

**BOARD OF SCHOOL COMMITTEE
MANCHESTER SCHOOL DISTRICT SAU #37**

January 10, 2022

6:30 p.m.

1. Mayor Craig called the meeting to order at 6:41 p.m.
2. Mayor Craig called for the Pledge of Allegiance.

Committee Member Parr led the Pledge of Allegiance.

3. A moment of silence was observed.
4. The Clerk calls the roll.

Present: Committee Members Turner, Parr, Soule, Want, Tasse, Argeropoulos, O'Connell, Potter, Perich, Dion, Hamer, Leapey, Mayor Craig and Barbee.

Absent: Committee Member Gonzalez

PUBLIC FORUM

5. The purpose of the public forum is to give the residents of Manchester the opportunity to address the board. All people wishing to speak will have up to three (3) minutes to do so, and any comments must be directed to the chair. Any resident wishing to speak will come forward to the nearest microphone, clearly state their name and address when recognized and give their comments.

James Colby, 3 Leda Avenue, stated:

I'm a parent, as well as a teacher, here in the district. I'm here tonight asking the Board to revisit High School block scheduling, as it's done here in Manchester. Currently, we have an A/B block type of schedule, four blocks on one day, four different blocks on the next day. Many of us in the classes struggle with the short attention span of teenagers and keeping them on task. The problems are especially severe with learning disabled students. My own son suffers from central auditory processing disorder and for those unfamiliar, it makes it hard for students to process and make meaning of sound. That can make it hard to learn from focusing on what a teacher says, to learning how to read. The student who works to process a 50 minute class every day, now struggles with an 83 minute class and then has 48 hours or more away from that class until the next class. A student who falls behind continues to fall behind and the gap progressively increases. We as educators are constantly faced with students who are disengaged in general. Look at the number of students that have two studies on a given day, almost three hours of

downtime. I personally have seen a student in this situation go from high honors to failing most classes since the start of block scheduling here in Manchester. If a student's absent on a given day, because of the way Manchester implemented block scheduling, they are away from instruction in the class for four to six days. Again, putting the student further behind. As an example, today, January 10, my son had classes he hasn't been to since January 3. Last Wednesday, he was at MST and his first block was held due to the weather. Friday school was cancelled, which brings us to today. The learning loss continues. As educators are constantly reteaching material, material presented on one day must be retaught when the student returns to class two to four days later. This constant reteaching over a period of time, cuts back on the amount of material presented to the students. Under the previous bell schedule, where students met every day, we had 500 minutes of instruction in a two week period. Going to a B Block we now have 415 minutes in the same two week period, with gaps between each day of class. Personally, I'm behind where I normally am in my running start classes because of the implementation of this type of block scheduling. As a side note, with deleveling, this could be detrimental, as educators planning is disastrous. Forget about planning for guest speakers to come into the class, if I plan for speaker to come in on Friday and there's a snow day any day in between that Friday, I have to cancel the guest speaker because that class no longer meets that day. I implore you to ask your building administrators how block scheduling is going. Ask your educators. Furthermore, you have a student representative to the board right here. Ask them. Again, I asked this board to look at other options for implementing block schedule. There are other ways that block scheduling can be implemented that will benefit all. Thank you.

Jeff Howe, 95 Wagner Street, stated:

I want to welcome the new members of the board and say welcome back to the returning members. I am a parent of three students in the district and I'm also a teacher in the English department at Central High School. I come before you tonight to talk about Instruction 119 equitable access to high standards and its follow up instruction 119-A deleveling of courses in the Manchester School District. Nobody should argue with the goal of these policies, which is to provide equitable access to rigorous standards, competencies, and quality curriculum instruction and assessments for all students. Providing this as a primary goal for us all I would hope and while there might be some debate about the best way to achieve this goal, one thing is certain, it needs to be done with forethought and clarity of vision. Instruction 119 itself outlines this when

it states that we need to identify, develop and implement the instructional pedagogies and practices that best reduce persistent learning and outcome gaps. Identify, develop and implement. These three steps are necessary for a data driven, needs based and outcome oriented plan. Where is this plan? Instruction 119 also outlines several areas of professional development that staff will need to effectively implement deleveling. So, as the policy itself states, they are prepared to meet all students' educational needs in heterogeneously mixed ability classes. Again, where is the written plan for this? Self-directed webinars are not enough for such a large change. When the previous board adopted instruction 119a, in November, the date for implementation was moved from 2023 to next fall. This was done by quietly passing it on the consent agenda with no discussion. I ask you to reconsider this. Reconsider the timeline for this important change? If it's going to be done, shouldn't it be done right? I would happily volunteer my time to serve on a committee to make it work. And I'm sure many others would too. Feel free to contact me at Central if you want to follow up on this. Let us help you and our students. Thank you.

Joanna Brown, 246 Blevens Drive, stated:

I reviewed the Amplify language arts packet over the last few weeks, and I agree that it is a good collection of various places and periods but it has a universal undertone of very dark messages. Questions such as identify when they, meaning the students, felt or would feel frightened or threatened? That's a question in the kindergarten section over and over and over again, in every topic, that same question appears, in every grade from K through five. Why are you pushing such a plan that has such dark messages? It's absolutely disturbing for kindergarteners, that's the topic of their class. But my first request is that you'd be much clearer about your plans for change because my main complaint is your deleveling plan. There is no public plan that I could find. I have spoken to teachers, admins and students and no one knows what your plan involves, or when it will be put in place. I have heard dozens of teachers are already ready to retire prematurely if you release this plan. One question that demands an immediate answer is how your deleveling plan will protect the students who need a faster pace and more challenge. How will the ambitious students be free from educational and psychological harm. I suspect that you envision that the more advanced students will be assisting the slower students but that is wrong for several reasons. No child is equipped to carry another struggling student, nor should they be asked to. And parents ought to be told that this is coming down the line. You need their full and

forthright acceptance and no child should be subjected to this deleveling policy without express written consent of parents. How do you expect teachers to manage an already overcrowded classroom with a wider range of students from the unambitious to the very ambitious? You cannot task teachers with an impossible goal and you cannot sacrifice any child in the meantime. This is not a solution to poor test scores. It will only buy you time until it becomes somebody else's bigger problem, five or 10 years down the road. Quoting excerpts from Paul Harvey's 1965 broadcast, "if I were the devil, I would confide that what's bad is good and what's good is square. If I were the devil, I'd educate authors to make lurid literature exciting, so that everything else would appear dull in an interesting and threatened TV with dirty movies. If I were the devil. I would encourage schools to refine young intellects but neglect to discipline emotions, let those run wild. I would sometimes psychology for religion, and I would defy science because that way men would become smart enough to create super weapons but not wise enough to control them."

