BOARD OF SCHOOL COMMITTEE
MANCHESTER SCHOOL DISTRICT SAU #37

October 23, 2023 **6:30 p.m.**

1. Mayor Craig called the meeting to order at 6:34 p.m.

2. Mayor Craig calls for the Pledge of Allegiance.

Committee Member Bonilla introduced the students from Beech Street Elementary School that were present to lead us in the Pledge of Allegiance.

Beech Street Elementary School – Kelly Newman, Principal

Katerin Rojche Coronado – Grade 5
Ali Hassan – Grade 5
Salma Hasson – Grade 2

3. A moment of silence was observed keeping the Howe Family in our thoughts and prayers, as well as Carlos Gonzalez and his family and the Winter's family, specifically, Mike and Lauren Winters, two dedicated educators in the Manchester School District, who lost their child Rhen.

4. The Clerk calls the roll.

Present: Committee Members Turner, Parr, Soule, Want, Bonilla, Tassey, Argeropoulos, O'Connell, Potter, Perich, Dion, Hamer, Leapley, Mayor Craig and Student Member Tripp.

Absent: Committee Member Gonzalez.

It was stated that Dr. Gillis will be a few minutes late this evening as she is receiving the Community Leadership Award for Greater Manchester Mental Health.

5. <u>RECOGNITIONS</u>

There were no recognitions this evening.

<u>PUBLIC FORUM</u>

6. The purpose of the public forum is to give the residents of Manchester the opportunity to address the board. All people wishing to speak will have up to three (3) minutes to do so, and any comments must be directed to the chair. Any resident wishing to speak will come

forward to the nearest microphone, clearly state their name and address when recognized and give their comments.

James Colby, 3 Leda Avenue, stated:

I am here tonight to voice my opposition to the changes in the attendance policy at this time, primarily the removal of the energy grade. The policy we currently have in place allows that any student, whether they are considered marginalized or not, to have an absence excused, students simply bring in a note. That's it if a student's sick, bringing a note, if a student is caring for a sick parent, bring in a note, the students in court bring in a note and the absence is excused and the student will not receive an NG grade. The policy in place now allows for students who cut or have an unexcused absence from class periods and still receive a full passing grade. The NG only kicks in when the student cuts or has an unexcused absence for the fifth time. I've worked in this district when we issued ease for failing due to absences. We repealed that policy. We saw absences and class failures rise. We reimplemented a modified policy with the NG, then we repealed it during COVID. We saw the consequences of that. And then we brought the NG back without any real consequence for skipping class. You'll want to see those class absences and class failures rise again. Looking at the memo I distributed (see attached) Administration states the process necessary to assign an appeal and NG can require up to five staff members and it is time consuming. That's true. It was time consuming because we allowed students to bring in notes several weeks after the initial absence, and then have the students run around with an orange appeal form to have the teacher document the absences and then sign the form. This was minimalized by placing a three day window to return notes. When the student is absent, teachers no longer have to sign the orange appeal forms. In closing, I just want to point your attention to a statement highlighted in pink in the document I provided, it states and I quote, “The purpose of grading is to show mastery of competencies within the course. This is independent of student attendance.” If this statement is true, then why are we grading and given credit for advisory solely on attendance. I thank you for your time.

Gordon Haner, 245 Youville Street, stated:

Thank you all for your time and continuing to allow Manchester residents to have a voice in the fluid needs of our public schools. I come to you tonight as both a concerned parent and a concerned candidate specifically for school board and ward 11. I normally am more of a listener, digester and planner rather than a speaker - but my feelings on this subject are too strong not to speak up. Last

week, there was a community candidate forum held within the walls of Central High School organized by a branch of the Granite State Organizing Project,GSOP. This aired on public TV and was held within a public building, while certain candidates were proactively invited with ample time to prepare, a large percentage of candidates were not contacted and left out of this opportunity to engage with both voters and students. Personally, I only found out about this event thanks to an InkLink article the morning of the event. With my wife being a nurse and working 11 to 11 that day, it was too late for me to find childcare for my son for that evening. I called GSOP and voiced my concerns being promised an email so I can supply my answers to candidate questions, which was ultimately never delivered. So why am I here? Partisan candidate forums happen all the time, right. But at least they're advertised as such, InkLink reported that a concerted effort to reach all candidates to participate was made for this event, which after speaking with candidates across the city, we feel that not to be true. If this is in front of an audience of voter age adults with a notion that invitations were done on a partisan basis, it will be one thing, but this was done in front of our students who are the most impressionable and important citizens of our city. I feel as though unilateral thought processes and viewpoints were purposely put in front of our students with a goal of amplifying what to think, rather than how to think, in my opinion, teaching students how to think should be the number one goal of every person in this room right now. Known exclusion goes against the hundreds of notions of inclusion that this board has referenced time and time again, ideological and intellectual inclusion should be no different. In closing, I would like to leave you with three quotes, the first two being from sitting board members, whom I will not name from this particular event that are here with us tonight, I quote, “the people who are not here are not supportive of you and if they get on the board, it's not going to go well. Despite their best efforts of advocacy, they're not going to support you.” I quote, “If you elect the people here on this stage, tonight, we are going to fight together.” These quotes seemingly elicit known exclusion with the purpose to further ascertain and this worries me, coming from currently elected board members and an event that was aired and held within a public setting. So, here's a quote that I'd like to leave. “If we're to develop and discover new wonderful answers to the many problems we are facing, we must encourage children to think critically outside the box, they should feel free to have their own thoughts and thinking processes. Hence, it is essential that children learn how to think rather than what to think they should be conditioned to think critically, to ask questions and to be imaginative with their ideas.” I provided references both written and video in my paper that I submitted before time. I hope you can all listen and digest my words tonight, just as I have done for dozens of board meetings before. Thank you.

Bob Fuller, 97 Beechwood Drive, stated:

The reason why I'm here tonight to speak to you is regarding the proposed changes to the attendance policy. Now, I would like to offer a little bit of history because this is not the first time this idea has been brought up. So, we go back to a little bit over a year ago, when changes were being worked out with grading policy number 125. Part of the second point was some major changes being proposed within the attendance policy and we were able to get through those differences. It's definitely an imperfect document and I think going back and looking at some changes to those documents would make a lot of sense. But getting rid of the attendance policy doesn't make any sense because if I take you back a little bit further to 2010 that was the last time, other than during COVID, that we suspended the attendance policy during normal times and we had that for a year and what happened is that kids attended school approximately 10% last time, and the failure rate went up by 10%. Now part of this, which makes no sense to me, is that we're making this push for attendance. And the fact is, I happen to agree that attendance is very, very important. It's part of the ABC Plan from Administration, B for attendance, B for behavior, C for course completion? Well, if we change this policy, attendance goes out the window because kids don't come to school anymore and course completion goes out the window, because now they're not in school to do their work, and they're not getting the help from the trained professionals to be able to do so and now kids are not doing well in the classes. It's the opposite of what I think that we really want to do here now. Working with the kids with attendance and all these sorts of things, is it more work for us? Yes, absolutely. But the fact of the matter is, as someone who's taught in this district, now for over a quarter century, I accept this more work for me to be able to work with my kids, and encourage them to come to school, offer them help and work with them with their coursework. And I'm more than happy to do that, because that's my job. If the kids are not in the room, then I can't do my job. So instead of having kids not come to school, we want to encourage kids to come to school and this proposed policy would do the exact opposite. So even in that same memo, for instance, that Mr. Colby referenced, and that you have in front of you, you have a line in the last I believe the second last paragraph where the first part in the line, it says this will not discourage attendance will respectfully it's because you say that doesn't make it true. I can say that the sky is green, but it's not green, just because I say it doesn't make it true and the things don't align and the fact is that we have an aligned plan from the administration. I'm very supportive of that and I'm more than happy to do all the work that I do to work with the kids to make that happen and to work with the kids so that they actually learn and that they learn to get along socially and all the things from COVID that

we're trying to get out of and this does the exact opposite. So, I ask you to please to vote against this plan, because it's going to hurt the kids. Thank you.

a. If there is no one else present wishing to speak, a motion is in order to take all comments under advisement and further to receive and file any written documentation presented and to table the remaining minutes for public comment to the end of the meeting for those that have not already spoken.

