

**MANCHESTER SCHOOL DISTRICT SAU #37
POLICY COMMITTEE**

October 18, 2023

6:30 p.m.

1. Chair Want called the meeting to order at 6:30 p.m.
2. The Clerk called the roll.

Present: Committee Members Want, Leapley, Perich, Parr and Bonilla.

3. Public Forum

There was no one present wishing to speak.

6. Approval of the Minutes from the September 20, 2023, Policy Committee meeting.

*On motion of **Committee Member Parr**, duly seconded by **Committee Member Perich**, it was moved to approve the minutes from the September 20th, 2023 Policy Committee meeting. All were in favor and the motion passed.*

7. Presentations

There were no presentations this evening.

8. Revisions to Instruction 146: Tutoring – by Committee Member Sean Parr

Committee Member Parr stated this policy was revised in consultation with the district administration to more fully provide direct instructional support to our students who are performing below grade level and the revisions are outlined in the document. You can see that there are a couple of shades of red in the revisions and that just indicates a couple of layers of revisions. The only original line is the black print line, “teachers shall not tutor...” the revisions are primarily above this line.

Questions and comments included:

1. The third line down that talks about students who are absent for more than 20 cumulative days due to suspension, that an educator recommends for additional tutoring due to the academic need. It was stated that maybe the area about students who have been suspended or excluded

from school can have its own paragraph. It was stated that this information could be pulled out and made into an independent sentence but the idea was to set a qualifier.

2. It was stated that once a child hits the 20 day mark for being excluded from the school, the RSA requires that we provide that student with academic services to enable them to progress from grade to grade.
3. Even if a kid is meeting the mark, teachers can still request that the student receive tutoring.
4. It was stated that it states that students that “eligible students would be below grade level and as defined by district assessments in grades 6-12 grade, as funds are available”, and it was asked why we chose 6-12 grade and didn’t include the younger students? We need to make sure that students are hitting grade level when they are younger than this to help to prepare them for the higher grades. The tutoring company does not currently offer this to the lower grades but the district is working to get tutoring for these students. It was stated that the way that the policy reads, it looks like we cannot support our kids K-5 who are performing below grade level due to funding. It was asked logistically how much funding it would take to support our younger students. It was stated that we need to give our students that are under 6th grade support when they fall below grade level. It was stated that this wording would be cleaned up.
5. It was stated that based on how this is written currently, the committee cannot support this policy.
6. It was stated that they will go back to the administration and the Chief Finance Officer to see if there is funding available to support those younger students. It was stated that we should still have some Covid funding available. It was stated that the COVID funding for FEV Tutoring ran out on June 30th.
7. Tutoring is the most beneficial thing that we can offer at student of any age that is falling below grade level.
8. The district does have reading interventionists but students are removed from class to work with the interventionists and we need to make sure that students are in class learning.
9. Supports and tutoring could be offered through the 21st Century Program after school.
10. It was asked for the district to also look into in person tutoring.
11. The vision and our goals need to lead our decision making and implementing the lower class sizes will help with getting students back on track for learning.

12. We need to look at our policies and our procedures to see how we can do better next year and what the best practices should be for our kids.
13. In the policy, it states as funds are available and that is the key for the students in grades K-5. It was stated that we do not want this wording in the policy as it would pigeonhole the district and say that we cannot provide these services. With the Multi-Tiered Systems of Supports that are in place this is not something that we want to do.
14. We shouldn't be pulling our youngest learners out of their math classes to work on reading, as then they will get behind in math. We need to be able to provide them with tutoring so that they are not missing out on valuable instruction time.
15. The administration will go back to the Finance Officer to get the fiscal impact on offering this to the younger students.
16. It was stated that the program that they are looking at is tutoring.com.

