BOARD OF SCHOOL COMMITTEE
MANCHESTER SCHOOL DISTRICT SAU #37

June 17, 2019 **7:00 p.m.**

Mayor Craig called the meeting to order at 7:02 p.m.

Mayor Craig called for the Pledge of Allegiance.

McLaughlin Middle School: William Krantz, Principal

Connor Page – Grade 8
Shaylah Ryan – Grade 6
Jeremy Jutras – Grade 8
Ezra Twahirwa – Grade 7

Mayor Craig stated we have the pleasure of having students from McLaughlin Middle School here this evening to lead us in the pledge. And I'd like to ask Committee Members Bergeron and Lehoux to introduce them please.

Committee Member Bergeron stated all right. I guess I'll lead it off here, which this is Shayla Ryan, McLaughlin and she's a sharp girl. Look at her family right in the front row.

Committee Member Lehoux stated your Honor, it's my pleasure to introduce Connor Page, grade 8 from McLaughlin.

3. A moment of silence was observed.

4. The Clerk called the roll.

Present: Committee Members Ambrogi, Want, Freeman, Bergeron, Girard, Lehoux, Beaudry, Avard (late), Desrochers, Long and Mayor Craig.
Absent: Committee Member Kelley Arnold, Georges, Thomas, and Terrio.

5. Approval of minutes from the Board of School Committee meetings on May 13, 2019 (Special, Regular and Public Hearing) and June 10, 2019 (special and public hearing).

*On motion of **Committee Member Ambrogi**, duly seconded by **Committee Member Want,** it was voted to approve the minutes of the May 13, 2019 (Special, Regular and Public Hearing) and June 10, 2019 (special and public hearing). All were in favor and the motion passed.*

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6. RECOGNITION/PRESENTATIONS

7. Recognition of the retirees from the Manchester School District.

Mayor Craig stated item six is a recognition. Tonight we're continuing the annual tradition of recognizing our retiring educators for their devotion to their chosen profession. This year there are 54 educators who are retiring and some of them are here tonight in the chamber. Our retiring Educators have served long careers educating our young students and their range in tenure is from eight and a half years to 42 years. I just want to say to our retiring educators, you've done So, much for our community and I want you to know how much it's appreciated on behalf of the Board of School Committee, myself and the City of Manchester, thank you for your commitment to our students, our children, and our community. We wish your health, happiness and continued success in the years to come. And with that, I'd like to ask Co-Superintendent Jenn Gillis to join me in reading the names of the retirees.

Jennifer Gillis stated So, good evening. We are thrilled to recognize members of our staff for their years of service. I'm going to read first, last, school and years of service.

FIRST	LAST	SCHOOL	YRS OF SVC
Mona	Afshar	Green Acres	23
Ann	Allen	Highland	20.3
Edward	Allen	Parkside	30
Wendy	Black	Weston/Wilson	20.9
Sharon	Bonte	West	18
David	Boutin	Central	18
Louise	Brennan	Hallsville	26.6
Gina	Buzzell	Green Acres	37
Peter	Colcord	Memorial	20.5
Maureen	Cullity	Hallsville	35
Brenda	Davidson	Central	24.9
Carol Ann	Dawdy	Webster	21.4
Jean	Dickson	GA/Wilson/DHH Program	30
Thomas	Downes	Green Acres/Memorial/MST	23.4
William	Dupere	Hillside	24.3
Lesley	Fallu	Central	40
Catherine	Gagnon	Central	23.8
Constance	Gagnon	Webster	17.4
Jeanne	Gagnon	Hillside	24

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Linda	Gianitsis	Memorial	20.7
Ann	Holmes	West	20
Linda	Joyce	Weston	18.4
Kathleen	Kelly	Bakersville	33.4
Margaret	King	Memorial	20.9
Denise	Lacaillade	McLaughlin	35
Donna	Langlois	Administration	24.4
Diane	LaRoche	Webster	30
William	Lawson, Jr.	Central	20.9
Maria	Mancini	Smyth	16.7
Cynthia	Maris	Central	27
Wendy	Matthews	Jewett	21.4
Sue-Ellen	McGuire	Bakersville	35
Kathleen	Mirabile	Central	42
Jo-Ann	Mulligan	Bakersville (BOC)	27
Kathleen	Nault	Weston	23.3
Donna	Ohanian	Hillside	18.6
Gayle	Paige	Smyth	34
Marlene	Pellerin	SFNS	13.7
Vincent	Perroni	Central	20
Heidi	Perry	Parkside	27
Donald	Pryor	West	8.5
Jane	Raymond	Central	20
Margaret	Reekie	McLaughlin	40
Kathleen	Seeley	Smyth	20
Larry	Simpson	Parkside	27
Judith	Sloan	McLaughlin	18
Tanya	Soha	Memorial	20
Steven	Soucy	Bakersville	32
Susan	Soule	Hallsville	15
Suzanne	Spillane	Parkside	15.3
Lorraine	St. Pierre	Weston	23.6
Deborah	Thayer	Wilson	10.3
Maura	Widell	Jewett	34.9
Cathleen	Wyman	Hillside	20

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Mayor Craig stated thank you again for everything.

8. Walk for Hunger: Hallsville School for "Most Money Raised" and McDonough School's "Teams with the Greatest Percentage of Participation", as well as Lisa Gonzalez for most money raised by an individual, with $763.

Mayor Craig stated thank you again for everything. Item eight is the Walk for Hunger, Hallsville school and if Committeeman Want would please join me.

Committee Member Want stated thank you, your honor. I would like to introduce Michelle Casale, from Fit New Horizon, who is going to present our awards for the 2019 Walk Against Hunger team awards.

Ms. Casale stated hi everybody. Thank you very much. The Walk is one of our two signature events at Families in Transition New Horizons, it's extremely important to raise money for the services that we provide, food, shelter and supportive services for those in our community. This year the walk raised a total of $120,000, which is terrific. Thank you. And I have to say that the Manchester School District was an extremely important part of that fundraising amount. There was a huge team from the school district led by Leslie Want, School Board Member. Leslie, woohoo! I'm sure you know Leslie's passion and her energy galvanize 17 teams and 175 walkers from the schools in Manchester. And, her team raised $9,700, which is amazing. And that doesn't include the money raised from the four Manchester middle schools and MST. They also walked separately. So, thank you So, much to this school district. I have three awards to give out this evening. The first award goes to the school that raised the most amount of money and the winner is Hallsville. Team Captain Danielle Saitz couldn't be here this evening, So, Principal Chris McDonald will be accepting. Thank you. The second award goes to the school with the greatest percentage of participation and the winner is McDonough. Team Captains were Karen L'Heuruex and Mandy Hazelton, 47% participation. Thank you. Yes. And finally, this year we have a new award and the award is for the individual who raised the most amount of money and this year it goes to Lisa Gonzalez at Hallsville. Thank you.

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PUBLIC FORUM

Mayor Craig advised that the purpose of the public forum is to give the residents of Manchester the opportunity to address the board on items of concerns affecting the community; that each person will be given only one opportunity to speak; that comments shall be limited to three minutes to allow all participants the opportunity to speak and that any comments must be directed to the Chair. Speakers may offer comments on school operations and programs that concern them. The speaker shall not make complaints of school personnel or complaints against any person connected with the District. Other channels are provided for Board consideration and

disposition of legitimate complaints involving individuals which should be referred to the superintendent. Any resident wishing to speak will come forward to the nearest microphone, clearly state their name and address when recognized and give their comments.

Sue Werst, 3 Laurel Street, Merrimack, NH, stated:

Good evening. My name is Sue Werst and I am a 17-year veteran teacher at Hillside Middle School, Science. And my first area that I would like to discuss this evening is the site of service overlay as presented in a fact-finding survey. And my concern as my previous career was in the healthcare industry and So, my deep concern there is if we go out of the city, which is what I saw from the choices, okay, first of all is the travel, but that's here nor there, to small little facilities. That's a concern. I had a big red flag about that. Secondly, we're taking all that money away from city hospitals. So, here we are, it's a city school board, city employees, and we're going away from the two city hospitals. Now I know for a fact that there are certain departments in a hospital that fund what goes on within the hospitals and the exact services that we were doing, taking away that the outpatient services are some of the ones that actually support the running of a hospital. So, that was a big concern for me, that people were not even thinking about this. Now, I realize we're not the only part of the city that's doing this, but still that was a big concern. So, I really have a problem with the site of service overlay and I'm sure other people are here to discuss that. My second topic of discussion is about the science curriculum. If you look on the city website and you pull up the science curriculum, it is the old science curriculum. I know because I wrote it and it was wonderful at that moment but now we have a new one but my concern is I'm not quite sure, was it accepted? I received it as this email attachment two years ago and we have been working on that. Now, I'm all for putting in these new parts of the science curriculum but I would like to know, is it official? Have we been doing the right thing? Number one. And number two, could we be sent possibly an official, I believe it was just the standards that were accepted, and we have no curriculum committee and this is another big concern, which if none of you are concerned than you should be. Okay. So, I'm just going to drop that here. Please check it out. Please remove the old one. Thank you.

Greg Powers, 344 Orange Street, and John Bisson, 117 Shepherd Road, stated:

I'd like to have my colleague John Bisson combine his time with mine and of our other colleague in a Maura Philbert join us. Okay. My name is Greg powers. I'm a resident of ward 2, 344

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Orange Street. I've been involved with the music department at Central High School for about six years. And, I just want to say we had a great year this year under the new directorship of Ed Doyle and with his colleagues, Tim Vigneau, Tom Seniow, Kurt Billiard. The students worked really hard. The parent support group that we represent, CHAMPS, worked really hard and if any of you attended the concerts, you know it was fantastic. The music department at Central and I think in all the schools is one of the magnets for the district. It's a great glide path for students through high school. They get together with great people, great friends and they just come out the other end as great adults. So, I just like to thank everyone who supported the music department. I'd like to thank the School Board and I'll turn the rest of my time over to John.

Mr. Bisson stated thank you Greg. So, specifically this year we did undertake a uniform replacement project and we have nothing but gratitude for the school board and the efforts and the shelf support that the school board has given us in that venture. What it tells tangibly to the students is that the city cares, the city cares about the students, is proud of the students in the music program and wants them to look good when the city is represented by them at all the public events that the bands in the city go to. Specifically, we'd like to call out the finance committee for their efforts having met with us on more than one occasion. Vice Chair Arthur Beaudry, Sarah Ambrogi, Mr. Girard and Mr. Avard. We also would like to thank specifically Tammy Hannah in the office who helped us tremendously, but we know we wouldn't be here, specifically if it hadn't been for the advocacy of Vice Chair Arthur Beaudry and we do want to single him out with a particular gesture of appreciation. We wouldn't be here if he hadn't stepped up to do what he did for us. We know that you have a lot on your calendar. We know that you have very serious issues ahead of you. Please don't underestimate the gesture that you have made to the city schools and students. So, the uniforms that we have are 20 years old. The students there wore them with pride, took care of them and they still look quite good given their age. We hope that you will continue to take this as a token of the school's appreciation and the student's appreciation. We know that you will take care of that. In addition, we know that next year it will be joined by hats from Memorial and West and we thank you very much for your help.

Kellon Borbee, Sophomore at Central High School, stated:

Good evening. I'm Kellon Borbee and I'll be a sophomore at Central next year. De-leveling was a topic of discussion in April and May but many other things like the ballot question and allowing students on the school board and the tax cap have unfortunately shifted the debate away from de-

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leveling? De-leveling is an area where student voices matter, especially because they are directly affected by it. I am concerned for the students that will be affected by De-leveling. From my understanding, level one and level two will be combined. Do we know what those students in those levels think about this? Before we go forward with that process, we need to take a step back and think if we've all done everything we can to help those students move up. Have we? Having a class where a teacher has to teach students who learn at many different rates is bad for the students and puts an undue burden on all the amazing teachers behind me. It is imperative that we make students want to learn, but that is not the way and that we help students do their best through elementary and middle school, while not leaving students behind in high school. Is that being done? There was an article in the Union Leader that talked about the lack of minorities at higher levels at central saying that teachers racially profile minority students not to take higher level classes. That is the opposite of what happens. Teachers do everything they can to help students like myself, a minority, succeed. They pushed us to take higher level classes and they help us understand what we don't. Finally, the City of Manchester needs to stop outsourcing its responsibilities and catering to organizations that too often fall short and start doing its job, putting students first, giving teachers the resources, they need to succeed and helping parents be an active voice in their child's education. Thank you.