*On motion of **Committee Member Soule,** duly seconded by **Committee Member Argeropoulos,** it was moved to take all comments under advisement and further to receive and file any written documentation presented and to table the remaining minutes of public comment to the end of the meeting for those who have not already spoken. All were in favor and the motion passed.*

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

Comments and questions included:

1. As the Grading policy is on the agenda, it was not discussed at this time.
2. It was asked if the administration could answer why all candidates were not invited to the forum that Mr. Haner had addressed. It was stated that by the administration that this was not an event put on by the schools and as Mr. Haner indicated, it was put on by the Granite State Organizing Project. It was determined that this was not an issue of the Board and this was not a discussion that the Board should be having. The board should be addressing issues of the students and the schools.

For the totality of this discussion, you can view the video of the meeting at https://vimeo.com/channels/659734/878306941.

8. **PRESENTATIONS**

a. City Year Presentation – by Pawn Nitichan, Executive Director of City Year New Hampshire

Present from City Year were Pawn Nitichan, Kali Hagan, Nicole Camella, Hope Bowen and Matthew Holman.

Ms. Nitichan stated that she is the Executive Director of City Year. She stated that they are here this evening to give the presentation about the progress of the program and the partnerships that they have been able to make in the schools with the teachers and student and more importantly to be able to provide City Corp members to work to align with the school and support the students.

Ms. Hagan stated that she is a first year teacher at the Middle School at Parkside and she is teaching fifth grade. She stated that it is a pleasure to have City Year in her classroom and stated that they have made her experience in the district amazing and they have helped to create meaningful relationships with the students. They are helping students with IEPs and 504 plans that need extra support to succeed. City Year is a great support system in the classrooms.

Nicole Camella stated that she teaches along side Ms. Hagan and they have an amazing group of students in the fifth grade at Parkside. She stated that he is grateful to be able to share her thoughts and appreciation of the City Year AmeriCorp members. She stated that she has been teaching for the last three years and their City Year Member Selina is a dedicated member who helps to support teachers and students. They are constantly offering words of encouragement or helping to support students in their academics, specifically in the areas of ELA and math. City Year also supports the teachers and staff and helps with positivity and a shared vision to create a community of learners. We see City Year members attending after school events and they are encouraging home/school relationships. They are also helping to make those caring and supportive conversations with positive phone calls home and supporting the social and emotional well being of the students. City Year is a program that is very important in our schools.

Ms. Bowen stated that she is a 24 year old originally from Lewiston, Maine but who is lucky enough to now call Manchester her home. She shas been serving at Henry Wilson school in fifth grade as a City Year Member. This is her second year working with City Year. The biggest reason for her return was that the students and school community of Manchester stole her heart and helped her to find the positivity in each day and what true resilience looks like. Serving as a City Year member has been one of the greatest, most challenging and eye opening experiences of her life. The opportunities and connections that she has been able to make across the community has been wonderful. She stated that she has also had the opportunity to work with younger students and they have helped grow her brain and her heart.

Matthew Holman stated that he has worked as a City Year AmeriCorp member serving at Parker Varney Elementary School and is 22 years old, originally from Columbus Ohia. He stated that he is also a 2023 graduate of Dartmouth College with a degree in Government. He stated that after the conclusion of his services in Manchester, he intends to pursue law school with a particular interest in appellate and constitutional law. City Year fills this gap year for him. He stated that his hope is to draw meaning by making a deep impact for others in his pursuit of services with City Year. He stated that he has had the opportunity to work in the classrooms to help students with their ABC goals and he also has stepped into the oversized shoes of the school mascot to encourage attendance at the pep rally. He stated he also attends after school events for the students to create those meaningful relationships.

Ms. Nitichan stated that in closing she would like to acknowledge the leadership here and the district leadership for the partnership that they have created over the last 10 years and for the tremendous progress, new initiatives and new efforts that they have worked together to achieve. It is really exciting to be a part of this. She stated that they are looking forward to deepening the partnership with the city and with the school district to continue their work with the kids in the school district to help them meet their challenges. She stated that City Year alumni are serving as teachers in the elementary, middle and high schools in Manchester, are working in special education, are social workers, paraprofessionals, 21st Century staff, Waypoint employees, YMCA employees, work at Girls Inc and the Foodbank and other jobs in the community. They are working with St. A's to be able to give out scholarships yearly for four year students to grow these partnerships and pathways. They are excited about this partnership and looking forward to the future expansion of this partnership.

Questions and comments included:

1. Thanking them for being here this evening and for showing their support of the district. The kickoff event that took place last week was amazing and it is nice to hear and see the responses of the students to the impact that City Year has on them. This is a great partnership that provides mentoring, friendship and guidance for the students.
2. This is a great program that is proving support and assistance for not only students but also teachers and other staff in the district.
3. It was stated that they are looking to attract more people to our community and are working to deepen the relationships and partnerships in the community.

4. The opening ceremony was inspired by the passion of these young people that want to give back to our community. They are inspiring and seeing them working with the students and how the student are growing and learning to be successful is inspiring.

9. ACTION AGENDA

a. Keene State Behavioral Health Improvement Institute Contract – by Stacy Champey, District MTSS – B Coach

(Note: You will see under item 15-h below, that this program was approved at the October 11th Finance and Facilities meeting; however, at that time the contract was not available, as it was being reviewed by legal counsel, and thus this is just the approval of the contract.)

There were no questions or comments on this item.

On motion of ***Committee Member O'Connell,*** *duly seconded by* ***Committee Member Perich,*** *it was moved to approve the Keene State Behavioral Health Improvement Institute Contract. All were in favor and the motion passed.*

b. Extension of Certified Instructors (CIs) Collective Bargaining Agreement – by Attorney Katie Cox Pelletier

There were no questions or comments on this item.

On motion of ***Committee Member Potter,*** *duly seconded by* ***Committee Member Turner,*** *it was moved to approve the extension of the Certified Instructors (CIs) Collective Bargaining Agreement. All were in favor and the motion passed.*

10. CONSENT AGENDA (ITEMS 10 – 17)

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

Committee Member Argeropoulos removed item 13-e. The balance of the consent agenda was as follows:

12. Approval of minutes from the Board of School Committee meetings on: October 11, 2023 meeting.

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

a. Revisions to the Job Description for the Career Development Specialist
b. Job Description for the Data Analyst
c. Administration Policy Updates
    i. Administration 100: Administration Goals
    ii. Administration 101: School Superintendent
    iii. Administration 102: Appointment of Superintendent
    iv. Administration 103: Superintendent's Development Opportunities
d. Revisions to policy Students 116.2: Policy on Use of Child Restraint and Seclusion

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

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

A. Items from the October 11th, 2023 Finance and Facilities meeting
    a. Treasurer's Report
    b. Financial Reports
    c. FY23 Line Item Transfers
    d. City Services Invoices ($3,250.00)
    e. Manifest of Authorized Expenditures (September 2023) ($26,060,727.45)
    f. Grants, Gifts and Donations Report ~~($4,430,348.04)~~ **$4,421,348.04**
    g. Professional Leave Requests ($24,901.32)
    h. Keene State Behavioral Health Improvement Institute (BHII) ($644,068.00)
    i. FY24 Student Assistance Program Grant Applications Renewal ($209,462.00)
    j. Wage Adjustment for School Food and Nutrition Managers ($16,896.00)
    k. Annual DOE/MS Reports
        i. DOE-25 for Fiscal 2023
        ii. MS-25 for Fiscal 2023
        iii. MS-26c for Fiscal 2024
    l. AEGIX/AIM Safety Platform

B. Items from the October 18th, Finance and Facilities
    a. Annual DOE/MS Reports
        i. MS-24 for Fiscal 2024
        ii. MS-22 for Fiscal 2024

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

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

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

e. Revisions to the Job Description for the Career Development Specialist
f. Job Description for the Data Analyst
g. Administration Policy Updates
    v. Administration 100: Administration Goals
    vi. Administration 101: School Superintendent
    vii. Administration 102: Appointment of Superintendent
    viii. Administration 103: Superintendent's Development Opportunities
h. Revisions to policy Students 116.2: Policy on Use of Child Restraint and Seclusion
i. Revisions to Attendance and Middle and High School Grading
    i. Revisions to Students 101.1: Attendance Policy
    ii. Revisions to Instruction 125: Middle and High School Grading policy

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

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

e. Revisions to Attendance and Middle and High School Grading
    iii. Revisions to Students 101.1: Attendance Policy
    iv. Revisions to Instruction 125: Middle and High School Grading policy

There was a lengthy discussion on this item. Questions and comments included:

1. We need to be supplementing materials and grades should truly be reflection of what the students are learning, thinking about competencies and making sure that they are reflective of what a student knows.
2. The grade on the report card should be reflective of what a student has been able to show that they comprehend.