*On motion of **Committee Member Parr**, duly seconded by **Committee Member Bonilla**, it was moved to table item #8, the revisions to policy Instruction 146: Tutoring. All were in favor and the motion passed.*

9. Revisions to the Job Description for the Career Development Specialist – by Nicole Doherty, Executive Director of Teaching and Learning

Nicole Doherty and Vasiliki Partinoudi, the Technical Director of CTE, were present to speak on this matter. They stated that they are coming forward with these revisions based on the transformation of the recruitment and community liaison position at MST for CTE, and it is being revised to the Career Development Specialist. This job description encompasses a broader responsibility reflecting and increasing significant guidance of our students towards promising and rewarding career opportunities. What was originally centered on recruitment and community liaison duties has now matured into a pivotal role focused on steering our students towards high skilled high wages in high demand professions. The Career Development Specialist at MSC stands at the forefront of empowering us students to attain their educational and professional aspiration. This role is necessary, and unwavering commitment to the student's success, comprehensive understanding of academic and career development principles. The original job description for this role dated back to 2013 no longer aligns with the expanded scope and responsibility it holds today. The proposed job description underscores the specialist's pivotal role in shaping our students future. It involves the development of career pathways,

the oversight of work based learning experience, recruitment, summer camp, and the administration of extended learning opportunities. These elements aim to ensure our students are well prepared for current and emerging professions. A central aspect of this role involves the collection and analysis of student data, providing the foundation for informed decisions and enhancement to our approach. The Career Development Specialist plays a pivotal role in building partnerships with the community and various school stakeholders. They serve as the liaison between these parties to optimize student learning opportunities and experiences. In this capacity, they bridge the gap between our educational institute and the real world, ensuring our students have access to valuable resources and networks that can contribute to their success. In terms of the financial impact, the salary for the Career Development Specialist is \$69,518 and with the benefits the total amount would be \$103,499. This funding is from both the general budget and the Perkins grant. The proposed job description underscores the indispensable role of the career development specialist in shaping the education and professional futures of MST students and CTE Regional students and acknowledges the significant transformation that has taken place recognizing the dynamic nature of education and evolving needs for our students.

Questions and comments included:

1. This position is different than a guidance counselor at a traditional high school, this job would encompass guidance, an ELO person and they would be incorporated into one.
2. The ELO position is an existing position that was hired in 2013, prior to covid, and since that time other work has been taken on by this person.
3. We don't want to keep someone from applying as they do not have the marketing/business aspect.
4. They could work with community partners to help with the marketing aspects of the CTE program.
5. It was asked why a student would have to come into school at all and why they cannot just go be an apprentice to a carpenter. It was stated that this is not allow by the law. The program needs to be maintained with in the school building.
6. We need to guarantee the quality of our education. The students need to receive the education that they deserve. As an example, if they come in for automotives, they need to know how to do an oil change and we need to make sure that they are receiving this education.

7. The idea is to follow the student, do checkups on them and to make sure that they are being prepared for the demands of the industry.
8. Concord just hired a spokesperson or outreach person, who goes into all the high schools for the New Hampshire Automotive Dealership Association. Students are learning in comparison to the expectations that are of the automotive association and earning certifications as they go along.
9. During the discussion, the document was revised as follows: The removal under Minimum qualifications, on the first line of Marketing/business. This was due to not wanting to keep someone that would do a great job in this position from getting the job because they have not done any marketing.
10. The document was also asked to be revised so that the punctuation in the document is the same all the way through.
11. It was stated that we need to make sure that the wages are making us competitive.
12. Programs are being designed in New Hampshire that are amazing, where students are getting paid and are attending classes at the same time. We want to make sure that we are offering these things so that students want to stay and to come to Manchester for their education.
13. These students could graduate from high school and have a job right out of school.
14. MST has an summer program where the students go on a field trip to see businesses in Manchester.
15. It was stated that by approving this job description, it is understood that the Recruitment Committee liaison no longer exists and has been incorporated into this position.

*On motion of **Committee Member Leapley**, duly seconded by **Committee Member Bonilla**, it was moved to approve the job description for the Career Development Specialist, as amended, and forward this item to the full Board of School Committee for approval. All were in favor and the motion passed.*

10. Job Description for the Data Analyst – by Nicole Doherty, Executive Director of Teaching and Learning

Nicole Doherty was present to speak on this item. She stated that she wanted to address the need for a full time data analyst position within the district. Our commitment to data driven decisions remains steadfast as we continually strive to advance student learning. We recognize the immense power of information, the valuable insight data can offer, and the profound impact it has on a student's