Liz Kirwan, 427 Holly Avenue, stated:

Hi, good evening. My name is Liz Kerwin. I live at 427 Holly Ave. I'm also an English language learner teacher at West High School. I want to take a minute and thank Committee Member Bergeron, Want, the Mayor, Committee Member Beaudry and Committee Member Long, along with our co superintendents, Amy Allen and Jenn Gillis for attending the EL Access ceremony at West High School at the end of May. This was an opportunity for all of our EL kids to demonstrate their growth in language proficiency. We also had a showcase of student talent and this was also featured in the Manchester Inc link. So, for anyone who was unable to attend, I do encourage you to look up that article to celebrate our student success. I would also like to thank Committee Member Bergeron, Committee Member Committee Desrochers, Committee Member Beaudry, Committee Member Girard, Committee Member Georges, as well as the Mayor, for attending the West High School graduation on Saturday. On Saturday, we had 22 EL students graduate along with 175 of their peers. Of our 22 EL students at West High School who graduated, four of them are going into military, 12 are going to college and university and others

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are continuing into the workforce and we even have two students who are considering signing up for city year next year, which is pretty amazing. Out of all 175 graduates at West, 42 are born outside of the United States or they speak a different language at home, which equates to 24% of our graduating class. And So, I think we're really lucky to have this kind of diversity here in our city. It's these reasons that I love teaching here in the district. I do want to let you know that last month I applied to another district in New Hampshire and I was offered an EL teaching position. This district would've honored all my years of service and given me a healthy pay raise. I've been working in Manchester since 2013 and it is now 2019, I should be on step seven for the pay scale next school year, but instead I'm on step three. I have a friend and a colleague who was hired in 2016, she and I are on the same step three pay because I was hired in 2013 at the start of a three-year contract freeze. She is an amazing colleague and I'm proud to work with her, but is it fair and equal that we receive the same compensation when I have more years of service? I declined this offer from the other school district because my work here with my students and with this community is not finished. This is where I want to be. I want to serve my students and I want to serve our families. I urge this board to change the language in the negotiations moving forward and honor every teacher's time of service. I am going to stay another year in Manchester schools, but many of my colleagues on step three are not. I want to thank you all for what you do. I want to give you well wishes over the summer and please negotiate for a fair and equal wage increase for all of our teachers. Thank you.

Lynn Standish, 66 Murphy Street, stated:

Hi, my name is Lynn Standish. I reside in ward 9. I'm a taxpayer. I'm an 18-year employee with the district and I'm the proud president of MESPA. I'd like you to know who MESPA is, we are Manchester Education Support Personnel Association. We're an essential part of the team that keeps our schools and school district operating on a daily basis. Our membership is comprised of payroll, IT, accounts payable and receivable. We do the billing for the entire district, including student services, food service, federal projects, and professional development. We are the school secretaries. We are all the office support in every school building and district office. Our 61 members are incredibly dedicated, hardworking, and extremely proud employees of this school district. However, we too are without a contract currently negotiating and disappointed to say the least. As a whole, our salaries make up about 3 million of the $175 million budgets for this entire district, which includes the FICA and retirement paid for us. That's less than 2% of the entire

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budget. The average earnings for our school term employees at $33,000 per school year. School employees and not paid during the winter break, February or April vacations, nor paid over the summer and have one paid vacation day the entire school year. We've been told our unit hardly takes any sick time. That's simply another example of our committed members. With the exception of technology, the average earnings of members working in district office is 43,000. The average length of service per members over 20 years. This school year six people are retiring from MESPA. I want to remind the public that MESPA members have not received probationary, wage increases, longevity or annual wage increases for this school year. As we discuss compensation during negotiations, I'm concerned that one third of us, the ones with the most years of dedication to this district, will not see an increase in pay. We've been told that there is about 70,000 available to spend on our earnings, which includes the reduction in the money available to us for the district's portion of our retirement and federal taxes, about 35%, that means there's 46,000 available for pay raises. Remember the budgets, roughly 175 million. Healthcare is increasing, So, with the 9.7% increase in healthcare premiums, our net pay will actually decrease. Our incoming staff makes $16.70. If multiplied by hours actually worked for the year, they make about a hundred dollars less than what the living wage calculator says that a single adult needs to live and survive in this area. That's a shame. With the 46,000 shared evenly for all 61 staff members, that means we will see an average increase of $737 a year. That's $14 a week or 35 cents an hour. Insulting to say the least. We give our best each and every day in our jobs to this district and to the children and families in our school communities. We know our value. We hope you do too. Thank you for your time.

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Mayor Craig asked anyone else wishing to speak? If there there's no one else present, wishing you to speak emotion would be in order to take all… there is? Please come forward.

Sue Hannan, 13D Sundown Drive, Derry NH, stated:

Good evening. Our red Fred moment is here. I'm Sue Hannan. I'm the president of the Manchester Education Association. Here together is how we can win this fight for our students. No matter what happens here tonight, we will continue to fight to stand strong for public education in Manchester. This is our moment. We have to get it right for the over 14,000 students served by the Manchester Public School district. We've introduced multiple proposals during negotiations for a successor collective bargaining agreement that would result in amplifying the educators voice, implementing class size restrictions and more wraparound

services and resources to Manchester. Every one of our pre-k to 12 students and all of our staff would benefit from these proposals. Using the school funding debate and the tax cap continues to steal opportunity from Manchester students and undermine educator's voices because they know what everyone knows, educators are the most trusted spokespeople on education policy. We're fighting for a contract that supports educators and students. We will protect the rights and benefits that MEA has negotiated for since 1954. I don't think the BOSC believes Manchester students deserve less than other students. Manchester is the lowest funded school district in the State of New Hampshire. Do Manchester Students have fewer needs? We know that is a resounding no. We serve every day in Manchester classrooms and we know firsthand that our city has more needs than the rest of the state. 58% of students in Manchester receive free and reduced lunch, compared to the statewide average of 26%, and our class sizes are significantly higher than the state. We've collected hundreds of names on those postcards on the mayor's desk and continue to collect more and every one of them call for more equitable funding for education, smaller class sizes, adequate supplies of textbooks, and the safe environment for students and staff. We are here to demand that every School Board Member commit to a fair contract for MEA and give Manchester students the support that they deserve. We demand that the Aldermanic Board continue to commit to fund a fair contract for MEA and give Manchester students the equitable funding that they deserve. And we demand that state legislators and the governor support a budget that increases funding significantly to support education. Together we can get this done. Thank you.

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Mayor Craig stated great. Anyone else wishing to speak?

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

*On motion of **Committee Member Want,** duly seconded by **Committee Member Ambrogi,** 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.*

11. Student Communications

Due to the change in meeting dates, the students scheduled to be at the meeting could not attend.

12. **ACTION AGENDA**

13. Approval of Donation from Hesser College for Central, Memorial and West High Schools, with the amount of each donation being $7,497.61.

*On motion of **Committee Member Desrochers,** duly seconded by **Committee Member Lehoux,** it was moved to approve the donation from Hesser College for Central, Memorial and West High Schools, with the amount of each donation being $7,497.61. All were in favor and the motion passed.*

14. Ratification of the Phone Poll to allow the posting of the Benefits Coordinator position on June 7, 2019.

*On motion of **Committee Member Long,** duly seconded by **Committee Member Beaudry,** it was moved to ratify the phone poll to allow the posting of the Benefits Coordinator position on June 7, 2019. All were in favor and the motion passed.*

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

Mayor Craig stated item 15 is the response to public comment. Does anyone have anything?

Committee Member Beaudry stated thank you Madam chairman. I just want to continue on what Ms. Kerwin was talking about. I did attend the EL Honors day, actually awards day. Just some statistics that are really unbelievable when you look at that program. There's roughly 112 students that participate in that program. It's about 15% of the total school population. They have two full time teachers and one a full time paraprofessional. You had eight students that we're on the principal's list, 22 students were high honors and 39 students were honors. So, you had 61.4% of the EL population that were on the honor roll. Tested out, to move on, you had three students that tested out through access and you were in the top tier, you had 46 students out of 82, 56% that were in the top tier. Ten students had zero unexcused absences or less than three tardies. So, the program is remarkable and I just want to give a shout out to Ms. Kerwin and the rest of our staff for the wonderful job they're doing. And, it gives credit to, again, our teachers and, I appreciate the work that they're doing. And again, thank you and I appreciate us getting invited to those honors awards because it's remarkable to see those young students coming up So, happy to receive that award. So, thank you.

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Committee Member Long stated thank you, your honor. I recall nine years ago fighting to mainstream El students. When I went to that award ceremony, it just blew my mind, the amount of progress that we have come with these El students. So, I'm reminded that we have top-notch teachers and people dedicated that bring this to where it's at today. We cannot lose them. We need to do whatever we can to keep them. And I thank Ms. Kerwin for her efforts with that.

Committee Member Lehoux stated thank you. I guess it's a Ms. Kerwin night tonight, I guess. She pointed out and we often hear from public comment regarding the steps, that are always when whoever comes up about the steps and the fair and equitable, there's not one proposal and we went public in April with our proposal, there's not one proposal that's been out there yet that doesn't include those steps. So, every proposal that we've had makes up those steps, but currently, those steps being made up, which is what we presented back in April, is the MEAs proposal that we're trying to work with currently. And that proposal actually gives everybody two steps, not just one person, not just the people that get it. So, if you're on step seven and you would go to nine while that one who's on nine would go to 11. So, I just want to make everyone aware of that, that we're working to get everybody two steps at this point, which decouples from the step system as far as seniority, which is an issue that we also have to deal with. So, I just want to point that out. There isn't one proposal that doesn't make up those steps. It's just the proposal that we're currently working on makes it up for everybody. So, thank you.

Committee Member Girard stated thank you, your Honor. If I could follow up on what Committee Member Lehoux said and just offer a brief clarification. The proposal as we released back in April, our original proposal in November 3rd did actually make up the three frozen steps, the one that's currently frozen, plus the two that the MEA requested in negotiations and also awarded a step in fiscal 20. So, had our proposal been accepted by the MEA, Ms. Kerwin would go from step three to step seven next year. The point that Committee Member Lehoux was trying to make is that that proposal was rejected and the MEA came back with a proposal where everybody, regardless of whether or not they had ever been frozen on a step, got two extra steps over the life of the contract. So, if they're where they should be, they'll pick up two steps that will keep them two steps ahead of everybody who gets two steps to try to get caught up. But remember that's two steps versus the proposal we put on the table and that is an MEA proposal. They did counter ours with that, as I think we explained during our presentation to the board, the committee actually was not in favor of that pay matrix, but because it was furthering the

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conversation out, we thought towards the resolution with the MEA at the time, we agreed to set our opposition to it aside, we thought the equity issues were perpetuated, there was a missing step, uh, but we worked with them to refine it to get those numbers within the financial targets that we had agreed to. So, the MEA proposal does make some progress in some areas, but the proposal that's on the table, or the one that was most recently included in the fact finding was our response or one of our responses to their proposal. So, I just wanted to clarify a couple points. Thank you.

Mayor Craig stated thanks. Mrs. Werst mentioned the science curriculum. I just wanted to confirm that one of you will check into that to check what's online and what's been approved.

Mrs. Gillis stated we'll go back and double check online compared to what we know and we'll bring it up to C&I.

Mayor Craig stated great. Thank you. Any other…?