*On motion of **Committee Member Argeropoulos,** duly seconded by **Committee Member Perich,** it was moved to table item 13-e, the revisions to the Attendance Policy and the Middle and High School grading policy. Committee Member Hamer asked for a roll call vote.*

Roll Call: Committee Members Hamer, Tassey, Argeropoulos, O'Connell, Perich, Dion and Mayor Craig voted yes. Committee Members Leapley, Turner, Parr, Soule, Want,

Bonilla and Potter voted no. Committee Member Gonzalez was absent. Motion failed as the roll call was a tie 7-7-1.

3. Students that are seeking extra academic learning opportunities are discouraged by policies like these.

The administration stated that they looked into this policy for three reasons, as it has been a concern of the high school administration and it does not go along with the competency based education systems that we are moving toward in the district. We are not trying to punish students and their grades should reflect their knowledge of the subject. Notes are being sent to families at 5 absences, 10 absences and 20. They are working with the social workers and recognizing the MTSS-B. All of these are appropriate when it comes to students receiving unexcused absences or skipping classes. NG means no grade, which is essentially a failing grade due to absences. A student must be passing their class, in order to receive an NG, they are awarded the lowest possible grade that they can be within the 60s mark. Within your packet that you were given earlier this evening, there were some examples. We have a student that in French I for quarter one, they received a 90.52 quarter two they received an NG and their final grade for that semester was 78%. Another student biology, quarter two NG, quarter three 80.59, in this instance, we see that the behavior has changed for the better with the student and the final grade for that semester is a 73%. What the NG illustrates is that there are unexcused absences that the student wasn't able to get excused. That is the sole thing that an NG states, it does not state that the student cut class. It does not say that the child had to have six dentists appointments, so it kicked them over the five day mark. It doesn't state that they were home taking care of a sibling. The NG says they had unexcused absences. We have an attendance policy in place, the attendance policy has not gone anywhere. The suggestion that this is a removal of the attendance policy is not looking at the entire thing. We're talking about striking sections E and F only. Those are the only portions that pertain to the N G.
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4. An NG equivalates to a failing grade.
5. Students can still appeal.
6. The data tonight is based on last years data as no NGs have been issued yet this year and wouldn’t be issued until the grading period had ended.
7. Out of 1139 students who received NGs in 2022-2023, 43% of them speak a home language other than English.
8. NG was removed during Covid.
9. If a student is out of school for 22 days and those days are unexcused a student has to appeal but a student who is out for 22 days and those days are excused does not have.
10. This is a problem of equity. We are seeing that 43% of the students with NGs do not speak English at home and this could be an issue of communication and not knowing how to get an absence excused.
11. A student may be out of school, not be able to get those absences excused but could exhibit knowledge of the course.
12. Communication is what is hurting the students.
13. The discretion is given to the Principals at the schools. Teacher input is received.
14. The NG process is not equitable for our English language learners.
15. We need to trust the administration and stand behind their recommendations. We are not the experts.

Principals Roukey, Dichard and St. Onge were present to speak. They stated that they have reviewed this and they do back these changes. They continue to work to communicate as much as possible with the families and they use Apogee to send out correspondence as it is translated, but there is still a gap caused by the language barriers. We have translators and we have liaisons who try to work with the families and get the message out to them that we need notes from them when their students but they do not understand this process. It is not for a lack of trying. They work with the social workers and with community partners and are relaying messages but somehow they are not always seeing the messages or responding to them. Students can get the appeal form and fill it out and they can work on these with their school counselors and then they need to get the form signed by a parent, which again comes down to the communication and being able to get these back to the school. The Schools and the district work very hard to get the communications out and students are still falling through the cracks. Parents not only need to be able to read the appeal form but they need to be able to understand it and get it back to the district, which is where the equity piece comes into play for the families. The principals indicated that they are behind these changes.

16. Even if a student can show that they understand the subject, based on receiving the NG they can end up with a grade that is not passing.
17. 31% of students who speak English as their home language have received NGs, where as 43% of students who speak a language other than English at home received NGs. And of these students some of them received multiple NGs.
18. The data shows that this is disproportionate and some of our marginalized populations are not getting the appeals and therein lies the inequitable part of the policy with having NGs.
19. For students that are absent, CHINS petitions can be done through Probation and Parole and the Department of Health and Human Services is contacted.
20. Having the NGs is highly inequitable and it hits certain students harder than other students, in that they need to have their parental support and if the parents don't understand they can't be supportive of the child.
21. We do not have the MST data.
22. It was emphasized that the students that are being impacted by this are students of color and those students that are marginalized or ELO.

Dr. Gillis stated that she wanted to make a couple of points. This team, the building level leaders and the district team have identified a data point that was the catalyst for looking for this revision.

The team came together and this is the recommendation that they are making for the Board. She stated that the district leadership, the building level leadership and herself all recommend and support this change. They will report back on if this is working or not working and how they can keep pushing. There is a policy for managing students who are skipping classes and the district leadership and school leadership are working together to increase attendance in school and in classes. They will continue to work on their communication with the families through this process. It was stated that the new semester starts on 11/9 and it makes sense for this to be the start time for this to take effect so that they can communicate this out to everyone.

*On motion of **Committee Member Potter,** duly seconded by **Committee Member Argeropoulos,** it was moved to forward item 13-e, the revisions to the Attendance Policy and the Middle and High School grading policy to the administration.*

Committee Member Argeropoulos asked for a roll call vote.

Roll Call: *Committee Members Argeropoulos, O'Connell, Potter, Perich, Dion, Hamer and Tassey voted yes. Committee Members Leapley, Turner, Parr, Soule, Want, Bonilla and Mayor Craig voted no. Committee Member Gonzalez was absent. Motion failed as the roll call was a tie 7-7-1.*

*On motion of **Committee Member Argeropoulos,** duly seconded by **Committee Member Tassey,** it was moved to forward item 13-e, the revisions to the Attendance Policy and the Middle and High School grading policy to the Committee on Teaching and Learning meeting for November of 2023.*

It was indicated that if this goes to Teaching and learning, it would not be on their agenda until November and then would not be back to the full Board until December, so this could not begin until January and the end of the semester would be January 27th, thus it would be after this date.

Committee Member Argeropoulos asked for a roll call vote.

Roll Call: *Committee Members Argeropoulos, O'Connell, Perich, and Hamer voted yes. Committee Members Potter, Dion, Leapley, Turner, Parr, Soule, Want, Bonilla and*

Mayor Craig voted no. Committee Member Gonzalez was absent. Motion failed 4-9-1.

*On motion of **Committee Member Soule,** duly seconded by **Committee Member Want,** it was moved to approve item 13-e, the revisions to the Attendance Policy and the Middle and High School grading policy, effective November 9, 2023, with the grading policy to go to the Teaching and Learning for review.*

Committee Member Want asked for a roll call vote.

Roll Call: *Committee Members Want, Bonilla, Potter, Leapley, Turner, Parr, Soule and Mayor Craig voted yes. Committee Members Tassey, Argeropoulos, O'Connell, Perich, Dion, and Hamer voted no. Committee Member Gonzalez was absent. Motion passed 8-6-1.*

COMMUNICATIONS

18. Superintendent's Communications.

a) Board Report Email Update

There were no questions or comments on this item.

b) Superintendent Updates

Dr. Gillis gave the following updates:

Class Size Update – a handout was given to the board (see attached). She stated that following the last full Board meeting, there were questions about class sizes over the last year and the work that has been done. Last year, we did the exact same report that we gave you this year. She appreciates the feedback that you've shared in the last meeting and they we went back in and distilled that data at a much deeper level. So again, we are staying consistent with policy instruction 149, which is high school class size and course availability. Just a reminder, the policy lays out kindergarten through grade four student maximum is 20 and in grades five through 12 the maximum is 25 and the labs are at 24. In the policy, it also noted that as the district restructures and reorganizes the space and school

facilities, it will adhere as closely as possible to the class size maximums. If a class exceeds the above sizes, educational consideration will be given to the regrouping of students or to the employment of a paraprofessional or additional teacher. The update on the data so far, when they look at school year 22/23, in comparison to the start of 23/24, our high school saw a reduction from 122 classes down to 21, which is essentially an 82 reduction in class sizes over the max. In our middle schools, we went from 41 classes down to 11, which represents a 73% decrease in hitting that max. At our elementary schools, we saw a brief increase, we went from 84 sections up to 92, which represents a 4% increase. When we looked at Elementary in particular, what we saw was of the 92 elementary classes above the target, 55 of them fell at schools that still have fifth graders within their buildings. She stated that she took out the students from 21/22 because they're seeing those numbers sometimes be pretty dynamic with student moves across and in and out of schools. In addition, the schools that currently have the K four model, they have 10 classes that are three or more above, in one school in particular accounts for six of those that being Jewett. As we remember, Jewett had the absorption of Hallsville in their school, which accounted for this. They also took a dive looking at the sections that have less than 15. They have recognized a 21% increase from last school year, we went from 224 sections up to 286 sections. Of the class sizes that are less than 15, 13.3 are special education courses, 11.2 are El, 15% are honors or AP, and 1.7 is concurrent enrollment and then the general level courses account for 58.7. When she looked at the mitigation measures that our building level leaders are putting into place, it's been a host of different options. At the high schools and middle schools, we've been seeking volunteers to teach that sixth period class, at West in particular we will see four of those classes that are sitting high, the PE classes that were the very high numbers, those will fall down and that plan will go into place later this week. We've looked at the deployment of our paraprofessionals or other staff in our buildings, we're continuing to look at some of the higher class sizes, what other adults are available within those classes to help backfill. Right now, we're looking at the addition of possibly three staff members at the elementary level to help in some of our schools that have the highest numbers. She wanted to qualify, we know that we have a workforce shortage, we know that we're seeing a hard time filling paraprofessionals and teachers. So, we are continuing to look at other options available within our current district compliment. And then of course, we all know that we're working on the long term facilities planning project, which would then roll up that five eight model, which takes a lot of relief off of some of our elementaries that are showing those higher class sizes at this point in time. She wanted to thank the team. While we are not at 100%, just yet we are seeing a drastic reduction. Unfortunately, we saw that increase at the elementary level, we've made significant gains from last year to this year. That's some pretty heavy lifting that's gone forward.

1. It was indicated that getting information last minute does not allow the board to digest the information.
2. They are trying to hire more teachers, as not all teachers want to teach the sixth class, but hiring teachers at this point in the year is almost impossible.
3. The board was reminded that class sizes are also dependent on having the space in the buildings.
4. Again, there are some classes that the sizes cannot be increased even though you are seeing sizes lower than 15 and that is due to special education, AP classes and EL classes.
5. We are seeing a decrease in class sizes across the district.
6. Teachers are receiving stipends if they take on that sixth class period.
7. The pie chart represents the information that was given to the board at the last meeting and it is combined with the information from tonight. It does multiple levels.
8. Technical classes have to maintain smaller classes sizes.

Athletics Transportation – in the 2023 fall sports season, we had a total of 231 event trips and 29 games or 13% of the total were rescheduled. Of those 29, 15 were ultimately cancelled, which equates to a 6% cancellation rate for the fall season. Of the 15 cancellations, 12 fell at middle school level and three were at the high school level. Given we've concluded our fall sports season, and on behalf of the district, she did want to wish all of our teams the best of luck in their playoff season. She stated that Mrs. Telge is here and has been working with the transportation team to make sure we have transportation available for their playoffs. start in mid November. The middle school will start tryouts on November 13 and elementary basketball will begin on November 6. The athletics team and transportation are continuing to work together to book their winter sports event trips at this time. I'll also add that very late in the day today we finally heard back from Trooper Hildreth, we've been exploring the idea of using small vans or buses.

Katie Cox Pelletier gave an quick snapshot of the response from the State Police. She stated that she did speak to the trooper at the State Police and we are not able to use small vans for home to school transportation, the requirements are very strict there, you are using the school bus fleet that we have and we have to meet all the inspection requirements and the certification requirements. We can't really use some of the vehicles that have been offered there. We are still exploring and have made some headway on the possibility of using these though for the Athletics and Activities transportation. There are two different buckets, home to school, which is in its own sort of zone and

then the activities and sports. We are making progress on the activities and sports. It is a web of statutes and regulations and safety requirements and things of that nature and we need to make sure obviously that we are following all of them. But the state police have been very helpful in trying to help us navigate them. We made some progress today. We're going to keep moving that forward and likely something may have to come back forward to the board for approval but we hope we will see that soon.

Elementary Basketball plan – the plan has been returned to the 2022 board approved elementary basketball plan. That plan included Saturday games which will be held at our middle schools and as a reminder that season is due to begin on November 13th with tryouts.

Industry Recognized Credentials (ICRs) – the events have begun for 2023-2024 school year. Last week, West High School and Memorial High School hosted the fire extinguisher safety industry record recognized credential opportunities after school. MST fire safety instructor Leo Roy educated students on the differences between classes of fire extinguisher types and proper usage of extinguishers. On Saturday at West High School students attended the first weekend IRC event of the school year. Students earn credentials in CPR, AED usage, and food safety. The locations will change throughout the school year. Each school will have the opportunity to host and she just want to remind everybody industry recognized credentials means our students are walking out of these events with credentials in hand, they've got CPR, they've got first aid, they've got AED, they're walking and being a very viable candidate when they go in for employment. She wanted to commend the team that's been working on all the IRC camps and events and we should all be looking forward to what comes next. And also a quick note, just to say thank you to Manchester Fire for participating in all those events.

Questions and comments included:

1. Is STA doing all of our athletic transportation? It was stated that they are not. MTA and STA do the transportation for the schools that they service. MTA has been helping to pick up any slack when needed if they are available.
2. It was asked that the Board be provided a breakout of which events have been cancelled by MTA and which ones were cancelled by STA.
3. 5th graders that do not make the middle school basketball teams can tryout for the elementary basketball teams at their home elementary school.

4. It was asked if there is a facilities update for tonight and it was answered that they will be coming forward at the November 13th meeting.
5. Dr. Gillis stated that she is confident that they have passed through the period of problems with transportation and that they are reaching a point of stabilization.

19. Board of School Committee Members' Communications.

There were no items under Board of School Committee Members' communications.

20. Personnel Report.

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

The approved personnel report was as follows:

NOMINATIONS: ADMINISTRATION

Name	Position	Building	Salary
Edward Doyle	Director of Fine Arts	District	$85,000.00

RESIGNATIONS/RETIREMENTS: CERTIFIED STAFF

Name	Position	Building	Salary
Emily Gallo	Teacher - Elementary	Parker-Varney	$43,720.00
Peter Adamakos	Literacy/Math Interventionist	Parkside	$83,430.00
Joesph Walsh	Teacher - Technology Education	Central	$74,104.00
Jordan D'Onofrio	Teacher - Biology	Memorial	$44,075.00

NOMINATIONS: CERTIFIED STAFF

Name	Position	Building	Salary
Ann Kalasky	Teacher - Careers in Education 2/5	MST-CTE	$26,132.70
Kristi-Ann Stamatelos	Teacher - Music	HGF	$43,050.00
Elise Favreau	Occupation Therapist	Parker-Varney	$42,025.00
Janice Chase	ESOL Teacher	Parkside	$57,872.00

RESIGNATIONS/RETIREMENTS: NON-CERTIFIED STAFF

Name	Position	Building	Salary
Nicole Berry	Para-Educator II	Smyth	$15.97
Marie Pettigrew	Administrative Assistant III	West	$19.94

NOMINATIONS: NON-CERTIFIED STAFF

Name	Position	Building	Salary
Sophia Capistran	Para-Educator II	Bakersville	$15.97
Casey Loeffler	Assistant Football Coach	West	$1,250.00
Jenna Seavey	ELO Coordinator	Memorial	$51,500.00
Seisha Delvalle	Para-Educator I	Beech	$15.45
Anna Windler	Para-Educator II	Webster	$15.97
Kaila Landry	Para-Educator I	McLaughlin	$15.45
Gustavo Guerrero	K-12 Bilingual Parent Liason	District	$20.00
Sonya Avery	Para-Educator II (Part-Time)	Bakersville	$15.97
Jordon D'Onofrio	Assistant Athletic Director	District	$65,000.00

Emily Bennett	Para-Educator BST	HGF	$16.91

21. TABLED ITEMS

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

There was no one else present wishing to speak.