Brian Cole, 890 Howe Street, stated:

I'm here to talk about deleveling. Deleveling would be catastrophic to a school district that is already ranked almost last in the state. It would take a gifted child and put them in the same class as a child that is struggling. The gifted child would become bored and disinterested in learning and the struggling child become even more lost than they are now. Children that are struggling need additional help, so they don't get left behind to become more lost. And this kind of system that you're trying to put in place is just going to make that even worse than it already is now. The rest of the children, which is the majority, will have a normal course load. If the school board adopts this policy you'll just be putting another stake in our children's futures. And I'd like to say the CRT has no place in the public education system.

Jane Beaulieu, 609 South Main Street, stated:

Good evening school board members, I congratulate you on your recent election to the Manchester School Board. My name is Jane Beaulieu, 609 South Main Street in Manchester, former school board member serving in 2020/2021. I would like to share my experience on the Board over the last two years. COVID has been nothing but a challenge for all, especially school administrators working to educate our children while keeping them safe. Fortunately, our district has received federal COVID rescue funds to continue our efforts to train staff, improve air quality in our schools and build capacity to strengthen school ties with parents. Although while

not much was rosy in 2021 or 2020, the dedicated staff and administrators, including Dr. Goldhardt, Amy Allen, Jennifer Gillis and Mary Steady provided guidance and support to establish equity in our schools. A few words of advice to help you perform your duties as School Board members in the coming years. As a school board member, you are tasked with policymaking, overseeing finance and facilities and most important teaching and learning. Work with the administrators and please support their efforts and findings, follow their lead. When answering to your constituents, please follow protocol. Residents, our parents contact you, you can contact the principal and they contact the principal with issues involving their students. The principal reports to the admin and if they need clarification or support, the administration works to resolve the issue. It's pretty clear you have one leader and it's not the vice chair, it is the superintendent support him or her. Keep meetings to four hours, after four hours it becomes chaotic and dysfunctional. In conclusion, I would like to thank the school district clerk Angela Carey for excellent organizational skills and her efforts to keep the board informed and in line. I would also like to thank the finance director, Karen DeFrancis and her staff, for helping us navigate finances through the pandemic. Good luck to all of you in 2022 and 23 and I thank you for your time.

Josue Lugu, 570 Dubuque Street, stated:

Before you start the timer, you're going to be served with notice of maladministration, malice and malfeasance. Please start timer now. I, Josue Lugo, one of the People as seen in New Hampshire Constitution Bill of Rights, Article eight in this court of record, am giving you and your agents notice. You, being trustees of the People, must provide due care and remember your oath which binds you. I make the following statements and claims: In implementing mandates concerning personal health decisions for the people of New Hampshire and their children, you are exercising authority which was never granted to you. The Constitution clearly reserves the authority to make or suspend laws to the legislature. Please acquaint yourself with the New Hampshire Constitution part I, Article 29, Suspensions of Laws by legislatures only. With full knowledge view in your elected office took an oath to uphold the United States Constitution and New Hampshire constitution. The requirements of the office for which you were elected or hired are indicated in the New Hampshire Constitution and are detailed in the appropriate state statutes which apply to your position. In addition, you as well as other agents, were elected with full knowledge that you are now trust indentured servants of those who elected you: We the People.

All elected and higher servants are subject to an oath of office as a requirement for employment. You and all others who take this oath are now bound by the oath to uphold all the reserved rights of We the People, as well as fully and faithfully fulfill the duties and obligations of the office. By improperly exercising authority not granted to your office, you have violated that oath and are subject to removal from office. New Hampshire RSA 42:1 Oath Required. Every town officer shall make and subscribe the oath or declaration, as prescribed by part 2, article 84 of the Constitution of New Hampshire and any such person who violates said oath as we taken the same shall be forthwith dismissed from the office involved. As New Hampshire is not a “home rule” state, no local government agents may enact legislation or mandates which conflict with those of the state. Since neither the General Court of New Hampshire (the legislature), the Superior Court (the Supreme Court), the Governor, the Attorney General, the Health Director, nor any other state office has the constitutional authority to mandate health choices, school boards are clearly barred from mandating health choices. This is especially illegal if, as stipulated in Dillon's rule, those requirements are not in keeping with the laws of State New Hampshire. I assert therefore that the governor and appropriate State authorities must immediately restrict or prohibit the actions of any entity, elected body or official in the State participating in enforcement of any mask or vaccine order. The Constitution gives this enforcement power to the governor's office. Please acquaint yourself with the New Hampshire Constitution, part II, article 41. Governor, Supreme Executive Magistrate. You've now been served with notice of intent to pursue whatever legal means is required to rectify the violations with the New Hampshire State constitution, all State constitutions and the United States Constitution and restore power back to the parents and the people and please respond to the previous legal notice and affidavits that were served to you since August of last year.

Therese Lawrence, 165 Village Circle Way, stated:

Before I start my minutes I want to submit a notice that I would like to serve to the Board. I, Therese Lawrence, Sui Juris, in this court of record, am giving you and your agents notice so that you may provide due care, in continuance of the notice that was previously being read concerning parental rights, terminating unconstitutional mandates and critical race theory. Take notice that people are asserting their liberty interest and object to any forced vaccinations, vaccine clinics on school grounds, mandates that block the breathing system, social distancing, random temperature checks or other testing requirements that lead to quarantine, segregation or

discrimination from peers. Please familiarize yourself with New Hampshire RSA 126-U:4, Prohibition of Dangerous Restraint Techniques. No school or facility shall use or threaten to use any of the following restraints and behavior control techniques: obstructing a child's respiratory airway or impairing the child's breathing or restricts the movement required for normal breathing; anything that obstructs the circulation of blood, which we should all know oxygen helps, anything that involves pushing onto or into the child's mouth, nose, eyes or any part of the face; anything that endangers a child's life or significantly exacerbates a child's medical condition; any technique that unnecessarily subjects a child to ridicule, humiliation or emotional trauma. Let that sink in. Take notice that as one of the people we are making these demands so that we can decide what is best for our children's own health. Take notice that the People are aware of the rampant hypocrisy of elected servants, high net worth individuals, celebrities and news reporters who are constantly pushing COVID-19 hysteria, but on the other hand, are constantly getting busted for not following the rules that they want people to obey. The constant lies, fear mongering and fear based decisions will not be tolerated anymore. Take notice that is the people's will to resolve these issues in a peaceable and cooperative manner and you have not been reciprocal. You have displayed utter disregard to the People's will and we are not going to accept any more political speeches, facts or opinions from you unless you swear it under oath and an Affidavit with penalty of perjury. We are going to hold our servants and entities accountable. If hired servants or entities fail to correct their wrongs, provide remedy, fail to show where they believe they have Constitutional Authority to violate the People's rights and fail to furnish evidence within five days, they acquiesce that by default that they are working to attack the People. This goes against the trust indenture or constitution and is willful trespass against the rights of the people. Please meet our legal demands or you will be subject to New Hampshire RSA 42:1-a. You have now been served with notice of intent to pursue whatever legal means is required to rectify the violation. Thank you, drive through. You're not wearing it right.