Committee Member Bergeron stated thank you, your honor. I just wanted to continue on the conversation about the El Students and I guess the reason that I've had So, much exposure to Ms. Kerwin's students is because she either lets us know and puts things in my calendar, which I invite any educator to do that. But I also wanted to encourage anybody in the community that's watching here because I find these students, I find them very patriotic for one thing and very appreciative. And I seem to recall, it wasn't this past school year, but the one before where some Alderman and myself actually were in the classroom and it was a project that they had, I don't know whether it was on civic engagement, I forget which one, but it was to get to know everything about city hall and services and what we do and what not. And So, there were posters involved, a lot of things. But yeah, they were very curious. So, and they love the city. So, I guess what I'm encouraging against anybody, whether it's employment or whether it's… get involved with her class, I would just contact her and get this community involved with these students because that's what they want. It's pretty incredible if you look at their work, that's exactly what they want. So, I wanted to just thank her for exposing that to me and also for the Access Academy, because that showcases all the EL students, which is fantastic. Thank you.

Committee Member Freeman stated thank you, your Honor. I actually was going to bring up to the science curriculum, but I wanted to ask somebody on negotiations committee about another

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point that Mrs. Werst had brought up and I think everybody wants some clarification on it, about the healthcare and does it in fact take away from our city hospitals? Will the teachers not be able to use our area hospitals? Thank you, your Honor.

Committee Member Girard stated your Honor, if I might? The fact that we've proposed a site of service is public, we made that public in April. I'll simply answer the question by saying there is a broad site of service network that includes multiple providers within the city and as the MEA knows the city believes that there would be more sight of service providers within the city if the school district and the city employees were all participating in the site of service program. We are not concerned that our employees would be scrambling around too far away tiny places looking for health care services.

Mayor Craig stated and from the City's perspective, we have had conversations with all of the local hospitals.

Committee Member Girard stated and yes. And site of service, just as a clarification, does not go with a facility.

Mayor Craig stated Correct.

Committee Member Girard stated it goes with services at a facility. So, there are places where site of service offerings is available, next to services that are not part of that in network. So, it's not a facility driven thing, it's a service driven thing and all of the providers are certified by anthem as having superior levels of quality in service.

Committee Member Freeman stated can I just ask? Thank you, your Honor. I just thought it was important enough to bring up because I think no matter what's going on with contract negotiations, when people feel as though the healthcare they have presently could be threatened, everybody tends to get emotional and I would get very emotional if I was only getting half of the information. I didn't really understand what was going on. So, I thank you for the clarification and thank you, your honor.

Committee Member Girard stated thank you for the question.

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Committee Member Desrochers stated thank you, your honor. I don't necessarily have a response to anything anybody said publicly, but I would like for us to go back and look at what it was or the reason that we put response to public comment as an agenda item. Because what I'm finding is that when people come and speak before us, they're often being corrected about what they said and I really don't think that that's the intent of this agenda item. And I find it offensive that people take time out of their schedule to come and talk to us about something and we essentially correct them while they're sitting here. I think we can take things under advisement, but I don't believe that we really should be correcting people when they come to speak. Thank you.

Committee Member Long stated thank you, your honor. Just briefly, I understand the back and forth with steps. I get that, but my question would be what would keep Liz Kerwin here? That would be one of my questions. What would keep these good service people to our city? What would keep them here? That's a question I would be asking.

Mayor Craig stated okay. Any other questions?

16. CONSENT AGENDA (ITEMS 16-23)

17. 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.

Mayor Craig stated onto the consent agenda. We have one item. Would anyone like to remove anything?

Committee Member Girard stated thank you your honor. 19 b.

Committee Member Freeman stated I had it, where is it? Just a moment. I'm sorry.

Mayor Craig stated either the report card or the finance grant report.

Committee Member Freeman stated that is B.

The remainder of the Consent agenda was as follows:

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18. Report(s) of the Committee of Coordination/Administration, if available.

19. Report(s) of the Committee of Curriculum and Instruction, if available.

a) Approval to go out for RFP (Request for Proposals) for the Manchester Adult & Community Learning Program (MACL)

c) Finance Grant and Donation Report

20. Report(s) of the Committee of Building and Sites, approval of the following:

21. Report(s) of the Committee of Athletics, if available.

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

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

*Having DULY read the consent agenda, on motion of **Committee Member Beaudry**, duly seconded by **Committee Member Lehoux**, it was voted to approve the balance of the consent agenda. All were in favor and the motion passed.*

19. Report(s) of the Committee of Curriculum and Instruction, if available.

b) 2019-2020 Pilot Changes to Elementary Report Card

Mayor Craig stated Committee man. Gerard, item 19-b.

Committee Member Girard stated thank you, your honor. I have one specific concern and I have one broad concern about these changes to the report card. The specific concern is with the kindergarten report card, we're proposing a standards-based kindergarten report card, but we have a legal requirement from the state to move to play based kindergarten. So, I don't understand how those two things go together. looking at the report card. And generally speaking, I don't know frankly how most people are going make heads or tails out of these report cards. And I realize that the district is moving in this direction because there are state requirements; however, as a parent looking at this, I'm really not sure how much would understand it and how much attention I would pay toward it. So, those are my concerns.

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Ms. Allen stated sure. Sorry. Two things. So,. first, we already have a report card that is based on our curriculum standards, of pass. So, this reflects the Manchester Academic Standards and they're aligned to what the students are required in kindergarten. And as far as play-based kindergarten, we are still expected to teach standards, but it's through play. So, we still have to teach those outcomes and measurements, but we will do that through a play-based approach. So, I know at C&I, the team who had presented felt that this would be a much easier way to look at the progressions for the students and to be able to talk to the family about where they are at kindergarten as they grow in their literacy and numeracy skills.

Committee Member Freeman stated thank you, your Honor. It's the same item. Thank you. I actually had put in a phone call to the New Hampshire DOE about this report card for kindergarten and discovered that in fact this report card was put on their website prior to the new play-based kindergarten law being put forward. So, my concerns about this is that right now this way of grading is far more complicated than even the high school report cards. And unfortunately, I was not at the Curriculum and Instruction committee meeting, due to an illness, So, that I could discuss this, which is one of the reasons why I wanted to pull it from the agenda. There are many areas of this report card that are subjective and unfairly judge these kids. Do they play with a diverse group of children? What does that have to do with them learning at this point? But my proposal would be, and I will make a motion to this, that we table this until I do get an answer for the New Hampshire DOE on, in fact, this is the report card that they recommend that we use that aligns with play-based kindergarten. And yes, Ms. Allen, I do understand that this is not the curriculum but the standards, but I would like to get some clarification from the DOE.

Ms. Allen stated right. As, our report cards will be up to the local school board to determine how you want to measure that. In reviewing the play-based kindergarten, their presentation is actually aligned to the common core mathematics, So, this would represent the Manchester academic standards.

Committee Member Ambrogi stated thank you, your honor. I think I want to just point out that this, we will be very clear for everyone what exactly we will be voting on when we vote on this item. This is the approval of a project to pilot this revised report card, which is something that was worked on at Parker Varney by staff and teachers at Parker Varney over the course of the year. This is not adoption across the district. This is a request that they be allowed to pilot it next

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year to see how it works. I believe there'll be plenty of time to incorporate changes to it with respect to my colleague to my right. I think we can reward the work these folks have done to try to bring a little more clarity for families into the report card that our elementary school students are coming home with. I would urge us not to pull this off because they would like to use this next year. If it doesn't work, if it's out of line with what's being expected at the DOE, this is a flexible process, it can be revised, but if we don't get started in trying it, then we'll be exactly where we are right now, a year from now. So, I would urge my colleagues to accept that this pilot project move forward because there's been a lot of good work done to put it together and they presented to us at C&I and made a very good presentation. Thank you.

Mayor Craig stated I think the key to this is that teachers were involved.

Committee Member Ambrogi stated anyone who wanted to be involved at Parker Varney was involved.

Committee Member Freeman stated thank you. And I appreciate all the hard work that the teachers put into this and it's certainly not to diminish their responsibility or the input that they had or the amount of hard work. I'm just asking for a week to table this and we can bring this up next week. I just think it's only fair to get some clarification from the DOE on this, as well as it would just make more sense to get full clarification from them. I'm only asking from week; I'm not asking for the entire summer to do this and wait till the last minute to put it through. I just think, given what's going to be happening with play-based kindergarten, it's just a week to get full clarification on this.

Ms. Allen stated right. With the play-based kindergarten, from what we're being told by the DOE, we still have to teach the standards, but we teach them through play, and if you go to actually Parker Varney, they've really adopted that play model too. You can go in there and see the word walls, basically with a kitchen and different play-based centers. So, I think it's important as we look, because we do want our students to be well rounded but we can't lose focus of being able to focus on those literacy and numeracy skills even at that kindergarten level.

Committee Member Girard stated thank you, your Honor. Let's just say this goes through and then because of the discussion we recently had about standards and curriculum when we met as a board to review our math issues, we decide that the Manchester Academic Standards need to go

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and we replaced them with something or we maybe leave the standards in place and then we adopt a math program our standards notwithstanding, what do we do with these report cards then? I guess the reason why I'm bringing this up is, I'm personally not interested in doing anything that further cements those standards in this district because I believe they're poor and I wonder where we're going to be if we do make some changes or again, we adopt a math program that we as a district think is a good program to adopt, but it doesn't exactly follow along with our standards because we're following the path of a program that builds upon itself the way math is supposed to. What do we do then?

Ms. Allen stated I would think too is if that is the case, it's going to take time to build those new report cards and curriculum guide. So, this is a one-year pilot for them, my recommendation is to move ahead with the pilot to see if this report card is more helpful to the teachers and the families and get feedback.

Committee Member Desrochers stated thank you, your honor. When I sat at the Curriculum and Instruction meeting and this report card was presented to us, I found it to be extremely helpful and knew that if I had a child in elementary school and they were at Parker Varney doing project-based learning, I would want to know what milestones they had reached and how they were achieving it. I felt it was very thorough. I would think that this Board would support the recommendation of the administration to approve this because that's our job is to support. I don't know that it's our job to call the Department of Education to find out if this is what we need to be doing. That's the job of the people that we pay money to, to do So, I would suggest that the board approve this. Thank you.

Committee Member Beaudry stated thank you Madam chairman. Question to Ms. Allen, is it that time sensitive that we, we can't wait till next Monday night to bring this up and satisfy Committeeman Freeman's concerns and get the answers that she's looking for?

Ms. Allen stated I would need to check back to the school. I know they are in training next week with their staff. So, I'm not sure if this is included in that.

Committee Member Want stated thank you, your honor. I was also at the Curriculum and Instruction meeting where this was taken up and I thought it too that it was a tremendous tool for parents to understand what to expect it of their child at each grade level. So, aside from the

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kindergarten curriculum, which I understand the concerns are my colleague here about the kindergarten play-based curriculum is incredibly but I do think this is a report card. It is not the curriculum itself, how the curriculum is delivered is up to each instructor and I'm sure that they are using play-based instruction and they can still achieve these objectives that are listed on the report card. But for instance, if you look at the first grade and you look at language arts, the parent knows that, it says here, and there all written as "I can" statements. So, parent knows that their child, it says "I can" print all upper and lowercase letters using proper letter formation, spacing, grip and posture. So, that's just one example of the thing that's expected in first grade. I think it's important for parents to understand that's a first grade. No, they're all here. All the report cards are here for elementary school is what we are improving here, so it is not just kindergarten, its first grade, second grade, third grade, fourth grade, fifth grade. So, I just wanted to point out that this is a really helpful tool for our parents. I understand there might be some misgivings with the kindergarten because it doesn't necessarily use the word play on the report card as it's listed there, but I'm quite sure that the skills here are being delivered in a play-based manner. That's what I wanted to say. Thank you.