*On motion of **Committee Member Soule,** duly seconded by **Committee Member Argeropoulos,** 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.*

22. New Business

1. **Committee Member Turner**
    a. Central's Marching band will be performing on Saturday the UNH Band show at 2:00 p.m. if you are interested in attending.
    b. Family ID is open for the winter sports season for our high school students. There are many options for students, including girls and boys basketball, alpine skiing, cheer, downhill ski racing, swimming for boys and girls, boys and girls hockey and wrestling for both genders, as well as Nordic skiing, unified basketball, gymnastics, and indoor track. The sports are free for all students and require little to no equipment. Please sign up and bring a friend.
2. **Committee Member Parr**
    a. We received a response to the letter that we sent to Senator Shaheen regarding education legislative priorities. He stated that he anticipates receiving additional responses in the new few weeks.
3. **Committee Member Tassey**
    a. It was nice to be able to have a robust discussion and debate earlier this evening. Though they are sometimes tough to get through, it is good to see such diversity and ideas and thoughts from the board and he commended the board on that.
    b. He asked what the process is since the Board has approved the $306 million at the Board of Mayor and Aldermen. Dr. Gillis stated that they are going to bring the Facilities Plan to the Board on November 13th for an additional vote and then the Board will forward those items to the Board of Mayor and Aldermen for their meeting of November 21st. It was stated that this vote will be after the elections.

4. **Committee Member Argeropoulos**
    a. We are still looking for an HR Director and an Assistant Superintendent. These are very important positions, especially based on the conversations that the board had this evening around communication in the district.
    b. From the bottom up, we need to ensure the systems are in place to make it easier for everyone to do their jobs effectively.
    c. We need to push in observation as to what we can help teachers with in the district to make things go smoothly.
5. **Committee Member O'Connell**
    a. Hillside Middle School was in the Cross Country city championship this past week and both the girls and boys won their cross country races.
    b. He also wanted to echo Committee Member Tassey's comments about the robust conversation that took place this evening. These long conversations are healthy, though no everyone agrees, they are show respect and at the end are able to come to a conclusion.
    c. He stated that Halloween is upon us and kids will be out on our street in Manchester on Halloween from 6-8 p.m. We want our kids to be safe and have a fun night out.
6. **Committee Member Soule**
    a. She stated that she thought it was important to recognize that she was absent at the last full board meeting and the finance meeting. She stated that she was selected to attend the Community Schools Fundamentals in New York City with a team from Manchester. She stated that they focused on how this fits into our grow our students, grow our families, grow our teachers, grow our community. The Community Schools focuses on partnering with other agencies, providing student and family access to multiple resources, communicating between and amongst all partners. It's a strategy of organizing resources of a school and community around students' success, their strategies, not a program because every school is different. Communication and coordination are crucial and it is very much child centered. It is comprehensive, with a point person in each of the buildings that helps coordinate all of the services and it includes all of your curriculum services, your attendance, all of those pieces as well as family engagement. It is data driven, which we hear all the time here. MTSS, multiple tiered systems of support, both behavior and academic, as well as Response to Intervention, better known as RTI and its four pillars. It's

comprehensive, it's collaborative, it's coherent and committed, and she said that you'll see the tenor of this bolt pathways. As she stated earlier, the importance of our students and their families developing relationships and it's really important for us to continue to work through this. We have a meeting tomorrow with Amy Keurig, the whole group that went, the principal from Gossler Park and her team, we had the principal from Beech Street, and her team, as well as Dr. Murphy, and Amy and herself, representing the board. She stated that she would keep the board posted, because this is really, really important and it really speaks to the whole communication piece that pulls everything together. She stated that she thought it was important to share this information with all of you.

7. **Committee Member Leapley**
    a. She thanked Committee Member Soule for attending this conference for the Community Schools. She asked if there will be a core person that is coordinating everything that came out of that and she asked if Mrs. Soule could report back to the board on if we are hitting everything that she learned at the conference and if we have the full complement of people that we need to keep this great learning going. Committee Member Soule stated that she thinks the big thing is the community. Using community partners. There is an agency in New York that does that. We have applied for community schools grant for those buildings so that we would have a person in at least those two buildings, who would do that, but were meeting to see, okay, if that doesn't happen, what can we do to make it happen, and we've got to be creative, but we've started and we want to continue on that path. So hopefully, I'll keep you posted Thank you.

23. A motion is in order to go into non-public session under the provisions of RSA 91-A:3 II (a, b, and c, e, j and l) and RSA 91-A:2, I (b and c): for the dismissal, promotion or compensation of any public employee or the hiring of any person as a public employee; and, for matters, which if discussed in public, would likely affect adversely the reputation of any person; consideration of negotiation of pending claims or litigation; consideration of confidential, commercial or financial information that is exempt from public disclosure under RSA 91-A:5, IV; consideration of legal advice provided by legal counsel, either in writing or orally; and, Strategy or negotiations with respect to collective bargaining.

9:13 p.m.

*On motion of **Committee Member Perich,** duly seconded by **Committee Member O'Connell,** it was moved to go into non-public session under the provisions of RSA 91-A:3 II (a, b, and c, e, j and l) and RSA 91-A:2, I (b): for the dismissal, promotion or compensation of any public employee or the hiring of any person as a public employee; and, for matters, which if discussed in public, would likely affect adversely the reputation of any person; consideration of negotiation of pending claims or litigation; consideration of confidential, commercial or financial information that is exempt from public disclosure under RSA 91-A:5, IV; consideration of legal advice provided by legal counsel, either in writing or orally; and, Strategy or negotiations with respect to collective bargaining.*

Roll Call: Committee Members Turner, Parr, Want, Bonilla, Tassey, Argeropoulos, O'Connell, Potter, Perich, Dion, Hamer, Leapley and Mayor Craig voted yes. Committee Member Soule was out of the room at the time of the vote. Committee Member Gonzalez was absent. Motion passed.

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

10:14 p.m.

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

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

ADJOURNMENT

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

*On motion of **Committee Member Soule,** duly seconded by **Committee Member Want,** it was moved to adjourn. All were in favor and the meeting adjourned at 10:15 p.m.*

True Copy. Attest.
Respectfully Submitted,
Angela M Carey
Clerk of Committee

MANCHESTER SCHOOL DISTRICT

NH SCHOOL ADMINISTRATIVE UNIT 37
20 HECKER STREET, MANCHESTER, NH 03102
TELEPHONE: 603-624-6300 | **FAX:** 603-624-6337

JENNIFER CHMIEL GILLIS, ED.D
Superintendent of Schools

Item submitted by James Colby 10/23/2023.

Memorandum

Date: 10/19/23

To: Building Level Instructional Leaders

From: Network Director Erin Murphy and Curriculum Director Jillian Corey

Re: Use of NGs

We want to make you aware of a possible change to BOSC Policy Students 101.1: Attendance. The change would strike items E and F which prescribes the use of an "NG" grade for students that have five or more unexcused absences. The change would also involve striking reference to the "NG" in Policy Instruction 125: Middle and High School Grading System. High school principals asked us to look into the effectiveness of the policy and upon research, we have proposed this change for the following reasons:

1. The data shows that the policy disproportionately affects students whose home language is other than English. In the 2022-2023 school year, 43% of high school students with a home language other than English received an NG versus 31% of students whose home language is English.

2. The purpose of grading is to show mastery of the competencies within the course. This is independent of student attendance.

3. The process necessary to assign and appeal an NG can require up to five staff members and it is time consuming.

Discontinuing the use of the NG is not related to our belief that attendance in every class is crucial. We intend to focus on training in and enhancement of measures to mitigate class cuts and unexcused absences. First, with our attendance liaison in place, data, tracking and communication are improved. Next, all four high schools are implementing or have implemented electronic passes. Anecdotally, we know this system has already improved hall traffic and we are able to use the data generated by this system to put a more targeted procedure for unexcused class absences in place. Finally, any consequence or effort to change school climate and student behavior should be calibrated with our district MTSS-B team. This team will be working with the high schools in the near future to create data-based systems that are documented to improve school climate. There are high school representatives working on this team to ensure that the nuances of secondary schools are considered.

We know that you work hard daily to create meaningful, engaging lessons that students should not miss and we want to be transparent in changes that affect you and our efforts to support you along the way.

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

My name is Gordon Haner, 245 Youville Street. Thank you all for your time & continuing to allow Manchester residents to have a voice in the fluid needs of our public schools.

I come to you tonight as both a concerned parent & a concerned candidate, specifically for school board in Ward 11. I normally am more of a listener, digester, and planner rather than a speaker—but my feelings on this subject are too strong not to speak up.