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

*On motion of **Committee Member Soule**, duly seconded by **Committee Member Perich**, it was moved to take all comments under advisement and to further receive and file any written documentation presented. All were in favor and the motion passed.*

7. Response to Public Comment

(Note: Motions limited to sending items to Committees only.)

Committee Member Barbee stated that he wanted to echo the comments of the speaker who talked about block scheduling. At Central this is the first year and he doesn't believe the model currently is sustainable for education. There have been issues and he hopes that they get fixed in the coming years. Also, regarding deleveling, the previous Board was not as transparent as possible with the process and he hopes that this Board will be more transparent and fix the issues that were done in the past.

Mayor Craig asked if from the Administration perspective, can you pull information together about block scheduling, how it is working, any suggested changes, working with Mr. Howe and Mr. Colby and any other teachers?

Dr. Goldhardt stated that they would be happy to.

Mayor Craig asked if he wanted to talk about deleveling at all or save that for the next meeting.

Dr. Goldhardt stated the intent of the proposed policy was to start in 2023, or 2022 at the earliest, so that they could have a detailed plan in place. He stated he understands the intent of the Board's vote because of the urgency of the issue. The Office of Civil Rights has a case against Manchester School District because of leveling, and its impact on students, particularly students of color. We want to provide our students with high levels of learning. He stated they have not proposed to eliminate honors classes or advanced classes, that would be unacceptable and they want to keep those in place. They also have to look at ways of getting more students in our Advanced classes because right now our AP class enrollment is low and we would love to see multiple sections of AP courses for our students to prepare them for that experience. Not providing access to deleveling is not an option, it's the approach and making sure that it is done correctly. Another factor we need to remember is that our level one and level two classes right now, not all content is taught. The full required content standards are not being taught to all of our students. This explains why some students don't do as well in the long term. We can

implement it properly and Amy Allen has worked on providing a plan for this to happen and will be doing a presentation to this Board.

Ms. Allen stated she agrees with the people that spoke this evening about the need for professional development. She stated that more importantly, curriculum work needs to be done. It is the job of the Board of School Committee, and herself, the Assistant Superintendent of Teaching and learning, that all students experience a viable curriculum and have access to high standards. Our courses are not aligned to teach the same standards. In some courses students are being shortchanged. There are different levels of the coursework that needs to be done. For Teaching and Learning they will put together a plan for the Board on implementation of this approach to access equitable standards. As a Board, and as a community, we need to get away from the term deleveling, as we are not deleveling, we have honors classes, we have running start classes, we are offering those higher learning opportunities and raising the standards for the classes so that all students can have access to the high standards.

Mayor Craig stated we have talked about the professional development and additional resources, in addition to staff in the classrooms for decreasing the class sizes to ensure that we are providing what every student in the district needs. This should be part of the plan.

Ms. Allen stated it will be.

Committee Member Soule thanked those who spoke on deleveling and block scheduling. She stated that as we move forward, the Administration will take those thoughts and comments and use them as they develop the plan. One of the things that has come out loud and clear, not just during this conversation, but in other conversations, is the community to staff, students and families. This will be key to moving forward because it will be key. There are going to be some misperceptions and misunderstandings but if we communicate and allow people to share their thoughts, this will go a long way because we all believe that we are here to educate all students.

Committee Member Argeropoulos stated he has a couple of questions on this topic that he was going to save for later, but it seems appropriate to address now as we are on the topic. In looking at the plan, the idea is that as of next year, school year 2022/2023, we will be transitioning from

the model with levels to one with honors, running start and then one set of courses aside from that?

Ms. Allen stated the proposal is coming in more in a phased in approach. We are actually looking at the program of studies with our building level leaders, instructional leaders at the high schools and our principals and seeing what courses we have that have the same standards and we want to make sure that none of those have those basic level standards. Students need to be college and career ready when they leave our district. Some of those courses will not be ready for next year to start this. So, the proposal is a hybrid proposal moving towards that, taking the courses, looking at them and making sure that we are raising the bar.

Committee Member Argeropoulos stated there is potential that next year there may be some courses throughout the schools that will have changed their level in practice that we currently see now at the start of the year?

Ms. Allen stated that is correct.

Committee Member Perich stated that he is looking for more parent involvement moving forward.

Committee Member O'Connell stated communication is key because the vacuum of information can portray half truths and the public needs to understand what the administration and the Board is trying to get done. Smaller classes and providing professional development for our teachers will not be the key to a viable solution and we need a robust plan.

Committee Member Turner asked if the Administration could speak to how competency based standards ties into the equitable standards and if those two are connected.

Ms. Allen stated why they are trying to do is have a consistent, viable curriculum and that is where those competencies are. We need to identify the subjects; we have identified the standards and now we need to make sure that the same standards in English at Central are the same as Memorial. We want to make sure that when a student graduates and receives their diploma that

they have met those competencies. The competencies need to be part of what we are teaching. We teach with the Kagan structures and the PBL and those are different things that are interconnected. The first part of the work that needs to be done is going back and identifying the agreed upon Manchester academic standards for the school district for each course.

Committee Member Turner stated she wants to echo what some of the Board Members have already said. If we roll out this plan and if the district is moving towards competency based grading, we need to be mindful of that and make sure that those plans are working together moving forward.

Ms. Allen stated absolutely. The grading piece of the competency work is the last piece that we will get to, first we have to get to the set curriculum. What we've adopted in the elementary and middle schools now need to be carried and calibrated across our high schools.