Committee Member Bergeron stated thank you, your honor. I guess I just want to put this into perspective is we're talking, I feel like every time we bring up something that involves common core or Manchester Academic Standards, I feel the need, just to remind that when we did the Manchester Academic Standards, it involved common core as the floor and then our educators together, many educators, took it and created our standards going up from there. And it's no secret that there are members of this board that are not big fans of that, they weren't big fans even before the academic standards were announced. So, this is not like an agenda. If we want to truly respect our educators, then I feel this is a good opportunity to do so, because they've already got together, put their input, and actually did that part as they did for common core. So, if we're going to truly respect our educators from this point, I think we shouldn't really put our personal feelings into this and just not get in the way and let them carry on what they're doing. Thank you.

Committee Member Beaudry stated thank you, your Honor. I'll make it brief. So, to address Committee Member Desrochers concerns, Committeeman Desrochers I was a co-sponsor of this bill at the State House. So, I worked very hard to get this passed and do know what this is supposed to look like. So, when I saw that this was on the agenda, the kindergarten piece, not the first grade or second grade report cards, I wanted to see if in fact this was the report card that was

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going to follow the standards. That is why I called the Department of Education. I support the administration, but I also have a duty to my constituents and the bill that I co-sponsored and worked very hard on. It's not personal. I think we have a duty to question things that come in front of us. It's not that I don't trust or believe in the administration or our educators, but I have a question and I think that I should be able to get it answered. All I am asking this Board for is a week to get further clarification on this. And I do not think that is a stretch or a means to tell the administration that I don't believe in their abilities or are I have any confidence in them, as well as the educators in this district. And I actually resent the fact that anybody would think that I would say that, I have a question and I think it deserves to be answered.

Mayor Craig stated Committeeman Lehoux and then I think everyone has asked their question and we are going to take a vote.

Committee Member Beaudry stated thank you. For me, anything that communicates with the parents is a bonus. The only question I would have is, is I think we as a district inherently from kindergarten through 12th grade, a lot of times we hear this information at the report card. A lot of this stuff here is continual growth. So, what are we doing? What are the intermediate steps from one report card to the other to make sure that we're communicating so there is no surprise when the report card comes out? Not so much maybe this level because there's probably a lot more, the parents are picking them up, you're talking, but I think just in general with any report card.

Ms. Allen stated I know Parker Varney's worked really hard in terms of parent engagement, they've built in an additional parent teacher conference and then they're communicating and meeting with the parents regularly. So, things aren't a surprise. The conferences are also student led even at that younger level, to certain degrees. So, there's much more communication and from here it's evident we should have included it our old kindergarten report card because it didn't match anything what we were teaching at all. So, I think this is a step forward in the right direction and if things need to tweak that we need to add along the way, I think that will be important as you do it and that's really what that pilot is about. So, I just wanted to be clear, even with the play-based kindergarten, they're still teaching standards, they're just teaching them through play.

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Mayor Craig stated and that's currently happening in our kindergarten classrooms in the Manchester School District.

Ms. Allen stated yes and as we push in with more professional development, we'll strengthen that. But the kindergarten teachers are doing a great job with that currently.

Mayor Craig asked is there a motion to approve item 19 b?

Committee Member Long stated I'll move.

Committee Member Freeman stated I already made a motion.

Mayor Craig stated there wasn't a second.

Committee Member Girard stated I'll second.

Mayor Craig stated I already have a first and a second on the motion I just asked for.

Committee Member Girard stated a motion to table trumps.

Mayor Craig stated I have a first and a second that I accepted before the tabling motion.

Committee Member Girard stated point of order your honor. A motion to…

Mayor Craig stated I have a first and a second.

Committee Member Girard stated a motion to table supersedes that motion.

Mayor Craig stated okay.

*On motion of **Committee Member Freeman,** duly seconded by **Committee Member Girard,** it was moved to table item 19-b until the June 24th meeting.*

Roll Call: Committee Members Freeman, Girard, Lehoux, Beaudry, Avard, voted yea on the motion. Committee Member Bergeron, Desrochers, Long, Ambrogi, Want and Mayor Craig voted nay on the motion. Committee Member Thomas, Terrio, Kelley Arnold and Georges were absent. Motion fails.

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*On motion of **Committee Member Long,** duly seconded by **Committee Member Desrochers,** it was moved to approve item 19-b, 2019-2020 Pilot Changes to Elementary Report Card. **Committee Members Freeman, Girard and Beaudry** were opposed. Motion passed.*

COMMUNICATIONS

24. Superintendent's Communications.

a) Update on Red Cross Shelter Plan

Mayor Craig stated Superintendent Communications.

Mrs. Gillis stated so, the first item on our agenda tonight includes the Red Cross shelter plan. I want to just give a quick disclaimer. We're going to give a very general overview. It came to our attention in looking at our plans that we may not have brought this forward to the Board in years past. We wanted to be really transparent, bring the information forward so that you had an understanding of how the sheltering plan lays into both the city plan and our emergency operations plan. So, we wanted to bring some information forward. I'm going to introduce to my left Mr. Alexakos from the health department and Brett French from Manchester Fire Department who are going to help me walk through a Red Cross shelter and plan.

Mr. Alexakos stated good evening. Just to give a little bit of history, the City of Manchester's emergency operation plan calls for both the health department and the Fire Department to work in concert for what's called ESF6 and ESF8, which are emergency support functions pertaining to mass care and sheltering, as well as health and medical and in a sheltering environment both of those go hand in hand. The City of Manchester's most recent shelter activation was during the October snowstorm in 2011 where we housed over a hundred citizens for five nights at Memorial High School, which was our primary designated shelter location. And at that time we had a very rudimentary plan, which then prompted us to work across many different departments, State agencies, as well as a school personnel, to develop a comprehensive shelter plan, which was adopted in 2015 and Lieutenant French who's the emergency management coordinator for the city, in looking to secure grant funds from the State to bolster our shelter capacity and training and practice realized that we need to revisit our sheltering plans. So, we've invited the American Red Cross, which is really the subject matter expert for sheltering, not only in the State but also Nationally, to help us with what we call shelter surveying and that means doing site visits to

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basically catalog assets, resources for different facilities that we may use in different emergencies. So, that could be anything from overnight stays, to a heating or cooling shelter. It could be as it integrates with school plans, evacuation or relocation areas. So, facilities have many different potentials uses and we want to use their expertise to catalog what our facilities, not only school based, but others in the community that we may use in emergencies.

Mr. French stated we've used the Red Cross just because we don't have enough staffing and resources to staff a shelter or a short term and long term. So, that's why I reached out to them. Like Phil said, their subject matter experts and we've been working with them to start updating our plan and the facilities identified in our plan.

Mayor Craig asked questions?

Committee Member Beaudry stated thank you Madam Chairman. I know that I worked with Mrs. Nichols awhile back on getting a generator at Memorial, did that come to fruition?

Mr. French stated so, we reached out to the State for an EMPG grant and it was approved, we are waiting on waiting on CEBRA for the matching funds. So, we have approval for the 50%. We're just trying to come up with a 50% match to match that grant. Yes.

Committee Member Beaudry stated one other school also that I know it's a community center. It may not be part of your plan, but is Beech Street, when we lost power in our schools, we didn't have food to feed our students because that's where it comes from. We're looking to get a generator at that school also. And that is a community center and we know we need the fire department under Homeland Security. So, I hope you can work with us to get some money so we can get a generator at that building also.

Mr. French stated through the same EMPG grant, anything that's identified as a shelter, especially a key shelter with food is an automatic qualifier to put in the high priority. So, we can definitely approach that and see what they have for funding.

Committee Member Beaudry stated great. Thank you very much.

Mayor Craig asked any other questions? Do we need a vote from the board?

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Mrs. Gillis stated no; this is more for information. We just wanted to make sure we were being very transparent since the walkthroughs will start taking place this summer. We're going to wrap them in with the Aramark and facility work. We just wanted everybody to be aware of if they saw them out and about our schools, the purpose behind the visits.

Mr. Alexakos stated and we'll certainly come back to the board to share our findings at a later date.

Mayor Craig stated we had the Red Cross come into Central during that large water main break too in the wintertime.

Mr. Alexakos stated yes.

Mayor Craig stated great.

Committee Member Beaudry stated thank you for your work.

b) Part II Barr Data: Early Warning Indicators (EWI)

Mrs. Gillis stated so, I'm going to ask Mr. Scott Szuksta from McLaughlin to come up and join me. We're going to do part two of our Barr data. This one includes our information on the Early Warning Indicators. It's thinking. All right, I'm going to talk while that warms up a little bit. If you remember when we did our leveling discussion a little bit ago, we've promised to come back in three parts. One was the initial review of the information on leveling. The second presentation was to include information on Early Warning Indicators. You'll often hear us use the letters EWI. EWI is the Early Warning Indicator. The EWI work went hand in hand with our work within the Barr postsecondary, looking at our student's data across multiple points within academics, behavior and course completion. I'll walk you back just a little bit, just a quick reminder of we've been working on the Barr postsecondary through this school year to really look at how are we maximizing student achievement, postsecondary. As we moved into the Early Warning Indicators, we have become very well versed in our schools at our ABC data. So, our attendance, behavior and course completion. The Barr work adds one additional indicator, which is T, which would be our standardized testing. So, what we are looking to do is continue to take our data

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points, use the systems or the tools that we already have within our district to maximize our teacher awareness of where students are falling within Early Warning Indicator.

Mr. Szuksta stated so, next we'll get into an overview of the findings from Barr. So, this is students who were eighth graders in 2016/2017 school year. And you can see that in three of our schools we have over 50% of students had at least one EWI and then most students had multiple EWI as far as students with one or two. So, the reason why that's important is because it's a pretty good predictor of outcomes for our students. So, 59% of students with an EWI graduate, which means 41% of students we know of, we can identify based on one of these in eighth grade, go on to not graduate from our schools and then don't have postsecondary success according to Barr. This is a slide that discusses the disparity in the subgroups, offer their outcomes. So, you can kind of just look at the different groups, not a lot of shocking data there, that subgroups have worse outcomes based on these EWIs, so they are more likely to be identified with EWIs. So, this is the graduation rates for students. The first yellow bar is students with no Early Warning Indicators, their graduation rate is 91%. The students with one Early Warning Indicator have a 72% graduation rate and with multiple have 40%. This is based on eighth grade data. So, when it gets a little bit more specific with where our students are running into issues or where they're identified with an EWI and kind of talks about the whole cohort as incoming ninth graders and basically what's important to pull away from this as students that are on track, stay on track, and students that are off track stay off track and there aren't any interventions that are helping students move beyond this. Right? So, we're identifying students in eighth and the ninth grade, and we don't really have a systemic system to poll these students with their peers. This kind of connects back to the leveling, which was the topic of our first presentation from Barr. And so, you'll see that students that are identified with one or multiple EWIs, really aren't accessing our level three and level four courses and most of these students are concentrated in level two, and level one, which again, in the kids disparate on outcomes among these subgroups. Next is GPA, average GPA. These students, again, an indicator of future graduation rates. A lot of the data is pretty predictable that these students have lower GPA than their peers. This one is attendance rates throughout high school. So, we're identifying students that might have an EWI of attendance in eighth grade and then the next four years of high school, those attendance rates don't change and in some cases, they get worse. And then these are students with EWIs in their enrollment in AP courses. So, of the cohort on students with multiple EWIs in eighth grade, did not take any AP courses during their time in high school. And then this one is, again, kind of

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highlighting the disparity among subgroups. Just because the student doesn't have any EWI doesn't mean they're a lock for graduation. You can still see that there's different outcomes for people based on their subgroups.