educational journey. The role of the data analysis extends beyond being just another position and is the cornerstone of our efforts to ensure that our assessments and accountability are firmly grounded in data. It aligns with our strategic plan and achieving our district goals. These goals are linked to enhancing student achievement and improving educational outcomes for every student. Through our collective endeavors we aim to foster continuous improvement in our educational program, ensuring that each student in our district has the opportunity to excel and thrive. Currently, we do have a dedicated data analysis supporting our Title One schools, consisting nine elementary schools and another data analysis as needed. The contribution of our current data analysis has been invaluable, but we acknowledge that the demand for the data driven insight across our district has become steadily increasing. It's imperative that we take the next step by introducing a new, additional professional who will play a central role in collecting and analyzing and dismantle crucial information to the key stakeholders. We need someone who can provide leadership on the ongoing development improvement and evaluation of our curriculum instruction, and student data management, take on the responsibility of coaching principals and teachers on instructional delivery and methods using the data and assist principals in analyzing their school data to create their school goals. The proposed salary of 100,000 is the maximum salary for this position and when we consider benefits, the total cost will be \$148,880. We plan to fund this position using ESSER funds, viewing it as an investment in the name of our student's success and overall growth and improvement of our district. The role of the data analysis is not solely about working with the numbers but shaping the future of our students. It's about making informed decisions that can transform lives and enhance the outcomes. The position underscores our commitment to educational excellence.

There was a lengthy discussion on this item. Amendments to the document based on the discussion included:

1. In the section reports to, at the top of the job description, it will state Assistant Superintendent of Teaching and learning or their designee. This is due to this position not currently being filled and is just in case this position is fulfilled before the new assistant superintendent is hired.
2. Under Minimum qualifications:
 - a. Bullet One, removal of Master's degree, to be replaced with Bachelor's degree.
 - b. Bullet number two to be revised to read: Minimum of three years experience with educational data analyst.
3. Under Responsibilities of the position:

- a. Bullet one, removal of leadership after provides, to read, “Provides support...”
 - b. Bullet number two, removal of supervises and provided leadership for a and replaced with the wording, “Plans, directs and assists in creating a comprehensive system of testing and assessment related to federal, state and local mandates focusing on high standards of student achievement.
 - c. Bullet number nine, on the bottom of page 16, removal of the first three words, provides leadership and, for the bullet to begin with the words, “Collaborates with building...”
 - d. One page 17, the third bullet from the bottom in this same section, remove the second and third words, leadership and, so that it will read, “Provided expertise in assessing...”
4. Under Required Special qualifications, the first bullet will be removed in full.
 5. Throughout the document, all punctuation to be reviewed and amended to be fluid throughout the document.

*On motion of **Committee Member Parr**, duly seconded by **Committee Member Bonilla**, it was moved to approve the job description for the Data Analyst, as amended, and forward this item to the full Board of School Committee for approval. All were in favor and the motion passed.*

11. Administration Policy Updates – by Attorney Katie Cox Pelletier
 - a. Administration 100: Administration Goals
 - b. Administration 101: School Superintendent
 - c. Administration 102: Appointment of Superintendent
 - d. Administration 103: Superintendent’s Development Opportunities

Attorney Cox Pelletier stated that they have targeted the Administration policies for review this year and they will be coming in with more of these Administration policies as the year goes on. This is the first group of policies to come forward in this section, as they continue to work behind the scenes on these updates.

There were no questions or comments on any of these revisions.

*On motion of **Committee Member Perich**, duly seconded by **Committee Member Leapley**, it was moved to approve the revisions to the administration policies, Administration 100, 101, 102 and 103, and*

forward this item to the full Board of School Committee for approval. All were in favor and the motion passed.

12. Revisions to policy Students 116.2: Policy on Use of Child Restraint and Seclusion – by Attorney Cox Pelletier

Attorney Cox Pelletier stated that this policy received a major overhaul last month but she actually attended a conference recently on student discipline, where she was able to attend a section on restraint and seclusion, and the updates to the law. She stated that after attending this conference, the recommendations tonight are based on some clarification she was able to receive while there.

Questions and comments included:

1. Attorney Cox Pelletier was thanked for the work that she has done on this policy, as these policies are really important for the district and it is even more important that the policies are right and brought forward for revisions whenever changes are warranted, whether we just revised them or not.