Committee Member Argeropoulos stated that one of his fears and concerns with the idea that we phase this into some of the course next year, is that we are working on the plan now in January and it will take some time to get it into place and before the board and adopted. By the time this plan is adopted and see what we need to do to support the students, staff and families, we don't have a lot of time to provide the professional development that would go along with this. This is a large charge for the teachers in the classrooms. We can look at the big scale, but the minutiae that we will see from day to day interactions, changing our curriculum may need more time. He stated he is concerned about the overall timeline of creating a plan and training the district and then implementing the plan.

Ms. Allen stated the Board needs to acknowledge that we have two high schools that are already teaching courses that are not leveled and that gives us some models that we can use. We have a robust professional development plan ready to roll out and they have a PD Day on Wednesday and the topic has shifted. They are in the process of really digging into start that work and that will give them some baseline data to see the level of professional development that is needed at the teacher level, as there are some people and great models that have been done. There are classes in the high schools that have combined their levels, so you have honors classes combined with level three classes and that was combined due to the class sizes being very low. We have a

framework and she understands that as someone that has to deliver a program of study pretty quickly to the Board that there is a time crunch and she is at the will of the Board and the committee for direction.

Mayor Craig asked if they are planning on bringing something forward at the next meeting?

Ms. Allen stated that the program of studies is coming to Teaching and Learning on January 25th.

Committee Member Tassey stated that he wanted to thank everyone that came forward this evening and gave their comments and opinions. He stated he agrees with the Committee Member Soule on her comments. He stated there is a common theme regarding deleveling, and without any solicitation on the subject he would like to say that we need to engage our parents and improve the communications with the residents of Manchester, no matter what the issue is. He stated that he will remain open minded to the possibility of amending or changing policy based on the majority of the voice that we hear coming from the people of Manchester.

Committee Member Soule stated we have been discussing this issue of deleveling even before she joined the board. We have been providing professional development on an ongoing basis, differentiated for our staff to start this process over the last two years. We have begun the process and there are some teachers that are ready to move forward and others need more assistance and help with this. We are hoping that through this those teachers that are moving forward will assist other teachers as they move forward in the learning process with competency based learning, with standards and personalized learning.

Committee Member Leapley stated that this has been going on for a long time and the policy is just now coming forward that was introduced in the summer of 2020. Moving this forward has been very slow and the Board has been involved every step of the way. The change has been met with pushback at the board, administration, teacher and public level. In 2014 the Office of Civil Rights told Manchester that we need to stop violating the civil rights of our students and need to provide all of our students with equal access to education, specifically access to education that prepare them for college and career readiness. This was 8 years ago. We

understand that change is difficult and our school system has been under an extraordinary amount of stress over the past few years, but the students who have been hurt the most by this practice of leveling have also been really hurt by Covid and we need to get this done. In the close of the letter from the Office of Civil Rights, it states that they will closely monitor implementation of the agreement to ensure that the commitments that were made are implemented in a timely and effective manner and result in the equal access and equal opportunity for all students to participate in the district's higher level learning opportunities. We committed to do this when we approved the Manchester Proud plan and this should not come as a surprise to anyone. The Manchester Proud plan came out of lots of discussions with the community. The parents in our community have been asking for this for 10 years and we need to do this. High Schools do not level their kids. They don't create different levels in English to divide kids up. This is not common practice. It is not serving our kids. We have the data to show it is not serving our kids. We have asked a lot of our teachers over the past two years and we are asking a lot of them again now and we need to work closely with the teachers to develop the rollout of this plan. We need to support our students through this change but it is not optional. We need to figure out how we are going to do it.

Committee Member Barbee stated in his conversation with the staff at Central there has been very little professional development that has been geared towards deleveling, and his fear is that we are focusing on getting this done. This is more of a consolidation of levels and not deleveling. He stated his concern is that this is being rushed and we haven't gotten the feedback from our staff, students or parents and we need to get the feedback from this group before making a massive systemic change, so that it can be implemented correct and to the benefit of the students.

Committee Member Want stated that she wanted to echo the comments of Committee Member Leapley. She stated that she went to school in Syracuse New York and in this system you knew what track you were in. She stated she was in the high track, or Regents track, and those in this track knew the expectations of them were much higher than those that were not in the Regents' track. She stated the school she went to was about 50% students of color and in her Regents' classes you would not see very many students of color. They were not getting the opportunities afforded to other students. She stated that if you go back another generation, to when her parents

were in school, there were not many students of color and students then were not separated on the basis of race but instead were separated by gender, as boys were offered the more challenging materials and classes than the girls, who were expected to take sewing and cooking classes. What we have been doing to kids, we are still doing, just to a different group of students and we need to stop and we have been ordered to stop. The community weighed in two years ago when Manchester Proud had sessions with the parents and 2000-4000 people weighed in on the plan. The number one item was eliminating leveling. The previous board and the community agreed that we need to move forward with this. This needs to happen and should have already happened.

Mayor Craig stated that this has been a good conversation and the Board agrees that something needs to happen and we understand that but it needs to benefit every student in the district and in order to do this we need to make sure that our teachers have the resources, training and additional staff potentially in their classrooms to help them. We can always do a better job communicating and once we have something in writing that talks about what the plan is we can present that to the staff and to the public for feedback.

8. RECOGNITION/PRESENTATIONS

9. 2021 All-American for Soccer from Central High School, David Hood

Christine Telge was present. She stated that tonight the athletics department would like to recognize David Hood from Manchester Central High School. David was recognized as one of the top two boys' soccer players from New Hampshire and will represent Manchester in the State of New Hampshire at the All American Ceremony. She stated that she reached out to David's soccer coach to write a few words on David's behalf. Central Soccer Coach, Christopher LaBerge submitted a letter, which Mrs. Telge read and it states: I'm writing this to you on behalf of David Hood. David has been a student/athlete in the Central boys' soccer program for the past 4 years. David has represented our school and the city of Manchester incredibly well during his years at Central High School, both in the classroom and in the sports, he has participated in. He has been on the Baseball, Hockey and Soccer teams all four of his years at Central. He has excelled in each and has been an excellent student as well. This season David reached the pinnacle of high school soccer by being named All-American for the State of New Hampshire. I

could not be prouder of this young man. He led us to the State semi-finals in soccer and was unscored upon in the whole tournament. Only having lost the Semi-final on penalty kicks.

In fact, David allowed only 5 goals the entire 19 game season and never allowed more than 1 goal in any game he played. David had 14 shutout games over the season, an incredible feat. He has represented our program, school, and city in the highest fashion. I could not be happier for his successes. Becoming an All-American is a difficult task and is very hard to achieve but David could not be more deserving of the award. In a year that has been difficult for our CHS soccer family, David has provided us some light and happiness and I am sure he will continue to do this for our school and city in the future.