Mrs. Gillis stated so, one of the bigger outcomes that we wanted to focus on through the EWI work was our ability to identify systems, tools, or teams that could help us disrupt some of the patterns that we are recognizing with the EWI into the high school. We have a team of administrators, teachers and community members who are coming forward to look at attendance as one of our main indicators. That certainly has been showing itself to be a perpetual problem that we've been looking at. That team has come forward to look at truancy as well as attendance and how can we look within our networks of schools to best support our students and their families. We are also beginning to work in the area of conduct. So, how are we looking at student conduct as that does also pertain to our EWIs and how can we start to triangulate all of that data in a way that helps us move faster? Some of our reports in the past have been a little bit delayed. So, by the time we catch up with what the data is telling us, we've already lost some valuable time with our students. We're working with Donna Crook and Paula Greenspan, in our IT department, to really look and dig into Aspen to maximize the use of the tools. We already have an EWI tool in there. Maximize the use of that tool, make sure that the data going in is solid and accurate, so, that when the teams are using it at the building, they're understanding that when they see those indicators start to pop up, that's the, that's the cue for us to be looking differently at a student's current area of need. Um, we will be back, uh, late summer, early fall to give you an update on what we've been able to further uncover with Aspen, um, and some updates from our various teams So, that we can, um, like I said earlier, look for any way possible to disrupt the current patterns that we're seeing students fall into with these Early Warning Indicators. Questions?

Committee Member Girard stated thank you, your honor. When we had the discussion as a board at the district office on leveling, I asked for several additional pieces of data, I'm wondering what the status of that request is?

Mrs. Gillis stated can you remind me which data pieces you're referencing tonight? Sorry.

Committee Member Girard stated the list was long. If you'd like, I'll follow up with an email.

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Mrs. Gillis stated I've got the whole list. I didn't bring that with me tonight. I just didn't know if he had one stuck in the top of your head.

Committee Member Girard stated well it was more or less getting breakdowns because I think you were conflating socioeconomic demographics with racial demographics, racial and ethnic demographics, that were painting a picture that wasn't necessarily representative of what was happening. And So, that was the general context of my question. But with respect to what you're presenting tonight, I have to just say I'm troubled that we continue to attack the leveling system for these early warning issues and somehow are perpetuating the idea that leveling is somehow either causal for the performance of these students or is somehow inadequate. Taking a look in the agenda, it's page 11 in your presentation, looking at students who have Early Warning Indicators and seeing the percentage of them that are level one and two, versus three and four. It seems to me that the response of the district ought to be to find out what needs to be put into those classrooms to help those kids improve and not use it as a broad stroke against the leveling system. And before you answer me, and I'll tie back to a discussion that we had after a student from one of the high schools made their presentation and told us about her AP class that had two kids in it. At some point the district's got to start taking a look at where students are enrolled and make decisions that benefit the greatest number of students and not provide a level of service that you couldn't find in an elite private school where they would not run a class for two kids because it simply is financially irresponsible. So, why are we not looking at how we should be reallocating resources based on enrollments and needs in these levels and instead using it as a broad stroke against the leveling system.

Mrs. Gillis stated sure. So, the presentation tonight, we deliberately stayed away from the majority of slides that had leveling in it. We offered one slide that did give the comparison with that variable added. The bigger focus of tonight was to look at the Early Warning Indicator data and the systems and tools that we're looking to put in place. We don't disagree. We understand that it's a multipronged approached for us to wind our way out of the place that we are currently sitting in. Unfortunately, the levels are a part of that discussion at this point. So, we felt it was responsible to put at least one slide in that capture that data point as well.

Committee Member Girard stated follow up your honor? Thank you. I mean if I might though your opening slide and I don't think you just included one slide. I think it’s embedded in the

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discussion here because your opening slide says the data suggests the following eighth grade Early Warning Indicators are most predictive of falling off track in high school. So…

Mayor Craig stated right, that doesn't mean leveling though.

Ms. Allen stated that means not being able to graduate in a four-year period of time. It's off track.

Committee Member Girard stated it doesn't change my thought that the whole idea, I mean when you start to see, I mean you have multiple things here where you single out AP courses, right? You have the slides with the levels, you know, leveling is not the problem. How we handle kids in any level is.

Mayor Craig stated I, in looking through this prior to the meeting though, I noticed that slide about leveling, but to me the focus of this was on the Early Warning Indicators. And what I liked about this is that it's consistent with what City Year is looking at in terms of Early Warning Indicators. And the earlier we can identify these with students, the better off they'll be as they go through the school district, middle school, high school and we can, as Committee Member Lehoux is so keen on talking about working with those parents and talking to them the first instance that we see one of these indicators come up, we get to the parent and talk to them so, they can work with the kids at home, we can work with them at school and try to get them into a place where they will succeed.

Mrs. Gillis stated correct. And the bigger goal of the Early Warning Indicators is to get that early alert, both for home and our teachers, in addition to our students, our students are also accessing Aspen. So, giving them the heads up of something is starting to pop and that is again, attendance, behavior, course completion, Barr adds the t. We are not currently in the T review yet at our school level, but that is certainly something that as a team we are looking at, right now we're focusing on the ABC data at our building level.

Committee Member Beaudry stated thank you Madam Chairman, what grade do you start collecting this data at?

Mrs. Gillis stated so, for this study we were looking at eighth grade from 2016, correct? 2016. So, that was the first full cohort. We went backwards.

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Committee Member Beaudry stated my concern is why aren't we starting in the elementary school? I mean we always talk about if you can't read by grade level by third grade, by the eighth grade we've lost them. I mean I see more social promotions in the middle schools than anything.

Ms. Allen stated well, I think we are too with City Year; they track the ABC's as well as the Boys and Girls Club for that partner, for this report as Superintendent Gillis has said, is that this is just focusing on the eighth grade and above, but we already have those measures.

Mrs. Gillis stated yeah. The other thing I'll add is within the networks of schools, as we look at that ABC data, we're trying to drive backwards. So, if we start to recognize there's an area at the high school level, we need to keep pinning backwards to figure out where the cause actually started and disrupting at the earliest age we can possibly disrupt. We agree with you.

Committee Member Beaudry stated if we start collecting data in the elementary school, we're going to catch it before we find out at high school that they've already lost them.

Mrs. Gillis stated we agree, this study started at that level. We took the data that we learned from the study and we applied it down to the very, very basic levels of our grades trying to… we understand we want to try to disrupt those patterns of behavior as quickly as we can. Attendance, behavior, course completion. We're having those conversations across all of our schools right now in driving in, where are we starting to see holes and gaps emerge and how can we start to disrupt those patterns from taking hold? We agree with you 100% we want to go back as far as we can go back.

Committee Member stated thank you.

Committee Member Bergeron stated Thank you, your Honor. So, we're working with the Barr Foundation on this. Correct?

Mrs. Gillis stated correct.

Committee Member Bergeron stated and so, I'm glad there's some consistency as far as working with us on this and the West High School because that way they're getting to know our schools better. So, I'm very happy about that. One of my concerns is only just being so

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desensitized with the way this is characterized and EWIs and how it's presented around students, so it doesn't become a negative thing and just another label for example, for students. So, I'm not exactly sure how that's done or if people are discussing it in schools or whatnot. I just, that's just one thing that we don't often think about because people are just doing their jobs and just describing things. But I don't know if it needs a zippy name. I have no idea.

Mrs. Gillis stated so, we agree. We agree and we're trying to be very thoughtful and protective of how this data is communicated. Part of the reason we're working with our it crew to be mindful of how do we capture the data and how do we discuss it, is just that point. We do not want to cause yet another label to be placed on any student or any population within the building. But we do understand we need to disrupt the patterns that are currently taking shape and so, sometimes we just have to call it what it is. We've got a team working on attendance, we've got a team working on conduct, we've got a team who is looking at a curriculum. So, we've got people who are starting to take all of those data points and try to help us make some better steps going forward.

Committee Member Bergeron stated follow up your Honor? And I understand what Committeeman Girard is saying as far as the levels or whatnot, but would there be anything else that could be used to properly evaluate that other than levels or it seems like that would be… like what else could you use really that would be appropriate because that's one of my questions.

Mrs. Gillis stated yeah, I think in a number of the slides we gave various variables to take a look at the data from different vantage points, not just leveling. We looked at the attendance, we looked at behavior, we looked at course completion, we looked at testing, we looked at graduation rates. We took a pretty good swath of information to try to figure out what did the EWIs look like for us.

Committee Member Bergeron stated I think it's important to evaluate what we have regardless, we have to know. So, anyway, thank you for all your effort.

Committee Member Lehoux stated thank you, your honor. Just a couple quick things. First one I'm on slide, I think it's three. I'm wondering if we can request or you can request at our next meeting, maybe not Monday but starting in August that we started having regular updates from Manchester Proud. This is the first document I see where the district is actually working with

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Manchester Proud on planning. At that point the school board should be involved whether it's at a committee level or something because what I fear is that we're going to get too far into the process and then we're going to be asking all these questions having to start over again. So, if they're starting to plan with the district, aside from the district, I think it would be a good idea that we start getting updates.

Mayor Craig stated they will be here on Monday.

Committee Member Lehoux stated they will be? Okay. All right. Well, that was easy. Thank you. Quick work. Secondly, the other question I have and I don't see it here and I'm drawing from my own experience, but I think we got to try and make it easier when looking at these issues of, is it possibly a relationship issue between the teacher and the student where the vehicle is not the right vehicle? I'm drawing on my own experience. I had teachers that I just didn't connect with and right across the hall I had teachers that I connected with and totally same subject but totally changed my outlook and it's not saying that any teacher is bad or anything, it's just that connection between a teacher and a student. And I'm wondering if that should potentially, I don't know how you determine that, but I'm wondering if that should potentially be a question or an option.

Ms. Allen stated I think that's some of the things they consider when they look at like these student profiles that they're looking at the students struggling, the principals use that as a potential intervention about changing that teacher, doing Algebra across the way to the other teacher. And I see that happening now, but more is that strategy and technique to break the cycle for some of those.

Committee Member Lehoux stated but I hear it through parents and stuff that it's very difficult to really get any substantive change. Even if the parent doesn't have that relationship, they're not heard. So, I'm just wondering if that, if that is part of the, the checklist, so to speak, is the vehicle the correct vehicle?

Mrs. Gillis stated so, that has been a variable that we've had on the table when we've been in our meetings to discuss the data that we've seen to date. I'm hesitant to give you an outcome quite yet because we haven't finished all of our work, but that is one of the variables we've talked about. Similar to Mr. Girard's comments, it's not one variable, there's so many parts and pieces that lead

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up to a student or to a student's current output. We need to just keep drilling back as far as we can drill back to figure out where and what we need to do, so that we can try to move them forward. The focus of this work is we need to recognize it as fast as we can and then get in and start to unwind.

Committee Member Lehoux stated and I agree. But if there's no connection and you're giving the tools but that there's no connection there. It makes it even that much harder. So, I just wanted to point that out because it draws from my own experience. So, thank you.

Mayor Craig stated in doing this analysis, are you going to be looking at specific schools and then potentially specific neighborhoods, because the neighborhood improvement strategy that the health department is working on I think fits right in with what you're talking about here and collaboration would be great.

Mrs. Gillis stated yeah, we are working right now at finishing some action steps for our next steps going forward. So, we have a number of ideas that are currently sitting on the table that we as a team have to kind of come to some resolution. With Dr. Goldhardt coming on board, we'll get him up to speed too to see what his way in is on some of the items or the ideas we have for action steps and then we'll be rolling forward yet again. We just felt it was important. We promised presentation number two. We wanted to make sure we brought the EWI presentation forward and then we'll be back next year with some more updates.

Mayor Craig stated great.

Committee Member Want stated thank you, your honor. I just wanted to say this past weekend, one of the graduation speakers and I can't remember which one, made a long speech about people that affected their life going along the path. And I agree with Committee Member Lehoux that oftentimes it's one teacher or one person along the way that makes the difference for a student. And I know that in some districts what they do is they pair adults up with kids. And so, every kid has at least one adult that is sort of connected to them in a way that they can go to that adult and say, look, I need an advocate for me on this issue. And that adult would be sort of responsible for them or somebody they feel that they could have a connection with it. So, I think a program like that or something like that might be worth investigating as part of this EWI initiative.

