access to digital materials that are evidence- and researched-based. It is a web-based professional learning tool that can help educators embrace adult learning needs. Our virtual solutions offer personalized, self-selected professional learning content that drives to the heart of areas in need of growth and improvement. Participants are encouraged to check back often as some products are updated continually and new resources are added regularly.

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PROPOSED BUDGET-Year 1

Products and Services	Rate*	ASCD Faculty	Quantity	Total Investment
90 minute vision setting webinar	$4,000	ASCD Facilitator	1	$4,000
On-site day/ten hour virtual bundle (summer institute)	$7,500	ASCD Facilitator	16	$120,000
How to Differentiate Instruction in Academically Diverse Classrooms, 3rd Edition			$20.965/book**	$41,930 (2000 copies)
Understanding Differentiated Instruction (Quick Reference Guide)			$9.065/guide**	$18,130 (2000 copies)
So Each May Soar: The Principals and Practices of Learner-Centered Classrooms			$26.2125/book**	$2,621.25 (100 copies)
Shipping (estimated)				$3,760.88
ASCD ACTIVATE			Per School Pricing (Entire School)	
			$4,200/year x 21 schools=$88,200	

* The proposed costs are all inclusive pricing estimates. Exact costs will be reflected in the Extended Service Contract.

This document is for discussion purposes. The pricing within this proposal is valid for 30 days.
*All costs are inclusive. There is no cost to the district for travel expenses of any kind, including airfare, hotel, meals and ground transportation. Pricing for ASCD Author/Faculty members ranges from $7,500.00 – $20,000.00 per day onsite depending on the ASCD Author/Faculty Member. Exact cost will be determined as an appropriate match is made for your district.
**Quantity discounts may apply once total number is determined.

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PROPOSED BUDGET-Year 2

Products and Services	Rate*	ASCD Faculty	Quantity	Total Investment
On-site day	$7,500	ASCD Facilitator	4	$30,000
Ten hour virtual bundle	$7,500	ASCD Facilitator	6	$45,000
How to Differentiate Instruction in Academically Diverse Classrooms, 3rd Edition Understanding Differentiated Instruction (Quick Reference Guide) So Each May Soar: The Principals and Practices of Learner-Centered Classrooms			$29.95/book** $12.95/guide** $34.95/book**	TBD Dependent upon # of participants (shipping not included)
ASCD ACTIVATE			Per School Pricing (Entire School)	
			$4,200/year x 21 schools=$88,200	

* The proposed costs are all inclusive pricing estimates. Exact costs will be reflected in the Extended Service Contract.

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PROPOSED BUDGET-Year 3

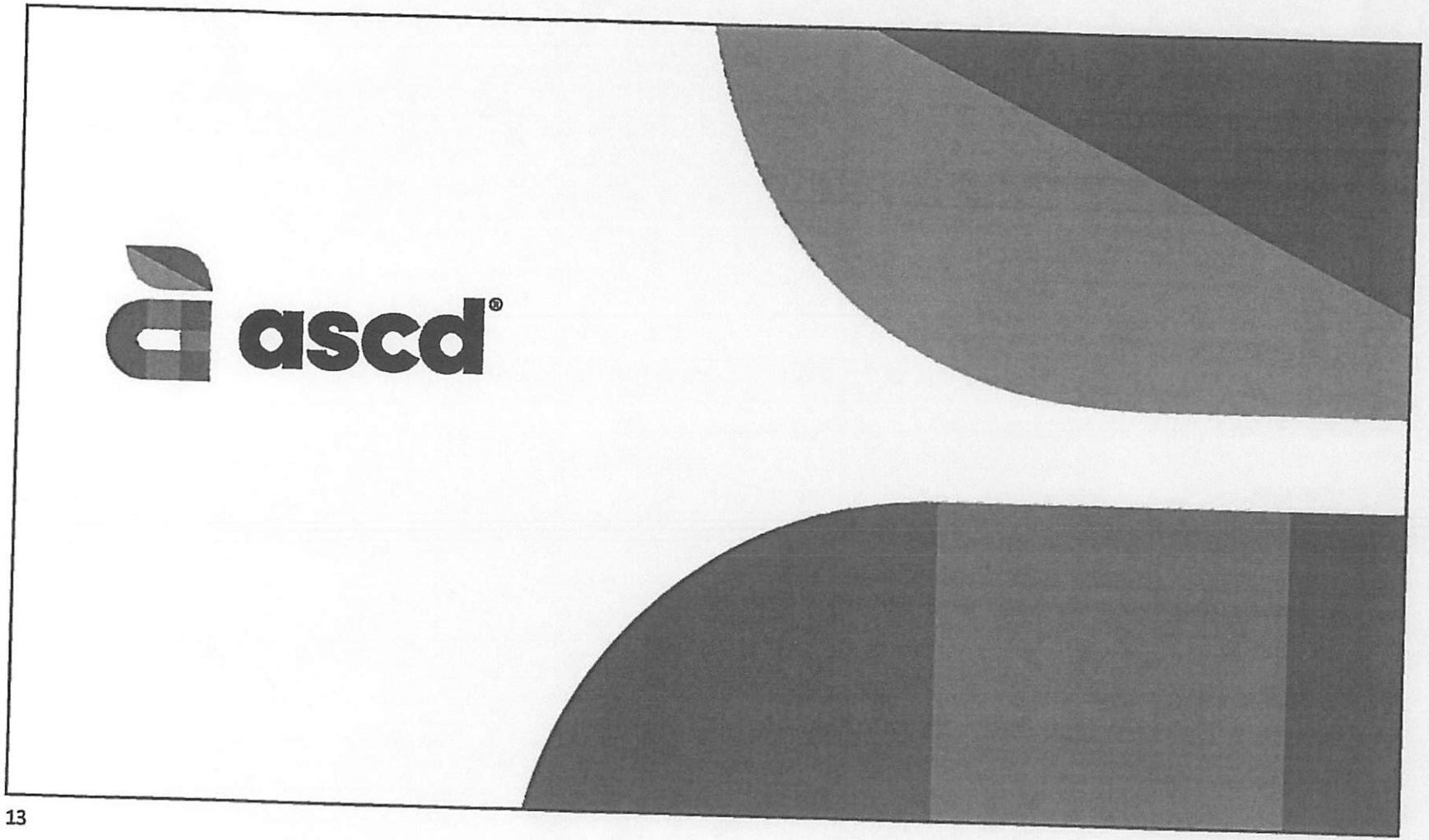
Products and Services	Rate*	ASCD Faculty	Quantity	Total Investment
On-site day	$7,500	ASCD Facilitator	2	$15,000
Ten hour virtual bundle (coaching & support)	$7,500	ASCD Facilitator	4	$30,000
How to Differentiate Instruction in Academically Diverse Classrooms, 3rd Edition Understanding Differentiated Instruction (Quick Reference Guide) So Each May Soar: The Principals and Practices of Learner-Centered Classrooms			$29.95/book** $12.95/guide** $34.95/book**	TBD Dependent upon # of participants (shipping not included)
ASCD ACTIVATE			Per School Pricing (Entire School)	
			$4,200/year 21 schools=$88,200	

* The proposed costs are all inclusive pricing estimates. Exact costs will be reflected in the Extended Service Contract.

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**Quantity discounts may apply once total number is determined.

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