10. Christina McAuliffe Silver Coin Recognition

Ms. Allen stated that last year we were given an opportunity to honor a group of teachers with a commemorative coin minted for Christa McAuliffe, the Concord High Teacher who died when the Challenger Shuttle exploded upon take off in 1986. There are 13 counts that were donated by the SEE Science Center Board of Directors. Collectively, the district sought nomination for educators that exemplified Christa's spirit. A committee then reviewed the nominations and selected the educators that we are going to honor tonight.

She then invited the representatives from the SEE Science Center to come up who made this possible by donating the coins.

Shana Hawrylchak, Executive Director, stated that she is present with the Vice Chair of the Board, Jo Hendry. They wanted to thank the Manchester School district, as they have worked with the district for many, many years. We recognize that teachers have really had a tremendous burden over the last two years with Covid and all the challenges that it has brought and it is a special honor to be giving out these coins to teachers who have been recognized by the community.

Those nominated were as follows:

Nominee	School	Nomination by
Mary Hartigan Demers	Hillside Middle School	Colleagues Anna Schaffer and Nancy Michaud
Kerstin Dumas	Highland-Goffe's Falls	Colleague Christine Boucher
David Elliot	McLaughlin Middle School	Colleague Lesley Benton-Norris
Trisha Korkosz	Memorial High School	By a parent
Patti McGilvary	Weston Elementary School	Colleague Vicki Stubbs
Dan McNally	Manchester School of Technology	Colleague Nancy McCall
Shawna Morley	Green Acres Elem School	Principal Michael Beaulac
Mary Larkin Quinn	Webster School	Colleague and Parent Katie LaBranche
Jillian Record	Parkside Middle School	District Staff Member Kelly Jobel And Principal Scott Szuksta
Heather Rogers	Southside Middle School	Principal Milligan and colleague Tim Shannon
Natalie Sears	Central High School	Parent – Patty Hurley
Richella Simard	West High School	Principal Dichard

The last coin was presented in dedication of Robin Eber-Mechin, from McLaughlin Middle School, a dedicated and tremendous educator who made a huge impact with her students and colleagues and who passed away last year. Her husband was present to accept on her behalf.

11. Southside Middle School Spotlight – by Principal Jessica Milligan

Principal Jessica Milligan was present, as well as Melissa Chase, Sarah Moores and Heather Rogers.

They stated they would be going through this quickly as everyone had access to the presentation and can email her after if they have any questions.

Southside is grades five through eight, and they have approximately 858 students, and that was as of January 3, and then the rest of the data is about our free and reduced lunch population, our ELL population and our special education population. The first slide talks about our attendance, the green highlights the areas attendance got a little better and the blue is where they saw a decline. This is due to the COVID impact in terms of kids being on isolation, quarantine, and some fear about symptoms. The data is as expected, given the current situation and then this compares attendance across the years. They're waiting for end of year data obviously for this year. In terms of a summary, it looks pretty similar in terms of the kids who we have chronic truancy issues, except for this year, as opposed to last year when kids were remote, they had fewer students who have missed the 20 or more days of school. They have what they about that. They have an attendance secretary, our guidance social worker and admin meet to discuss attendance concerns biweekly and then they send out five day and 10 day letters to families and invite them to come in for meetings. They also have a truancy panel that meets and that's at the district level as well. They meet to talk about a plan for students who are having trouble getting to school for whatever reason. The failure data is better than it was last year. But again, that was due to the remote situation and kids not connecting to their teachers online. That was what was attributed in terms of the failures this year. They've talked a lot about this with staff, they look at all the report cards before they get sent home and there's definitely a correlation between behavior of students and their grades. But the biggest impact is again, attendance. Students who are not coming to school regularly are the students that were failing their classes. The academics is broken breakdown and a total of 60 students failed one class, 30 students failed two classes, eight students failed three classes and 11 students failed four or more classes in the first quarter for a total of 109 students and that is 12% of the school population, as opposed to last year, which was 30%. What are they doing about that? They have a response to intervention block, called the wind block. And that's on the other side of lunch and students are able to practice their reading and math skills using iReady. The iReady platform and the reading plus platform, has ongoing curriculum work and that is Amplify ready math, iReady reading class, our competency based work in our ELL programming and others that they were going to talk a bit more about competencies in a bit. They hold parent meetings regularly, with two math essentials and two reading support teachers and they're wonderful. They have a social worker and guidance counselors who are making home visits and reaching out to families with what they need at home. Our SAP counselor runs support groups, and this year, she's taken on the task of running a

lot more whole class lesson. She's talking about the dangers of drugs and alcohol. She's talking about social skills, having compassion and empathy. And then their attendance committee meets biweekly right now, to talk about academic concerns and attendance. Principal Milligan meets monthly with all of the teams at Southside and they talk about student's needs and data. Last year they pretty quickly tried to get students back in as soon as they could safely do so. They had close to 325 students back in April. They were really pushing to get them back in the classrooms in a safe way. Their grading practices have been reviewed and are flexible. They're looking for competency versus compliance and that was a big push last year when kids were at home, teachers were making phone calls and talking to kids on the phone and asking them what they learned in a lesson if they weren't getting a response, rather than really just relying on what they were getting in the online platforms and then after school hours, each separate staff member stays after school for their after school hours and this year, it's been great. They have an art club running, a sewing club, rugby running. The teachers are really looking to pull kids in. The holdup to that is they don't have an after school bus right now and it's really tough for a lot of the kids to get transportation back home. If you look at discipline, it's just an overview but they have 14 students who have 42% of the total write ups this year, 19 of the students have, which is only 2% of the population, have 124 write ups or 20%. And what they do in school to help with some of the behavioral concerns is that they have a PBIS committee and are implementing a reminder Card process. So instead of kids jumping right into getting written up or office referrals, they're giving them reminder cards. If a kid is tapping his pencil, he's been asked to stop, he doesn't stop, the teacher will give him a reminder card and it's really just a way to remind the student in a visual way that they need to stop whatever it is that they're doing, that's being disruptive. They have rewards for kids that don't get any reminder cards in a month. For kids that get a significant amount, they have different levels, first, it will be a lunch detention and then an after school detention and they manage all of that. And then she sends out Milligan's family message and a student message once a week, and it goes out in 19 different languages. And that's where she gives students and parents reminders about what the expectations are and they share good news. They're actually currently sending that to a couple of board members. If there's anybody else interested in jumping on that list you can get those messages. They have regular meetings with families. She stated that she is on-cart and most days she has a mobile office that goes from hallway to hallway, so she can be visible and it is encouraging behavior. She stated she doesn't allow cell phones and will take children's cell phones away if she's seen them out, because they