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Mrs. Gillis stated sure. Yeah. And we're also going to be taking a look at some like school districts. So, what are they doing that's working well? What have they found or stumbled into that we can see if it works for our district? So, we have both parent engagement and student engagement on the radar because we understand we've got to have both, both have to be within our mix.

Committee Member Want stated very good. Thank you.

Committee Member Bergeron stated thank you. I guess, going on in what our two Committee Members are saying, first of all, I have a lot of respect for you to keep bringing this up for that site, as far as the experience you had. Because I know that when my kids had that experience, I guess I was told that if parents don't speak up or when they do speak up about the relationship between student and teacher is when almost they have a little bit… it gives them more options the more parents speak up because it's, I guess, you know, if only one does, but then 10 do it certainly says a lot, So, it gives them more options to make changes. So, I just want to encourage people that if your child says something to you or you may think you're the only one but, and then you say something and chances are you may not be and you potentially can make changes about a fit or not a good fit. So, I guess that's what I've experienced in the past. So, thanks for bringing that up.

Mayor Craig stated thank you.

c) Pre-K Updates with Fred Matuszewski from CMK Architects

Mrs. Gillis stated we're going to move into pre-k.

Committee Member Bergeron stated Jenn, who put together this PowerPoint presentation?

Mrs. Gillis asked this one?

Committee Member Bergeron stated yeah, the pre-k?

Mrs. Gillis stated this was a group effort. Why?

Committee Member Bergeron stated I just, I liked the colors, I think it's a nice change.

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Mrs. Gillis stated all right. So, moving onto pre-k, we're going to break this into two sections. Mary and Amy are going to talk to us a little bit about some of the numbers and the current programs that we have in place. And then Mr. Matuszewski and I are going to kick in and talk a little bit more about the work we've done to date.

Mrs. Steady stated sure. As I presented last year about the pre-k program and just giving you an overview. I probably should back up. This is all part of the redistricting plan and that's why this has come about. So, we went around to the schools, we looked at how many classrooms were in use for the Pre-k program and that's what you see here. We have a total of 18 classrooms.

Mrs. Allen stated currently we are using 16,200 square feet for those classroom spaces for pre-k.

Mrs. Steady stated there are two different types of pre-k programs we have here and I pulled out the language that is on mainly involving special education because that's the two classrooms we have, I mean not classrooms, we have two programs. We have an Early Childhood program, where you guys have called this the side-by-side program, where there are more students without disabilities than students with disabilities. And right now, we're using that program with title one and students who are identified with special education. And then we have early childhood special education programs where 50% or more of the peers have disabilities. I'm not going to go through every single slide here, but it's for your information just to see what we have for programs. There are 89 students at Bishop O'Neil. We have seven students at the Green Acres deaf and hard of hearing program. 20 students at Highland and Highland Goffe's Falls only has an early childhood special education program for Pre-k, where the cap is 12 students. We try to keep that around 10, and this is for autism, students identified with autism. We have Smyth Road and they have 18 students and once again, these are for students identified with autism with the cap of 12. Jewett has a variety of early childhood education and one early childhood special education program. You can see here, there are 130 pre-k students at Jewett. Parker Varney has 108 and once again they have a variety of programs there. Weston has two different types of programming, early childhood special ed and early childhood education programming. There are 111 students at Weston. We have a couple of different other outreach locations and students just receiving services. So, part of the continuum allows you to just provide services for students at their home schools. We have 20 students doing that. We have Reaching for the Stars, Manchester Community College, Manchester Child Development center and Head Start.

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Mrs. Gillis stated so, to date, I want to just go back and reflect really quick some of the goals that we've been looking at within the pre-k discussion. Some of our charges have been reducing class sizes at the elementary, and then the addition of the five eight designs starting on the west side and then rolling over to the east side of the city. Mr. Matuszewski and I took the charge of looking at the numbers and the configurations that we had across the district. At the time we did this slide show, we had, to that point explored some options at Memorial High School. There is one shift that has come on to our deck with Memorial and that's including the idea of having some of the courses from MST use space over at Memorial. So, we also took that into consideration in our tour of the buildings and our discussions with those administrators. We also went over to Central High School to explore and discover if there were any opportunities or options for us to maximize space in that building as well. What we have learned to date is we went back in, we went into all of our pre-k sites, we looked physically at the space, we walked each room, we talked to teachers, we talked to administrators and we got some additional feedback. We are going to be going back, Mr. Matuszewski and I will be going back this week. We are going to be double, triple checking all of our numbers again. So, we will be bringing a final recommendation to you on the 24th. We want to make sure that we are being incredibly vigilant with the numbers as we present them. We want to make the best recommendations to you for your consideration of how do we continue to move forward with redistricting. I will say this, every decision we are looking at, every option we are coming forward to you, does include those parameters of reducing class sizes at the elementary level while also getting the five/eight design in on the west side and then rolling it over to the east side. Questions on Pre-k?

Committee Member Beaudry stated I had more of a comment than a question. I just want to thank Mrs. Steady, since she came on board, getting the numbers for the student's population and getting them correct and the square footage. So, you've been a tremendous help in this whole process that wasn't there when we originally started. So, I want to thank you for that.

Committee Member stated thank you, your honor. What are we required to provide for preschool? Are we providing classes or services we are currently not required to provide?

Mrs. Steady stated for special education there's a continuum and the IEP team decides the placement. So, you decide what the IEP services are for children.

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Committee Member Girard stated if I could interrupt you. All I want to know is do we have kids enrolled in our preschool that we are not required to have enrolled in our preschool? You talked about the side by side program, the Title I program.

Mrs. Steady stated so, there's a couple… let me, so, there are a few kids that are tuitioned in, that parents paid tuition to. These are kids that we allowed to come this year because they came the prior two years and we didn't want to say all of a sudden you can't come to our preschool anymore. So, we allowed that. But because of our preschool population for special ed has increased and so has our Title I, and we are out of compliance in the way we were delivering the services, we had to reduce the spots that we allowed for tuitioning, students who are tuitioned in. So, we allowed a few chat children to stay, but we didn't allow any more to come in this year so that we could get those programs balanced. So, every child who's in a program is either has special education and that's required federal law and or they have Title I services, which is required, or there's a handful of kids that are tuitioned in. So, I don't feel like I can answer that question yes or no, that black and white, the majority of those children are required to be there. And then there's the small amount of children who are tuitioned in that we decided to allow them to come this year.

Committee Member Girard stated yes, I do. I'd like to know how many of your kids are being tuitioned in and what they're paying for tuition. I don't expect you to know that right off the top of your head.

Mrs. Steady stated we can look into that. Definitely.

Committee Member Girard stated thank you. The 20 placements we have at Head Start, are we paying Head Start for those kids?

Mrs. Steady stated no.

Committee Member Girard stated Okay. The MST expansion, did not the redistricting plan anticipate the expansion of MST at Memorial and was it not said that Memorial had enough space to handle the expansion of MST and the relocation of the preschool?

Mrs. Gillis stated sure. So, we went back and we looked at the numbers for both pre-k, with the numbers that Mrs. Steady has been bringing forward and then the projections from Mrs.

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Machado at MST. We wanted to make sure we built in capacity going forward. So, in the recommendations that we will offer to you next week, we'll be giving you more concrete data to help you understand that.

Committee Member Girard stated a final question I have, your honor is 16,200 square feet for pre-k sounds like a big number. My question is in taking a look at the size of the classes, in other words, the number of kids in the class at any one time, is it necessary to have 900 square feet for seven kids or eight kids?

Mr. Matuszewski stated we're not always looking at 900 square feet. The classrooms vary in size from as low as 600 or 700 square feet on up to kindergarten size of a thousand to 1200 square feet. And the spaces are presently being used in differing ways and sometimes it's by convenience with the arrangement within the school and location to an exit as to how the classrooms are being used. So, we'll be looking at how the facility will be used as well.

Committee Member Girard asked could I clarify my question your honor? In taking a look at this slide, it says to me that every classroom that's being used as a 900 square foot classroom, am I reading that correctly?

Mr. Matuszewski stated this slide is the original that drafted back last week. The actual total square footage is 15,500.

Committee Member Girard stated so, not every classroom that's being used is a 900 square foot classroom.

Mr. Matuszewski stated correct.

Committee Member Girard stated and as we look to relocate the preschool, are we tying ourselves to a standard that says regardless of the number of kids in the classroom, it will be a 900 square foot classroom.

Mr. Matuszewski stated no, that's not the standard.

Committee Member Girard stated okay. Well, no, I mean I'm not trying to be difficult. I just don't understand why I have a document here that says every classroom is a 900 square foot classroom and therefore…

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Mayor Craig stated they just answered you. No.

Mrs. Steady stated it was the average, 900, when we calculate it. I think that we'll speak about that next week. We evaluated all the classrooms spaces. We went and looked at them and there's various needs within the classroom, such as whether there's toilets and whether there's room for adaptive equipment and things like that where you may need a bigger space. But we did look at all the classroom sizes. Some of them you may not need the large space, but others you definitely do. When we're talking about children who have autism, we need to make sure all their adaptive equipment fits in there. We want to make sure that there are bathrooms and there so that way the teacher's not having to bring all 10 kids out into the hallway and down the hall, that they can use the bathroom and practice toileting right there in the classroom. So, there was a variety. We went on a tour of the classrooms.

Committee Member Girard stated thank you Mrs. Steady. Your honor, that actually answered my question.

Mayor Craig stated excellent.

Committee Member stated thank you, your Honor. Committee Member Girard asked my question.

Committee Member Avard stated thank you, your honor. Going back to the discussion of tuition students. As you're looking at this, and that's probably going to be in your report next week, but are you looking at the possibility of expanding the availability in the program so that we can take in more tuition students and when they're being tuitioned in, does that fully cover the cost? Is it actually profitable to the district?

Mrs. Steady stated so, at this time we're looking at, if we were to relocate, what is the minimum space that we would need? We do know that this program is going to grow. Would it be ideal if we could have a larger program to bring more kids in and advertise it and see how wonderful it is because some of our programs, as our preschool deaf and hard of hearing program, you learn sign language at a young age, that's a wonderful skill for kids to have at a young age where we did not do that type of analysis at this point. But I think that that should be our next step.

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Mrs. Gillis stated so, we did, just to add for the physical space, we did add capacity into our figures so that we can make sure we have the room to grow and we have the capacity for expansion. We were also very cognizant of buildings that are landlocked. So, what does that mean as far as room for expansion? So, we'll bring you information and we'll bring you choices that will allow you to decide where some of those variables you want to focus on.

Committee Member Avard stated well, part of it would have to be, is it profitable for us to take on tuition students? And if it is, it seems silly not to. Thank you.

Committee Member Want stated oh, thank you. Your honor. If I remember correctly, when we were had the redistricting committee there were certain laws in place with IDA that required there to be a certain number of non-identify peers with our disabled preschool children. Can you sort of remind me of what those percentages were?

Mrs. Steady stated sure. So, I think its page three of your handout. We have two different types of program, early childhood education and in that program, 50% or more of those children have to be nondisabled children. The flip is for early childhood special education programs where 50% or less are nondisabled or 50% or more are children with disabilities. Those particular programs have a cap of the number of students who can be in there and a teacher ratio. So, the early childhood education is our side-by-side program. Early Childhood Special Education program is for children with significant disabilities identified at a young age and the IEP team decides that they need to have a very specific programming. And those are typically for children with autism in our district.

Committee Member Want stated so, the children who are the tuitioned in students are very coming into the classrooms to help make up the classrooms that may be more than 50% of students, as sort of peers, non-identified peers for the other students who are in the program?

Mrs. Steady stated that's what's interesting about early childhood special education programs versus early childhood education programs. You can have non-disabled peers in early childhood self-contain programs. They are in the early childhood education programs though, just because our need for the self-contained programs is so great that we really don't have space to be able to put children with typical developmental skills in those. Did that answer…?

Committee Member Want stated I thought you just said we were required to have typical peers.

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Mrs. Steady stated in the early childhood education. In the early childhood special education, we are not right.