*On motion of **Committee Member Perich**, duly seconded by **Committee Member Leapley**, it was moved to approve policy Students 116.2: Policy on the Use of Child Restraint and Seclusion policy Students 116.2: Policy on the Use of Child Restraint and Seclusion and forward this item to the full Board of School Committee for approval. All were in favor and the motion passed.*

13. Revisions to Attendance and Middle and High School Grading – by Jillian Corey and Dr. Erin Murphy, High School Curriculum Director and Network Director

- a. Revisions to Students 101.1: Attendance Policy
- b. Instruction 125: Middle and High School Grading Policy

Dr. Murphy and Jillian Corey were present to speak on this item. They stated that they are present tonight to revise the Attendance Policy and the Grading Policy. They stated that the only revisions that they are recommending are the removal of sections E and F of the attendance policy, regarding the issuance of an NG (no grade) and in the grading policy also just removing the NG grade. When a student misses over five days and those absences are unexcused, they are given an NG. They stated that they came to the conclusion that this part of the policy is insufficient for actually communicating

education knowledge of what has been learned in the classroom. This penalty creates an unnecessary number of hoops for a student to go through to get the NG removed from their grade.

Questions and comments included:

1. This issue has been brought up by numerous parents and students.
2. Some students miss school due to reason that would be excused but do not bring in a note and thus the absence is not excused.
3. If we continue wot work under the Competency based educational system, then we need to do away with the NG and allow students to show that they comprehend what has been taught.
4. It was stated that the rest of the policy is being reviewed by the new attendance coordinator, Jessica Dubois, for possible future revisions, but this is coming forward now as it is crucial. It was stated that Attorney Cox Pelletier did bring this policy forward for revisions in 2022.
5. This is a change that is on the right track to providing and centering equity within our school district.
6. How will these be promoted within our high schools so that students understand these changes to the policy? It was stated that upon approval by the full Board, they will move forward to providing teachers and principal's the information and they can give the information to the students. Consistent messaging needs to be sent out across the district.
7. It was stated that in looking at the data, it shows that the change to putting in NGs has not done what it was intended and instead was creating unintended consequences for students.
8. We want students in classes, this is what is most important.
9. This is something that comes up in the conduct committee and should have been shared with that committee for input as well.
10. We need to make sure that our communication with families is being done and we need to make sure that we are meeting their needs and connect them to resources. Good communication is key.
11. This policy is also linked to Teaching and Learning and the Multi-Tiered Systems of Supports.
12. Jessica Dubois is doing a lot of work around attendance and looking at the communication systems and how we are reaching out to the families of the students affected.
13. It was stated that Ms. Dubois felt it was important to have this brought forward now due to the unintended consequences that it was creating for our students.

14. Decisions need to be made based on the data and this is a decision that was made solely on the data that was presented.

*On motion of **Committee Member Perich**, duly seconded by **Committee Member Leapley**, it was moved to approve striking items E and F of the policy Students Attendance 101.1: Attendance Policy and striking the letter grade of NG on policy Instruction 125: Middle and High School Grading and forward this item to the full Board of School Committee for approval. All were in favor and the motion passed.*

14. TABLED ITEMS

- a. Coordinator for Non-Public School Federal Funds – by Nicole Doherty, Executive Director of Teaching and Learning and Polly Golden, Principal Grant Manager

*On motion of **Committee Member Perich**, duly seconded by **Committee Member Bonilla**, it was moved to remove item 14-a from the table, the Coordinator for the Non Public School Federal Funds, and to receive and file this item. All were in favor and the motion passed.*

15. NEW BUSINESS

Committee Member Leapley stated that she read an article in the Manchester Ink Link today. In that article, students at the high schools were sharing that there is a new way to do things when they need to leave the classroom to go to the restroom or to the nurse. She stated that in the article it talks about how they have to put the request in through their computer or smartphone and she was not sure if this was the case and if that is the case, there must be a good reason for that and could include not wanting too many students wandering the hallways or in the bathrooms at the same time. It was concerning that they had to register a request about something like using the bathrooms or going to the nurse, as these are things that affect the human body. It was asked if this was the case and if so, if more information can be brought to the committee on this at a future meeting. It was stated that they will do that.

ADJOURNMENT

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

*On motion of **Committee Member Perich**, duly seconded by **Committee Member Parr**, it was moved to adjourn. All were in favor and the meeting adjourned at 8:00 p.m.*

True Copy. Attest.

Respectfully Submitted,

A handwritten signature in blue ink, appearing to read "Angela McLaughlin".

Clerk of Committee