become a huge disruption to the learning environment. They have restorative justice practices when appropriate and when kids have done some naughty things they try to find ways that make sense for them to serve their consequence. For example, they had some trouble with the bathrooms and then kids were staying after school with parent permission and helping clean up the school. They're trying to find those appropriate places to be able to have students' kind of learn a lesson versus just suspending them or giving them detentions. They have started multiple student accommodation, so lunch and recess in the office, functional behavior assessments that we conduct and then write behavior plans, they check students who didn't check in with office and guidance. They have several students who drop their cell phones off to me first thing in the morning because they just can't stay off them during the school day and then they pick them up in the afternoon. Lots of community based support. They have students who have had multiple suspensions and they are seeing reoccurring behavior issues; they're connected to a Why is probation. They work with DCYF, our staff and counseling services and then they've been working with the YMCA Strive program. There are multiple points of parent contact and involvement being made. The fun part are the accomplishments over this last sort of three months and then a little bit into last year. She stated that she does send the weekly notice in 19 languages and it used to be 12. Every parent was personally contacted by a Southside staff member within the first two weeks of the school year. They implement project based learning and several of our classroom and on our teams have full implementation of the ready math program and Amplify is in its early implementation. All staff have learned through the remote instructional experience, and they continue to improve their instructional method. They still use some of the engaging things that they learned while in remote like Kahoot. There is still a place for some of those remote pieces. They distributed hats, mittens and boots to Southside families. They had the successful transition of the fifth grade to Southside. Every team at Southside is named after a college or university in New England.

Regarding the fifth grade transition, they stated: There are five teams of two teachers that have joined Southside, either through transfers for middle schools that were giving up their fifth grade to come over to Southside or people that had transferred in and they do have a couple brand new teachers. So, there are two teachers on each team, one teaches ELA and social studies and other teaches math and science. Because they're mostly from elementary school, they're familiar with some of the behaviors and some of the issues that elementary students have dealt with in the past and can help with guidance in how to get them to feel more comfortable with the transition.

Students are allowed more flexibility throughout the day. Although they are primarily kept separate from the majority of the older students at school, they do have their own wing, they are taking on more responsibility with transitioning throughout the building, being where they have to be when they should be, making sure they're filling out their homework planners. They are also becoming more responsible; they're having access to a variety of teaching styles and learning expectations because they are seeing different teachers throughout the day. If they really liked the learning style of one teacher, they may kind of take a liking to that particular teacher.

They have a beautiful newly paved playground that has three or four basketball courts and a brand new fence and the kids are really liking that. The fence is awesome too because it helps with the balls not going down the hill, helps to keep everybody contained. The fifth graders are able to participate in almost all of the after school activities sports, sewing club, Lego, robotics, art club, and are really enjoying their time in the after school program. That's provided to the students whose parents wanted to participate. When speaking to the students, they ask them question, what did you like better? Did you like the elementary school? Do you like the middle school? They're all very loyal to their elementary schools. They did love them. But they are very happy to be at the middle school and they say that they feel like their day goes by much more quickly because they do get to switch classes and they have so much movement throughout the day.

Southside was voted the third best middle school in the state in 2021, according to the best of 603 Magazine. They're super proud of their staff and students and it came at a perfect time, given the trials of the pandemic. Other accomplishments, students were able to select their Unified Arts (UA) again this year. They have them fill out a form and they tell the school their top four UAs that they want to take, and then the school tries really hard to schedule them into those selected UAs and those are art, gym, and music. Southside received the blue ribbon and Gold Circle Award last year, and that was for the partnership with the Manchester Police Department. The blue ribbon was for volunteer efforts of the parents and community members.

Southside math, science, LA and social studies has plunged into competency based education. They are no longer leveling our classes at in middle school. They were not leveling science and social studies prior to this year anyway, so now it's math and language arts and that has been

incredibly successful. An updated definition of competency based education is where students are empowered to make important decisions about their learning experiences, how they will create and apply their knowledge and then how they will demonstrate their learning. Assessments is a meaningful, positive and empowering learning experience for students that yields timely, relevant and actionable evidence. Students receive timely differentiated support based on their individual learning needs. Student's progress is based on evidence of mastery. Students learn actively using different pathways and students are actively using different pathways and varied facing strategies to ensure equality for all students is embedded in the culture, structure and pedagogy of students and education systems, and rigorous common expectations for learning knowledge skills and dispositions are explicit, transparent, measurable and transferable. They have seen engagement, like they have not seen in years. They've had a lot of teachers in different grade levels come and observe their lessons and they had said that there were students that in the previous years are sitting in the corner, not really working, not engaged and they were amazed at how engaged the students were. They feel it's because the presentation in the beginning, where they instruct for maybe 10 to 15 minute maximum on the common standard competency that they're working on and then based upon feedback they are getting throughout the class, differentiating the lessons so students are working at their level. They really have different levels of work and assignments going on in the classrooms, they're working together with their peers, so that when they are able to do independent work, it's at their level that works for them. There's no disruption anymore with behaviors because everyone is able to work independently at their own pace. They conference with students so much and have learned so much more through those discussions and conferences than any test would tell me, getting instant feedback as to where they are and what they need to do to continue on their learning path. They've just seen such incredible growth. They are anxious to see how they do on their local assessments, which we are doing this week, just to see how much this has worked since it started in September.

All staff have been trained in implementing Kagan engagement strategies, and just walking around the building, it's really a very different feel in terms of how students are adjusting and reacting to their instruction. There's a lot more engagement in terms of their work together and with the teacher. They have a record number of participants in clubs. They had 75 students for Lego League, 50 students come out for drama club and 10 to 15 students that show up on any

given day for our club, and they had over 70 boys and girls try out for basketball. It's encouraging that kids are wanting to get back into life as it was before and it gives us some fuel to try to come up with some more after school activities for kids. It was stated that getting after school bus is going to be incredibly important to keep these kids moving. Southside will host 17 Student observers and student teachers in either semester or full year placements this year. Melissa and Kim Dittbenner were both nominated for Teacher of the Year and they attended a really cool lunch this year. Heather and Julie, who is in the audience, have become adjunct faculty at SNHU. Mrs. Milligan spent a week dressed as a traffic cone for crosswalk duty, I now have a new stop sign that she has been wearing. They were recognized as the first administrative team of the month by district office. They rolled out School wide PBIS reminder cards process that was spoken about earlier. Dan Wilczewski and Edena English were selected for Adele's fellowship at UNH. Almost all staff and students dressed up to celebrate Halloween during fall spirit week and that was just great. It was one of those days that you just walked in the building and it felt so good to just be there and the kids were having a great time. The building looks absolutely fantastic. All of our rooms have been painted, they have a new gym floor and paint, the front entryway was renovated with a handicap access and the parking lot was half paved and it just looks so much better. They have a focus on staff morale and retention. We've done gratitude treat days, staff brunches, and are doing a champion of the month every month and for December, it was the Betty White award. They do a subs and Firehouse Subs donates coupons for us. Every week, they pick a different staff member who has picked up classes for us when we didn't have people to substitute classrooms and they've been rewarded with subs.