Committee Member Want stated so, I'm asking about the kids we have now that are tuitioned.

Mrs. Steady stated they are in the side by side program.

Committee Member Want stated they are in the side by side. The first group you were referring to, so they are the…?

Mrs. Steady stated and our students with Title I, those children don't necessarily have a disability. So, they're…

Committee Member Want stated right, but they are also not paying tuition. I'm asking you specifically about the tuition students that are…?

Mrs. Steady stated yep; early childhood education programs are side by side.

Committee Member Want stated right. And they're helping to bring up those numbers so that we have the non-identified…

Mrs. Steady stated I don't know if I would use helping to bring up numbers because I don't want to say a kid as a number, but it is…

Committee Member Want stated I mean the percentage of students where you have your identified students and then they have to have peers that are typical.

Mrs. Steady stated so, I guess yes, but there are children whose parents want them to have preschool and we had availability in our program. They registered their children for our preschool program. The law allows us to put children with special education needs in those programs. So, those kids are there because their parents wanted them in our preschool program. Ideally, if we had more room it would be great to allow more tuition students. But because we have such a large, a vast need in this or a huge need in this district for kids with Title I and special education, we had to limit those spots but we allowed the children who were in it the prior year to continue because we didn't want to now turn away our Manchester families. So, to some extent, yes. It's balancing it out.

DRAFT

Mayor Craig asked and you are going to get more information on the tuition students?

Mrs. Steady stated Yes. We'll get more information on that.

Mayor Craig stated okay.

Committee Member Want stated one more question. I just wanted to make sure that when you come back to us next week that when you present whether or not their space in a particular building that you're taking into consideration whether or not classrooms are being used all day long. I mean, right now we have teachers that are tying up a classroom and they only teach five periods a day and whether or not that's going to continue to be the case or whether or not we're going to start having teachers being able to use classrooms?

Ms. Allen asked preschool classrooms or high school?

Committee Member Want stated all of the classrooms in the building.

Mrs. Steady stated okay, so our preschool classrooms are used all day long cause some of them have morning programs and afternoon or they're full day programs.

Committee Member Want stated right. I totally get that. But the other classrooms in the building, just making sure that we are using all of our classrooms to their greatest ability.

Mrs. Gillis stated we are. We've been going through and doing the inventory by the buildings, Fred coins them, plain or vanilla classrooms, meaning they're not lab, they're not an art, they're not something that's got a piece of equipment in it that would reduce our purpose for that room. So, we've got a list in an inventory of that as well.

Committee Member Want stated great. Thank you.

Committee Member Girard stated thank you, your honor. I will echo Committee Member Wants sentiment that since we're looking at high school space for this, we make sure that every classroom that can be used all day long is used all day long because that will tell you your real capacity. I just want to make clear that we're not relocating the classrooms at the Bishop O'Neil Center?

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Mrs. Gillis stated correct.

Committee Member Girard stated so, those are not involved in any of these proposals?

Mrs. Gillis stated correct.

Committee Member Girard stated thank you.

Mayor Craig asked any other questions? Thank you.

Committee Member Beaudry stated you didn't even have to say a word Fred.

25. Board of School Committee Members' Communications.

a) Board Questions

There were no questions or concerns brought up regarding the Board Questions by the Board.

b) Job Openings

Mayor Craig stated item B is job openings. I just want to make note in looking at this, there are 90 educator positions listed and Jenn or Amy for the para's it says TBD. Do you have a rough number of how many para's we're looking for?

Mrs. Gillis asked Mary, do you have the para list?

Mrs. Steady stated let me see if I can get online.

Mayor Craig asked does anyone else have any questions?

c) Update of Student Conduct

There were no questions or concerns brought up regarding the Board Questions by the Board.

d) Incoming Freshman numbers for High Schools – by Committee Member Want

Mayor Craig stated item d is an incoming freshman numbers for high schools. Committeeman Want you had requested this information?

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Committee Member Want stated yes. Thank you. My main purpose for requesting this information was to find out if the MST students that had applied would all be accepted once again because we used to not be able to accept all of our kiddos that applied there. And last year was the first year that we took all of the kids that apply. I think it was highly successful, was extremely proud of MST on Saturday at their graduation with their largest graduating class yet. And that will continue to be that way as, as we're taking more and more kids every year. And I was really pleased to read here that we have many, many applications again and then we'll be taking all kiddos again this year in that program.

Mrs. Gillis stated correct.

Committee Member Want stated I'm thrilled about that and think that's a big move forward for our district.

Mayor Craig stated I believe this board took a vote and committed that whoever applies will be getting in.

Committee Member Beaudry stated yes, the only thing we have to remember and we can talk about this when we talk about the budget meeting, but they need technology down there to accommodate these students because their computers are their textbooks. So, without the Chromebook they can do anything.

Committee Member Girard stated thank you, your Honor. I do have a question about the way this information is presented. It says ninth grade projected enrollments and then it gives us the middle schools. So, I can deduce that West has got potentially 203 incoming…

Mrs. Gillis stated incoming ninth graders. Correct. That's your eighth-grade class coming out of Parkside going into grade nine.

Committee Member Girard stated what are the numbers though that are going to go to Memorial and Central from Southside, Hillside and McLaughlin?

Mrs. Gillis stated so, when I broke through the feeder patterns, the numbers that you see reflected for McLaughlin and Southside includes the breakouts. So, coming out of McLaughlin

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you have 233 heading down to Memorial and then you've got the 265 coming out of Southside to Memorial. I'm sorry. McLaughlin to Memorial and or Central. We've got the Beech breakout.

Mayor Craig stated so you don't…?

Mrs. Gillis stated Beech is the only breakout, not going to Central from the Green Acres. I mean, sorry, the Beech coming out of the McLaughlin feeder patterns. Sorry. Right.

Committee Member Girard stated so, how many kids?

Mayor Craig stated so, it'd be 252 plus the kids from Beech going to Central?

Mrs. Gillis stated I can tell you exact number. Beech will have a total of, they're at 80.

Committee Member Girard stated so, that means we have each 334 incoming freshmen at Central?

Mrs. Gillis stated minus nine. 82 minus nine.

Committee Member Girard stated 82 minus nine. So, that would be 334 minus nine or 325 incoming freshmen to Memorial?

Mrs. Gillis stated say that again. I'm sorry.

Committee Member Girard stated 325 incoming freshmen at Memorial. So, that means we have 325 incoming freshmen at Memorial.

Mrs. Gillis stated correct. Sorry, I was looking at two numbers, I wasn't adding.

Committee Member Girard stated so, and then, so, is it 73 Beech Street students? Because you said 82 minus nine that gives me 73 right?

Mrs. Gillis stated 82 minus nine. Yep. Correct.

Committee Member Girard stated so, that means we have an incoming freshman class at Memorial of 400 kids, 403 give or take?

DRAFT

Ms. Allen stated roughly.

Committee Member Girard stated do we know how that compares to the current freshman class? The one that just got promoted to sophomore?

Mrs. Gillis stated let me go pull that number one more time and I will pull Beech and make sure I've got the Beech pulled into the right schools correctly because your giving me two numbers. I want to make sure I'm not crossing them in correctly.

Committee Member Girard stated okay.

Mayor Craig stated so, for the next meeting, can we get the numbers for the high schools?

Mrs. Gillis stated we have them all pulled. I'm just pulling one of my notes. I just want to make sure I've got his breakout reflected correctly.

Ms. Allen stated the current freshmen class at Memorial right now is 407. And the exiting senior class was approximately 334.

Mayor Craig asked any other questions?

e) Letter to the BMA regarding placing the overriding of the tax cap on the Ballot – by Committee Member Lehoux

Mayor Craig stated Item e is a letter to the BMA regarding placing the overriding of the tax cap on the ballot by Committee Member Lehoux.

Committee Member Lehoux stated yes, thank you. This should be relatively short. We already hashed this out, but the motion was to send a letter from the board in conjunction… So, if it passes, write a letter, hold it a week, Angela to notify all of the bargaining units that if they'd like to write a letter as well and we'd send it to the Alderman as a package. And that's the motion.

*On motion of **Committee Member Lehoux,** duly seconded by **Committee Member Girard,** it was moved to send a letter to the Board of Mayor and Alderman regarding placing the overriding of the tax cap on the Ballot. It was added that if the motion passes, that the letter will be written,*

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but will then be held for a week and the Clerk will notify the bargaining units to see if they would also like to write a letter and then all items will be sent to the Alderman as one package.

Roll Call: Committee Members Girard, Lehoux, Beaudry, Avard, and Freeman voted yea on the motion. Committee Members Desrochers, Long, Ambrogi, Want, Bergeron and Mayor Craig voted nay on the motion. Committee Members Terrio, Kelley Arnold, Georges and Thomas were absent. Motion failed.

Committee Member Avard stated perhaps the motion that we should be asking for is that to put the whole tax cap on the ballot, but for the school budget to be exempted from the tax cap and that would be something that would be the purview of this board to ask them to put on the ballot.

Mayor Craig asked Committee Member Long, can you talk a little bit about what you're doing in Concord and how…?

Committee Member Avard stated I understand what he's doing in Concord, this is just a recommendation that I'm making.

Mayor Craig stated okay.

Committee Member Avard stated we can't make a motion because of our rules. So, you've already had a motion. We can put that on next week's discussion.

Mayor Craig stated can you give an update on what you're doing in Concord?

Committee Member Long stated oh I can. Sure. Yeah. House bill 544 is a bill to get the State out of our school district. I think it's to get the State out of our school district. Currently there are four or five statutes, some going as far back as the 1800s. The last one, 1971, which our district needs to ask the State for permission. For example, the department, a former Representative Infantine had to request permission from the State to allow us to go to a department. So, what this does is the General Court says that they will not interfere with us amending or rewriting our charter. In 2019, we'll be looking for nine members of the charter, and in 2020 we'll be voting on what their recommendation is. And it allows the voters to vote for whether or not they want that, in essence, the school department would be their own entity. Their own autonomy.

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Committee Member Beaudry stated thank you Madam chairman. I wholeheartedly support that and I've been advocating for that for probably 10 years. But my question is, when that charter commission is set up, are they going to only speak on the school district having its own autonomy, or are they're going to have full blown change the charter to whoever they want.

Committee Member Long stated yeah. I have a template from Concord. Concord did this in 2011. They were in the same position as we were and in 2012, it was voted, the citizens of pocket voted yes to be their own autonomy and yeah, they'll have to set up everything. How many school board members will there be 14? Will the Mayor be the chair? I mean, they'll do everything from soup to nuts.

Committee Member Beaudry stated so, basically what they will do, and correct me if I'm wrong, they're going to set up a charter for the school district.

Committee Member Long stated correct.

Committee Member Beaudry stated and how the school district will operate similar to what the charter is for the city side.

Committee Member Long stated correct. And then the citizens will vote in 2020, November, on their proposed charter.

Committee Member Beaudry stated okay. And do you know when it will take effect if everything passes?

Committee Member stated probably because we are November, probably 21. Right? July of 21. Would that be soon enough to get the… yeah, whatever the Charter Commission, they'll have to figure out the financing, because we'll be finance through June 30th. So, I'm thinking either starting July 1st, fiscal year 21 maybe, or 22 the latest.

Committee Member Beaudry stated thank you.

Mayor Craig stated okay, thank you. Item 26 is the…

Committee Member Bergeron stated I just… Senator D'Allesandro, he's advocating for this. Correct? Is he the sponsor of this bill?

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Committee Member Long stated no, I'm the only sponsor.

Committee Member Bergeron stated yeah. But yeah, he was pushing for this?

Committee Member Long stated it already passed the Senate. It's up to the governor to sign it or veto it.

Mayor Craig stated personnel report.

Committee Member Girard stated your honor, I have an item on the agenda.

Mayor Craig stated sorry about that.

f) School Messenger – by Committee Member Girard

Mayor Craig stated Item F, Committeeman Girard, School Messenger.