Last week, there was a community candidate form held within the walls of Central High School, organized by a branch of the Granite State Organizing Project (GSOP). This aired on public TV & was held within a public building. While certain candidates were proactively invited, with ample time to prepare, a large percentage of candidates were not contacted & left out of this opportunity to engage with both voters and students. Personally, I only found out about this event thanks to an Ink Link article the morning of the event—with my wife being a nurse and working an 11-11 that day, it was too late for me to find child care for my son for that evening. I called GSOP and voiced my concerns, being promised an email so I can supply my answers to candidate questions, which was ultimately never delivered.

So why am I here? Partisan candidate forums happen all of the time right, but at least they are advertised as such. Ink Link reported that "a concerted effort to reach all candidates to participate" was made for this event, which after speaking with candidates across the city, we feel that not to be true. If this was in front of an audience of voter-age adults with a notion that invitations were done on a partisan basis, it would be one thing—but this was done in front of our students, whom are the most impressionable & important citizens of our city. It feels as though unilateral thought processes & viewpoints were purposefully put in front of our students, with the goal of amplifying WHAT to think, rather than HOW to think— in my opinion, teaching students HOW to think should be the #1 goal of every person in this room right now. Known exclusion goes against the hundreds of notions of inclusion that this board has referenced time & time again—ideological & intellectual inclusion should be no different.

In closing, I would like to leave you with three quotes-- the first two being from sitting board members (whom I will not name), from this particular event, that are here with us tonight:

"The people who are not here are not supportive of you, and if they get on the board it's not going to go well.... Despite their best efforts of advocacy, they're not going to support you."

"If you elect the people here on this stage tonight..... we are going to fight together"

These quotes seemingly elicit known exclusion with the purpose to further a certain agenda, and this worries me coming from currently elected board members at an event that was aired & held within a public setting.

So here is a quote for you all:

If we're to develop and discover new wonderful answers to the many problems we are facing, we must encourage children to think critically, outside the box. They should feel free to have

their own thoughts and thinking process. Hence, it is essential that children learn how to think rather than what to think. They should be conditioned to think critically, to ask questions, and to be imaginative with their ideas.

I have provided references, both written & video, in my paper that I submitted before the meeting. I hope you all can listen & digest my words tonight, just as I have done for dozens of board meetings before.

Thank you.

References

https://www.youtube.com/watch?v=bYCJnISCedk

https://manchesterinklink.com/oct-19-public-invited-to-student-led-candidate-forum-at-central-high-school-6-8-p-m/

MANCHESTER SCHOOL DISTRICT

NH SCHOOL ADMINISTRATIVE UNIT 37
20 HECKER STREET, MANCHESTER, NH 03102
TELEPHONE: 603-624-6300 | **FAX:** 603-624-6337

Class size overview – Fall 2023

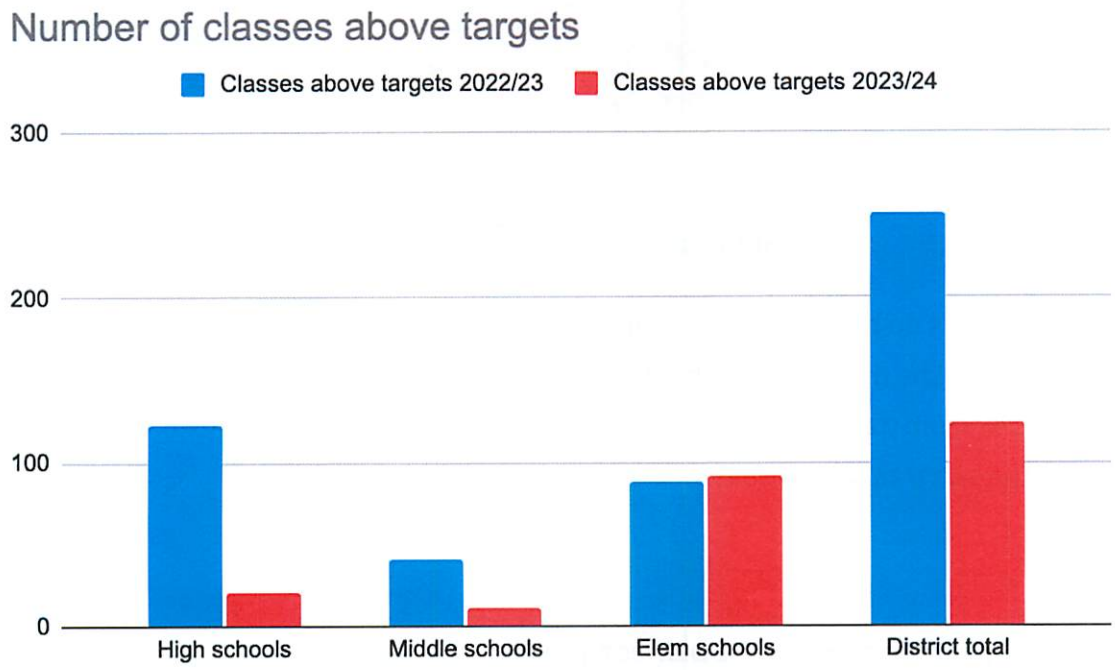
The following is a brief overview of class sizes in Manchester School District as of Fall 2023. Over the last year, Manchester School District has made significant progress toward class size targets as laid out in policy *Instruction 149 – High School Class Size and Course Availability*. Specifically, the policy lays out these figures:

- **Kindergarten-Grade 4:** 20 students maximum
- **Grades 5-12:** 25 students maximum
- **Lab courses:** 24 students maximum

The policy states that the District will adhere to these targets as closely as possible and will employ mitigation measures if classes exceed targets:

> *As the District restructures and reorganizes space in school facilities, it will adhere as closely as possible to these class size maximums. If a class exceeds the above sizes, educational consideration will be given to the regrouping of students or to the employment of a paraprofessional or additional teacher.*

Figure 1 – Manchester School District classes/sections above targets for 2022/23 and 2023/24

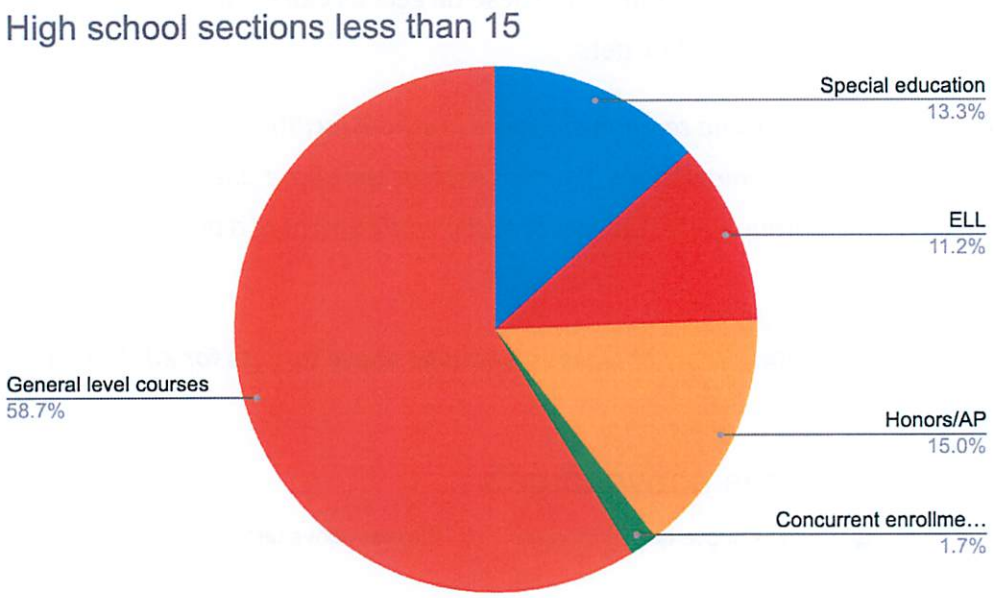


Class size data – 2023/24 and 2022/23

As shown in Figure 1, the number of sections over the target has decreased significantly at high schools (from 122 sections to 21 – a 82% decrease) and middle schools (from 41 sections to 11 – a 73% decrease). The number of classes over the target increased slightly at elementary schools (from 88 to 92 – a 4% increase). District-wide, the number of classes above the target number was cut in half (from 251 to 124).

- Of the 92 elementary school classes above the target, 55 of those are at schools that still have 5th Graders.
- Of those 55 classes at K-5 schools, 29 are 3 or more above the target.
- The schools currently in the K-4 model have 10 total classes that are 3 or more above the target.