What's next? In terms of students, they're organizing a student retreat, to look at issues that they've been having with the dress code, fighting, disrespect and those types of things and they're going to take it on from a student standpoint and see where they're at and what they think that can be done to improve culture and the climate in the school. That was planned for tomorrow, but they are having some significant staff issues and might have to postpone that for another day. In terms of the curriculum, the competency based education, Amplify, Ready math, project based learning and Kagan are being implemented and they're getting better and better at them as they go. Social Studies and Science are in the beginnings of looking at their standards and progressions in terms of assessment. They stated their iReady data was very discouraging this

fall, for lots of reasons. But they set a goal with each student. Each teacher met with each student and they talked about what they wanted to score on their next iReady assessment, which is happening now and then how are they going to get there. And then Mrs. Milligan made a deal with the kids that she will dress as a leprechaun and dance on the roof of Southside and that request came from the 5th graders and this will happen if 90% of students can at least increase by one point. She stated that she is going to learn an Irish jig thing that one of the teachers said they could teach her. Our ELL teachers are utilizing imagined learning and Rosetta Stone. The special education department has several new staff in the building and they're being trained to be at Southside. They are working to tighten up their legal practices and some of those pieces that come from the DOE that have changed for us. In guidance, they're focused on teaching career and college readiness skills and are exploring a visit to MST that we're hoping to get to soon. They have a group of girls in eighth grade that are very excited to be cosmetologist and she wants to get them over there. They're excited to go to MST next year. And then in terms of MTSS, our guidance is planning classroom lessons to address all kinds of topics. In September and October, guidance did time management organization and in November they talked about digital footprint and this month they're talking about mental health. In January, they're talking about healthy relationships and then February, there'll be going into talk about career and college readiness.

Mrs. Milligan put in a couple of plugs before she finished. She stated that if any of her staff and students are watching, she could not be prouder of what has gone on for them. It has been the most difficult couple of years she has had in her 20 year career and she knows her staff would echo that but they've hung in there and they've showed up most every day that they weren't made to stay home. They're working really hard and our kids are working really hard to. She also put in a plug for Tammy Hanna at district office. She stated that they have had some interesting things happening with their elevator and copy machines and she has been right there to support them. She stated she can't say enough about how awesome she's been. She stated that Board Members can email her anytime and she can set up a time for them to stop by Southside and she would be happy to walk them around.

Questions, concerns and comments of the Board included:

1. It is really great to hear firsthand the creative approaches that are being taken to engage the students and teachers.
2. The key to deleveling is competency based education and it was asked what kind of heavy lift it was for Southside. It was stated that Ready math allows for those differentiations and it provides in the program what level the students are on and provides resources within the program to meet the competencies based on what you want your students to learn and being able to find those materials quickly.
3. It was asked if they can share their experiences in the district and was stated that they would be willing to do so.
4. What additional supports are needed to help with wraparound supports, such as social and emotional supports, filling paraprofessional vacancies and what are the high priorities? It was stated they have been fortunate that their social worker, Beth McCade, is phenomenal. Mrs. Milligan stated that what they need right now is another nurse because Covid is taking up a lot of the administration and teachers time. Amoskeag Health has come in and provide support and therapy for students and that has been great.
5. It was stated that paraprofessionals are not available and they have recruited and continue to recruit. An issue is that we are not paying them as much as they could make hourly working at Dunkin Donuts.
6. It was stated that it is refreshing to hear what is going on, what the challenges are and how they are working to overcome these challenges.
7. It is great to hear the positive attitude that the staff has and that they are student centered in their problem solving. A student centered philosophy is very important.
8. Establishing a positive culture is key and the staff at Southside was applauded for this work.
9. Mrs. Milligan was applauded for her connections to professional development and the implementation in the classrooms. It takes teachers to step up to make the changes and her school is doing just that.
10. It was stated that currently the dress code is being worked on and if there were students that wanted to talk about what they would like to see it will be before committee tomorrow night, at the Policy Committee.

11. Extending extracurriculars for the students is a positive step. It was stated that building those relationships help to keep the kids engaged and learning in the classrooms.

12. **ACTION AGENDA**

13. IT Positions
 - a. Two (2) Junior Information Technology Specialists
 - b. Junior Application System Administrator

Questions and comments included:

1. On page 20 of the agenda, it states that there are three positions and they are salary but on the top of the pages it says they are not salary. It was asked if they could clarify if they are salary or not? **Mr. Cross** stated they are salaried positions with benefits.
2. It was asked if an org chart could be provided. Mr. Cross stated that they could.
3. It was stated that when positions are brought forward to the Board they should include org charts of the departments.
4. It was asked how many people are in the IT Department right now. Mr. Cross stated there are six, including Kelly Jobel who is not really considered IT staff. There are two vacant positions right now and then these three positions if they are passed. This would be a total of 10 positions, eleven including Kelly Jobel.
5. During the budget process, they need \$5.5 million from the ESSER funds to keep current staff in place. When they came forward with the proposal in August, they were not sure if the \$10.8 million supplemental appropriation would be approved by the Board of Mayor and Aldermen and once that was approved, it freed up money in the general fund, and so the positions were put into the general fund.
6. It was stated that in March a community survey will be done going out to the stakeholders and reviewing the monies and then reprioritizing the funds. Once this is done, it will come back to the Board.