Committee Member Girard stated thank you, your honor. I have a couple of questions about the material on the agenda, which I appreciate the administration attaching. The first question I really have is did the board ever approve this new usage? I understand the pilot program. I know we were notified by Dr. Vargas; I believe it was last September or November, that everything was a wonderful success. But the way school messenger is being used now, was it ever approved by the Board since the Board was the one that brought it in for the original purpose, which you state in your letter. Did we change that?

Ms. Allen stated I don't believe there was an official vote that you changed the use of that.

Committee Member Girard stated your honor, my concern with how school messenger is being used as is pretty simple. It's almost become an audio version of email, which so many of us are inundated with. We, and I'm speaking for myself here as a parent, I get so many emails from West High School, I don't know what to do with them all. And so, I think what's happening is the complaints that I'm getting are people are tuning it out. I had a staff member of one building say that the principal is using it so often that nobody pays attention to it anymore. So, it's become part of the background noise. I understand, it's one of the tools we have to communicate with people who don't speak English as a first language. The problem is when it's being used, it's

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going out to everybody and I think you devalue it as a tool when you use it so frequently. So, what are we relying on for alerts now?

Mayor Craig stated I think that at the last meeting we said this is going to be taken up at coordination.

Committee Member Girard stated well, it's on the agenda.

Mayor Craig stated I know because you requested it, but at the last meeting we said it would be going to Coordination.

Committee Member Girard stated your honor, you've never been shy about taking stuff that I've asked to be on the agenda off.

Mayor Craig stated that's not true.

Committee Member Girard stated yes it is. You have removed multiple items and that's fine.

Mayor Craig stated I have not. Please.

Committee Member Girard stated but it was here.

Mrs. Gillis stated so, we offered to… we provided the memo and we offered to bring it back so that we could continue to refine and articulate for you how we were going to use the multiple communication tools that we currently have. We don't have a perfect answer for you today. We haven't finished all the work that we've got to do going forward.

Committee Member Beaudry stated thank you Madam Chairman. Am I correct in saying that this is voluntary for the people that want to apply for this and they can decide whether they want one of all methods of communication? So, if somebody doesn't want to have a text and an email and a phone call, they don't have to, they can just go with one or all?

Mayor Craig stated yes.

Mrs. Gillis stated yes. And the other thing I need to remind you is it also falls to us. So, if we select if it's going to go phone, email or text, we also can generate how the alerts going out. So,

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we need to be purposeful in how and what type of communication we're using going to the family. So, there's some communication that we can solidify.

Committee Member Beaudry stated I want to give the administration the time to come back to coordination with a recommendation. But if this is voluntary by the parents, if somebody is disturbed at how they're being notified, they can just call up and say, I don't want to be on it anymore.

Mayor Craig stated yeah.

Committee Member Beaudry stated so, it's really, it's voluntary. If it was mandatory, I'd say, okay, then we should make sure you know what we're putting out there is what it's designed for. But if it's designed as a communication tool and a parent wants to do it, it's up to them.

Committee Member Lehoux stated thank you. I don't think the, because Parker Varney uses it on Sunday nights and they send out their memo. I think where the conversation was, what are we promoting? So, this came up because of the Manchester Proud, Friday night, six o'clock, everyone thought it was an emergency thing going on. So, I think that's more the conversation of like what is being allowed to be promoted in the district and what organizations was where I was more concerned, not necessarily it's being overused, school by school, parent by parent, however they want to do it. But it's who gets to benefit from the promotion of it is more of the conversation that should be had.

Mayor Craig stated and I agree with you, that's what brought this to the forefront. But there are multiple levels of communication and I think it's an opportunity for the administration to look at everything now and make a recommendation that this board can vote on and approve.

Ms. Allen stated we can identify those levels of community partners that we use as well.

Committee Member Girard stated thank you, your honor. I do agree with Committee Member Lehoux, but to Vice Chairman's point, I signed up, as did my wife, for the emergency alerts, weather cancellations or other urgencies. That was the premise that I, and many in this school district, signed up for school messenger for. That changed. So, if I remove myself from that and there's a weather-related thing or an emergency thing, how is my school district going to communicate with me because I'm not interested in receiving all of these other messages?

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Ms. Allen stated I'm sure our plan could include that, sorry, weather emergencies will go out via the phone call or that way we're going to be able to put that plan together.

Mrs. Gillis stated so, we currently have some redundant tools and can be more purposeful in how we're using them. So, we've got Aspen, we've got school messenger, we've got Nixle that we currently can use and we can be very purposeful and share with our families how we're going to use each and when we'll use each.

Committee Member Girard stated I look forward to the revisions. Thank you your honor.

Committee Member Freeman stated thank you, your Honor. Committee Member Girard made my point about emergency. When my son was in school Nixle wasn't available. There was a couple of other tools, but the only reason why I signed up for them, even though they were voluntary, was to be alerted of any emergency. Not when the PTG was meeting, not when there was a community, not even road races. I have to tell you Nixle, I get so many notifications about road race and the police exam. It's not even funny. I don't even pay attention to it anymore. So, I think kind of drilling down and fine-tuning why we're using this and what we use in it for wouldn't be to our detriment. So, coordination can take it up. Thank you.

Committee Member Bergeron stated thank you. I know we've had this discussion before, but there are various options. You can make this an emergency only if that's what… if you don't want any of the other noise and Nixle, I actually liked the information, especially for traveling downtown, but you can reduce the noise yourself. Whatever you want to hear by going into your options. Just want it to tell you that. So, if you want to receive emergency only and maybe not the emails, then that is an option that is available to you. I feel like a commercial.

26. Personnel Report.

Committee Member Beaudry removed items 14 and 15 from the personnel report.

The Personnel Report approved on 6/17/2019 is as follows:

NOMINATIONS: ADMINISTRATION

Name	Position	Building	Salary
Kelly Espinola	Principal	Parker-Varney	$105,829
Jessica Milligan	Principal	Southside	$103,668

RESIGNATIONS/RETIREMENTS: ADMINISTRATION

Name	Position	Building	Salary
John Hasenfuss	Dir., Fed. Prog., 21st Century	Administration	$59,955

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(Stacy) Kristin Venator	Coordinator, HR/Benefits	Administration	$54,414

NOMINATIONS: ADMINISTRATION

Name	Position	Building	Salary
Kelly Kujawa	Asst Director, Student Servs	Administration	$77,000.00

RESIGNATIONS/RETIREMENTS: CERTIFIED STAFF

Name	Position	Building	Salary
Kim Hughes	Teacher - Special Needs/LD	McLaughlin	$70,403
Ashley Fournier	Teacher - Art	Gossler	$60,345
Michaela Champlin	Teacher - Elementary	Wilson	$49,915
Adam Gerow	Teacher - EL	Wilson	$46,190
Meghan Williamson	Teacher - Elementary	Jewett	$46,190
Susan Petersen	Teacher – Sp. Needs/Autism	Smyth	$41,720
Kendzie Wohleben	Teacher - Physical Education	District/Wilson/Hallsville	$41,720
Catrina Lougee	Teacher - Health	Southside	$37,250

NOMINATIONS: CERTIFIED STAFF

Name	Position	Building	Salary
Nicole Jacques	Teacher - Title I Reading Supervisor	Bakersville	$51,778

RESIGNATIONS/RETIREMENTS: NON-CERTIFIED STAFF

Name	Position	Building	Salary
Judith Tarr	Cook II	MST	$13.10
Shaunna Kirkpatrick	Paraprofessional – Sp. Needs	McLaughlin	$11.77
Mary Morrissey	Food Service Worker I	Green Acres	$11.44

NOMINATIONS: NON-CERTIFIED STAFF

Name	Position	Building	Salary
Nancy Clayton	Computer Operator II	Central	$17.74
Matthew Bozoian	Coach - Boys JV Football	West	$3,367.00
Fernando Martinez Cisneros	Coach - Girls Varsity Soccer	West	$3,600.00

TRANSFERS:CERTIFIED STAFF

Name	To New Assignment	To School	From School
Alycia Grenier	Guidance Counselor	McDonough	McDonough
Thomas Evans	Special Needs - EBD	McDonough/Hallsville	McDonough/Jewett
Jill Gaumont	Special Needs - EBD	Gossler	Parker-Varney/Gossler
Paul Levasseur	Special Needs - EBD	Bakersville/Parker-Varney	Bakersville/Highland
John McCafferty	Special Needs - EBD	Smyth/Hallsville	Smyth/Jewett
Margaret Harrington	Elementary	Beech	Beech
Ryan McDonald	EL	MST	Beech
Allison Arnieri	Physical Education	Bakersville	Bakersville
Thomas Vachon	Physical Education	Central	West
Athena Proulx	ELL	Parkside	McLaughlin
Donna Moran	School Psychologist	Green Acres/McLaughlin	McLaughlin/Gossler
Angela Nicholl	ELL	Memorial	Memorial/MST
Theresa Perdikes	Science - Grade 6	McLaughlin	Hillside

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*On motion of **Committee Member Girard,** duly seconded by **Committee Member Desrochers,** it was moved to approve the balance of the personnel report. All were in favor and the motion passed.*

TABLED ITEMS

There were no tabled items.

27. NEW BUSINESS

Mayor Craig stated is there a new business to come before the board?

Committee Member Beaudry stated thank you Madam chairman. We did receive this letter from Senate President Soucy about the budget. I just wanted, I know we can't make a motion in new business, but I don't know when they're going to start the committee of conference.

Mayor Craig stated they started today.

Committee Member Beaudry stated started today? Okay. Because I mean I personally would support the Houses version, which gives us $20 million, over the Senate version which gives us I believe $15 million. So, kind of late to send a letter but I hope that the Committee of Conference will come to some type of consensus where Manchester doesn't get any less than the Senate side and hopefully it leans more to the house side. Thank you.

There was no further new business.

28. A motion is in order to go into non-public session under the provisions of RSA 91-A:3 II (a, b, c and j) 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 confidential information that is exempt from public disclosure under RSA 91-a:5, IV; ***and, RSA 91-A:2, I (a), Negotiations of Collective Bargaining Agreements.***

*On motion of **Committee Member Want**, duly seconded by **Committee Member Ambrogi,** it was voted to go into non-public session under the provisions of RSA 91-A:3 II (a, b, c, and j) 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 confidential information that is exempt from public disclosure under RSA 91-a:5, IV; and, RSA 91-A:2, I (a), Negotiations of Collective Bargaining Agreements.*

Roll Call: Committee Members Ambrogi, Want, Bergeron, Lehoux, Beaudry, Avard, Desrochers, Long, and Mayor Craig voted yea on the motion. Committee Members Freeman

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and Girard voted nay on the motion. Committee Member Kelley Arnold, Georges, Thomas and Terrio were absent. Motion passed.

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

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

*On motion of **Committee Member Beaudry,** duly seconded by **Committee Member Want,** it was moved to seal the minutes of the non-public session. All were in favor and the motion passed.*

*On motion of **Committee Member Beaudry,** duly seconded by **Committee Member Freeman,** it was moved to deny #15 on the personnel report and table #14. All were in favor and the motion passed.*

*On motion of **Committee Member Beaudry,** duly seconded by **Committee Member Long,** it was moved to accept Contract B as presented by Stanbury Uniform, Inc., with the purchase order issued once the contract is approved, payment of 90% to be issued and sent after the exact sample has been approved, with the balance of 10% due 30 days after the shipment, with a caveat that a letter of compliance or our money back will be submitted. All in favor and the motion passed.*

It was stated this was for 185 uniforms.

*On motion of **Committee Member Beaudry,** duly seconded by **Committee Member Want,** it was moved to approve the data governance manual draft as a living document. All were in favor and the motion passed.*

ADJOURNMENT

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

*There being no further business, on motion of **Committee Member Beaudry**, duly seconded by **Committee Member Long**, it was voted to adjourn at 11:41 p.m. Meeting was adjourned.*

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A True Record. Attest.

Respectfully Submitted,

Angela M Carey

Clerk of Committee

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