Figure 2 – Breakdown of high school classes less than 15



High school classes less than 15

In addition to the focus on high school sections above 25, the District is also monitoring sections with less than 15 students. The number of high school sections with less than 15 students increased for this school year by 21%, from 224 to 286 total sections. Figure 2 shows the breakdown of the 286 sections less than 15 for the 2023/24 school year.

The majority of high school sections less than 15 are general level courses, however 15% are Honors or Advanced Placement, 13% are special education and 11% are English Language Learner classes. In total, 21% of all high school course sections are at 15 or less.

Mitigation measures

Schools and the District are taking ongoing further action to mitigate the impacts of class sizes above the target. These mitigation measures can include:

- At high schools and middle schools, seeking volunteers to teach sections during their 6th period;
- Deployment of paraprofessionals or other staff in buildings;
- Hiring new staff based on areas of greatest need;
- Long term facilities planning, which if completing the 5-8 model, will relieve pressure at numerous elementary schools.

As we proceed through the school year, the District is monitoring student achievement in classes that are above the target level. This information will factor into deployment of mitigation measures.

Attendance Policy: NGs

Jillian Corey, High School Curriculum Director

Dr. Erin Murphy, Network Director

Key Points
101.1 Attendance Policy

E. Limit of Absences

When a high school student has been absent from a particular class five (5) or more unexcused days in a marking period, that student shall receive an "NG" "No Grade" for that marking period. The "NG" shall be not less than 64.9999 for a student whose grade would have been a "D" or better without excessive absenteeism. Failures due to absenteeism shall be designated on student records. The use of "NG" shall result in the automatic printing of the comment "due to excessive unexcused absences."

Key Points
101.1 Attendance Policy

F. Appeals

Appeals for receipt of a "NG" due to excessive unexcused absences shall be addressed by contacting the Principal and completing the Marking Period Attendance Appeal Form. This form will be reviewed and responded to at the building level. Such cases shall be addressed on a case-by-case basis with the Principal to determine if any make up work is possible to avoid a "NG" marking for the marking period.

Key Factors Prompting Inquiry

GRADING

- Should reflect knowledge acquisition.
- MSD is moving toward standards-referenced grading.

ATTENDANCE

- Multiple penalties for the same offense.

RESOURCE CONSUMPTION

- Up to five distinct staff members at each school are involved with the "NG" process.

Example

- Student A
  - French I
    - Quarter One - 90.52%
    - Quarter Two - NG
      - FINAL GRADE Semester 1 - 78%
- Student B
  - Biology
    - Quarter 3 - NG
    - Quarter 4 - 80.59%
      - Final Grade Semester 2 - 73%

Findings

- The practice of using an NG does not communicate knowledge acquisition.
- Communication with families on a formal basis commences after 5 unexcused absences, at 10 and again at 15.
- The NG practice is inherently prohibitive for families in our community who have a native language other than English.

Data-West

- 202 students received at least 1 NG in 2022-2023.
- 360 NGs were given overall.
- 23% of students with a home language other than English had an NG versus 26% of students with English as the home language.

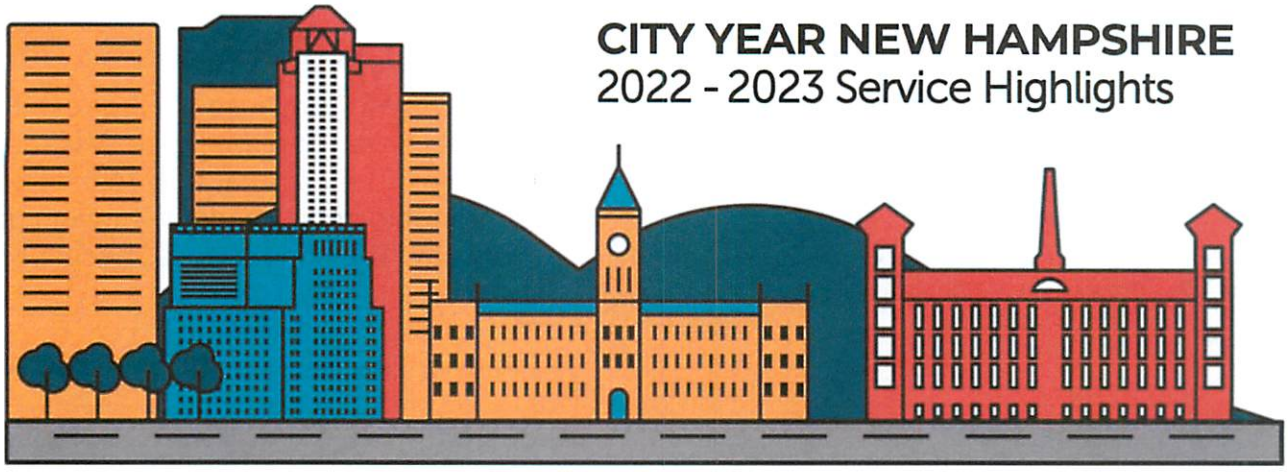
Data-Overall

- 1139 Students received at least 1 NG in 2022-2023.
- 43% of students with a home language other than English had an NG versus 31% of students with English as the home language.

*Career and Technical Education courses and the students who attend, at Manchester School of Technology are not distinctly reflected in the data.

Recommendations

- The use of “NG” is discontinued.
- Principals continue to work with the MSD attendance coordinator to identify distinct areas for improvement in class attendance.
- Usage of the electronic pass system as a tool to support administration in encouraging students to attend all their daily classes.



CITY YEAR NEW HAMPSHIRE
2022 - 2023 Service Highlights

49,000+ HOURS SERVED

2,339 STUDENTS SERVED

449 FOCUS LIST STUDENTS

40 SCHOOLWIDE EVENTS

City Year New Hampshire is an education-focused nonprofit that partners with Manchester Public Schools to help students and schools succeed. Diverse teams of City Year AmeriCorps members provide research-based student, classroom, and schoolwide support to help students stay in school and on track to graduate from high school, ready for college, career, and life.

FOCUS LIST STUDENTS SERVED BY CITY YEAR NH

56% of students met or exceeded ELA growth expectations, exceeding site goal by 16%

48% of students met or exceeded Math growth expectations, exceeding site goal by 13%

45% of students showed significant growth in Average Daily Attendance

PARTNERING WITH SCHOOLS

100% of City Year New Hampshire's partner principals are satisfied or very satisfied with the overall experience of working with City Year.

100% of City Year New Hampshire's partner teachers are satisfied or very satisfied with City Year's help in creating a welcoming environment for students throughout the school.

"We love having the corps members in our school. They are quick to jump in and help as soon as they see a need and have demonstrated a high level of initiative within their classrooms and the school as a whole." - Partner School Administrator

A CLOSER LOOK

INCREASING STUDENT ENGAGEMENT

93% of teachers are satisfied or very satisfied with City Year's help in improving the whole school culture and climate.

100% of administrators agree or strongly agree that AmeriCorps Members had a positive impact on students' attendance.

"Because of City Year, my students have been able to access their education in a way that they feel comfortable and confident showing up every day. They find success because I show up and City Year shows up."

- Partner Teacher

ACADEMIC IMPACT

90% of teachers agree or strongly agree that their AmeriCorps Member(s) had a positive impact on the learning environment of their classroom.

91% of teachers agree or strongly agree that their AmeriCorps Member(s) had a positive impact on students' instructional engagement in their classroom.

"City Year are pretty much great at what they do. If I didn't have my City Year in my class, I'd probably not get the same grades."

- Student

SENSE OF BELONGING

100% of administrators agree that City Year had a positive impact on students' sense of belonging

91% of administrators agree or strongly agree that City Year had a positive impact on family engagement.

"City Year has been an integral part of our school team for years now and have continually been a collaborative partner that helps create a better school environment."

- Partner School Administrator

BEHAVIOR

93% of teachers are satisfied or very satisfied with City Year's help in improving the whole school culture and climate.

93% of teachers agree or strongly agree that their AmeriCorps Member(s) had a positive impact on students' social and emotional health.

"My City Year talked to my friends and I when we had problems so that we could talk out our feelings and resolve conflicts together."

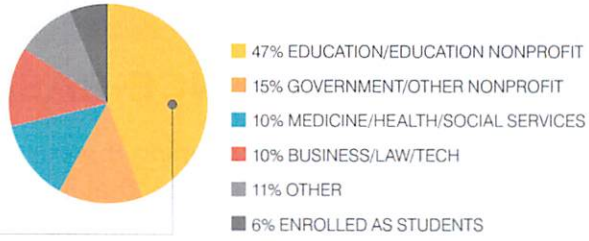
- Student

"Because of my two years of service with City Year, I developed a passion for young people and am pursing a career as an educator and am excited to stay in the Manchester community as a student teacher next year!"

– Hannah
City Year New Hampshire Alum

PREPARING ALUMNI FOR CAREERS

City Year Alumni make a difference in a wide range of professional fields.



82% OF CITY YEAR NEW HAMPSHIRE ALUMNI AGREE THAT CITY YEAR HELPED PREPARE THEM FOR THEIR CAREER.



"City Year has shaped my career in ways that I could not imagine. I chose Northeastern because it was a social justice-oriented law school, and I knew it would align with the values that I embodied during my year of service. My students taught me the importance of patience, compassion, and courage, which are traits that I strive to incorporate in my own career."

Shreya Vijay '20, City Year New Hampshire Alum

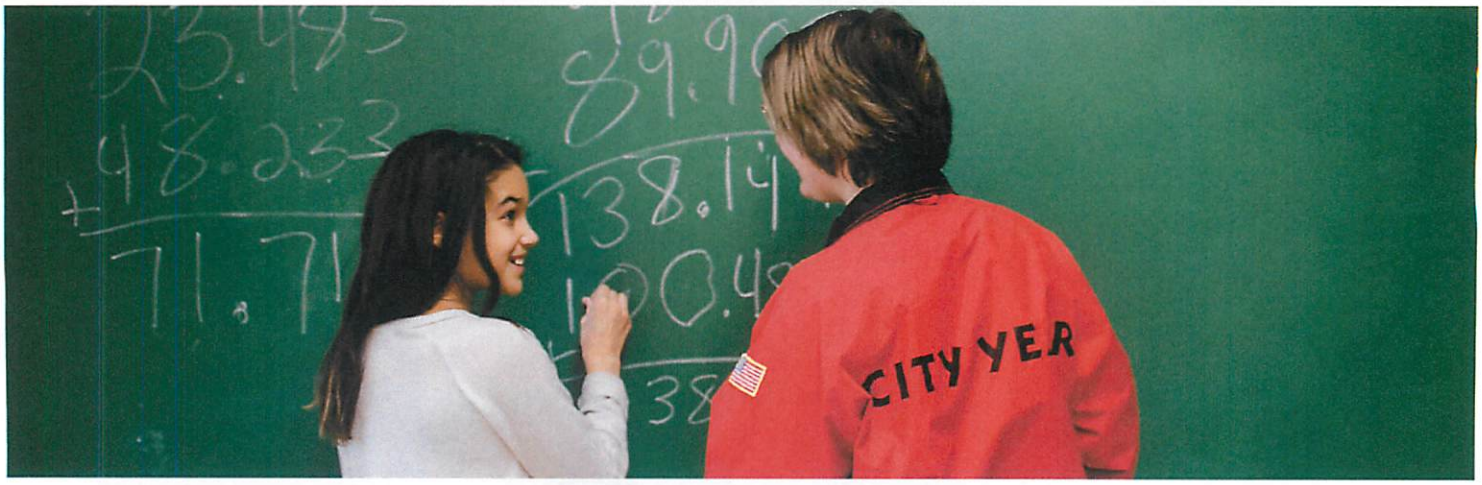
91% OF CITY YEAR NEW HAMPSHIRE ALUMNI AGREE THAT CITY YEAR MADE A SIGNIFICANTLY POSITIVE IMPACT ON THEIR LIVES.



"My experience with City Year has absolutely changed the trajectory of my career path. I learned so much about the Manchester community as a whole by living here and working with the kids, which I believe makes me better at my current job.

After serving with City Year, I decided to continue serving in the Manchester community. Currently, I am the regional site manager of the Meal on Wheels of Hillsborough County, Manchester location. I truly believe I wouldn't be where I am today, both professionally and personally, without my City Year experience."

Nicole Dutka '20, City Year New Hampshire Alum



CITY YEAR'S EVIDENCE-BASED APPROACH

At City Year, we believe that developing the skills and mindsets of all children and young adults contributes to strong, vibrant communities. We know that every child wants to pursue their interests, do well in school, and reach their highest aspirations.

City Year's programs are informed by research that identifies three Early Warning Indicators that a student is at risk of dropping out: poor attendance, poor behavior, and course failure in English/math. Analysis from Civic Enterprises and the Everyone Graduates Center at Johns Hopkins University shows that the ABCs, Attendance, Behavior, and Course Performance "were much more predictive of student outcomes than demographics or test scores."

As near-peer role models close in age to the students they serve, City Year AmeriCorps members can connect with students who exhibit these indicators, off-track students, and respond to their needs in a meaningful way to get them back on track to graduate.

When additional human capital is strategically integrated into a school City Year can reach significant numbers of students who can benefit from additional support.

HOW CITY YEAR WORKS IN SCHOOLS

City Year works closely with the school principal and teachers to deliver a suite of interconnected services that cost-effectively and efficiently improve student, classroom and whole-school outcomes.

- Additional capacity in the classroom, supporting classroom management and providing and enabling differentiated instruction
- Use of data to monitor student progress and better meet student needs
- One-on-one and small group instruction in ELA and math with embedded social-emotional supports



- Extended-day activities: after-school programming, homework assistance, enrichment curricula and civic projects that build and serve community
- Small group social-emotional skill building sessions
- Whole school activities that improve conditions for learning, engage families and inspire civic engagement

A SAMPLE DAY IN THE LIFE OF A CITY YEAR AMERICORPS MEMBER







7:30AM — Arrive at school

Head to classrooms to meet with City Year team, check-in with teachers and prepare for the day.

STUDENTS ARRIVE/ STANDARD SCHOOL DAY BEGINS

8:15 — Morning greeting

Greet students to get them excited and ready to engage in learning.

8:45 — Reading conferences

Hold individualized check-ins and coach students on reading strategies.

9:15 — In-class support

Provide academic and student engagement support while teacher delivers instruction.

10:30 — Literacy tutoring

Provide one-on-one or small group instruction on foundational literacy skills.

12:00PM — Lunch & Recess

Build relationships and reinforce social-emotional skills in lunch groups. Run inclusive and active games during recess.

1:00 — Teacher meeting

Meet with classroom teacher to review student progress data and plan accordingly.

2:00 — Math tutoring

Deliver planned instruction on foundational math skills one-on-one or in small groups.

STANDARD SCHOOL DAY ENDS

2:45 — Attendance check-in

Coach students on attendance, monitoring progress and setting goals to prevent tardiness.

3:00PM — Homework support

Within afterschool programming, provide structured time and individualized support for homework.

4:00 — Enrichment Activities

Within afterschool programming, lead enrichment, such as clubs, arts and FIRST LEGO League.

STUDENTS DEPART AFTERSCHOOL

5:15 — Team Meeting

Regroup with team to debrief the day and preview upcoming plans. Head home to rest up for another day of service.





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Where We Serve

Bakersville Elementary School

Henry Wilson Elementary School

Northwest Elementary School

Parker-Varney Elementary School

The Middle School at Parkside

"My City Year would pick me up in the morning and bring me home in the afternoon on a Walking Bus so that I didn't have to walk by myself and feel unsafe. It helped me get to school on time and made me want to come to school more." - Student

KEY PARTNERS

Volunteer NH

City of Manchester & Manchester School District

TEAM SPONSORS & MAJOR INVESTORS

Red Jacket

New Hampshire Charitable Foundation

Manton Foundation

PROGRAM SPONSORS & KEY SUPPORTERS

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CITY Year

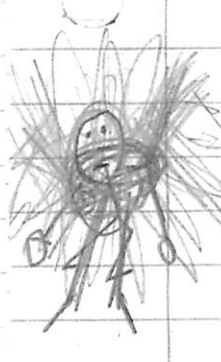
my CITY Year help me Pray
in Square and with work we
walk the school we play in the
gym we Talk if im having a
hard Time. we have lunch groups
we helps other friends.

3

what city Year mean to me

what city year means to Me is
they help me when I Need
help and they are Kind to me, when
I'm Sad.

22



City Year Riteing

Mr brown helped me with
asignments. They help Me
with finding places.
Mr hate also toght me
how to tie my Shoe.

ONE YEAR HERE CAN BUILD A LIFETIME OF CHANGE.

CITY YEAR



NOW HIRING