7. The Board needs to know what the needs of the departments are. This needs to be done and we can't keep using one time funds for positions that we are not sure how we will fund them once those funds are gone.
8. These are completely new positions. They will still attempt to fill the current positions.
9. There are several needs within the district for staffing and they have advertised the positions but they have not been able to fill those positions.
10. There is a crisis in the district when it comes to Tech support. Students have a hard time learning if we don't have the technology support that we need. Everyone is working harder in the district. We need all departments to do a true needs in their department and put together org charts so that we can see these needs when it comes time for the budget, which will be soon.
11. It was stated that comparable district, such as Bedford have 12-16 IT staff members.
12. How will these three positions affect students in the classrooms? It was stated they would be able to maintain and repair damaged Chromebooks and would help with clearing out the over 700 helpdesk tickets that IT is behind on currently. They will help with the current workload and ease the burden that is being put on the staff.
13. It was stated that it has been heard from teachers that the IT department is outnumbered with the amount of work on their plates, including clear touch panels that need installing and having more technology in the labs.

*On motion of **Committee Member Turner**, duly seconded by **Committee Member Argeropoulos**, it was moved to approve the two (2) Junior Information Technology specialist's positions and the one (1) Junior application system administrator position. All were in favor and the motion passed.*

14. CONSENT AGENDA (ITEMS 14 – 20)

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

16. Approval of minutes from the Board of School Committee meetings on: December 15, 2021.
17. Report(s) of the Committee of Policy, if available.
18. Report(s) of the Committee of Teaching and Learning, if available.
19. Report(s) of the Committee of Finance and Facilities, if available.
20. Report(s) of the Committee of Student Conduct, if available.

There was no discussion and no items were removed.

*On motion of **Committee Member Soule**, duly seconded by **Committee Member O'Connell**, it was moved to approve the Consent agenda. All were in favor and the motion passed.*

COMMUNICATIONS

21. Superintendent's Communications.

Dr. Goldhardt stated that the first thing he wants to talk about is the cold weather that is coming in tomorrow. The team will decide in regarding to whether they believe it is safe for student to be out of the house coming to school. He reminded the families that students need to be dressed warm, with winter coats, gloves, scarves, coverings for ears, chin, neck and face if possible. If students need to be outside, they should only be outside for the least amount of time possible. He reminded everyone to check on friends with pet and the elderly to make sure that they are okay. We have had an upswing of Covid 19 cases in the community and they have cancelled their PD Day scheduled for this week in an abundance of safety and are keeping our staff members in smaller groups. Instead of the full PD Day, the teachers will be using the day to work on their curriculum planning and high school teachers will analyze their syllabi. He stated that he is also cancelling the community officer hours due to the high numbers of Covid.

a) Board Updates

Dr. Goldhardt stated that in the Board update on Friday there will be a long message from him in regard to the Board Development ideas and professional learning for the Boards consideration and feedback.

b) Covid Update

Dr. Gillis stated we continue to be at substantial community transmission. As of right before this meeting our case number per 100,000, we're sitting at 2885 new cases, we would need to get under 50 to shift down to the blue phase. Those phases that I'm referencing can be found in our return plan that is on our website. Our test positivity is currently sitting at 27%. Just a reminder, we want to get under 10% to move to green and under 5% to get down to blue. As of Friday, we have approximately 475 Positive COVID cases within the district, of those 400 are students and 75 are staff. As of the end of today, we have 10 active clusters and one active outbreak. The number of our clusters are connected to some of our sports and the athletics teams have been very quick and nimble to address and assess and make changes as we have seen the impacts of those clusters. She reminded the board members to take a look at our return plan that is found on our district website and stated it is a good guide to remember where we are, where we've been and some of the thresholds that we're trying to get back to hopefully when community transmission can fall back out of the substantial range. Last Friday on January 7, New Hampshire Department of Health and Human Services did release their updates regarding the recent CDC new protocol guidance. A meeting was completed with Manchester Health earlier this afternoon and we discussed what the CDC guidance was and we discussed what DHHS was providing as recommendations. Following that meeting with Manchester Health, we did receive an update from the state giving us guidance on isolation and quarantine and to inform New Hampshire schools of the plan that the state has to get the school toolkit out as soon as possible. At this time, given the CDC and DHHS guidance, our protocol for a positive case of COVID and in isolation will shift to five days provided the person's symptoms have resolved and we are encouraging that threshold of five days that someone is engaging in testing we would look for a negative test for return to school. Our protocol for quarantine will shift to five days provided household contacts can eliminate exposure to the positive person within their home and the positive person can enter isolation after five days. If eliminating contact with a possible with a positive in the house is not

possible the quarantine would hold at 10 days, five days of the 10 would be considered the isolation of the positive case and then the following five would be the quarantine period following in respect to vaccination status, a person would not need to quarantine if they were fully up to date on their vaccinations, fully up to date does include boosters at this time. In addition, they would need to be not symptomatic to not quarantine.

Board question and comments included:

1. The district is encouraging a negative test to return to school but are not requiring it at this time. This is based on the information received from the state.
2. It is possible for a person to get a negative test to come back to school prior to their quarantine time being up.
3. If you are fully vaccinated and someone in your house tests positive and your student has no symptoms and are fully vaccinated they could go to school.

Dr. Gillis stated that she wanted to remind the board when you go and review our return plan all of our layered mitigation remains in place, these include but are not limited to our modifications to ventilation, our health screening, handwashing, physical distance enhanced cleaning protocols, mask use accidents, access to vaccine clinics and opt in testing. She thanked all of the volunteers from the district who partnered with the health department to participate in the second booster blitz. They have been very actively involved in vaccination clinics with the health department since we've been given the authorization to do so. As a district we have continued to benefit from our work with the Manchester Health department to provide ongoing vaccination clinics for our school community. To date, we have held 10 clinics yielding over 751 vaccinations. On Friday, January 14, we will be holding our first family vaccination clinic. This clinic will allow for a family to obtain a mix of vaccinations for the various age groups within their home. For example, if we have younger children who can only take the Pfizer but we have an adult who wants to Moderna we have figured out a structure to be able to serve a family at one time and get all of those vaccinations done. In collaboration with the Manchester Health Department, we are gearing up for our age 12 to 15 vaccination clinics that is slated at this time to be held on the 19th of January and we will be sharing more information soon. Some changing guidance around mask use at this time, we are looking to push in N95 masks. She reminded staff in the district if they are looking to use an N95 masks, that does require fit testing and a form that has to be filled

out by the staff person's position. We are also offering KN95 and we are asking that surgical disposable masks, with a cloth mask be used when we are in the schools. Our SAS, Safer at School, screening program or opt in testing program, we will be looking to make a shift, we understand that there's a very large increase in demand for rapid tests, i.e.. our Binax test that we are currently using. At the state level, we are limited to 120 test kits per school per month. That rate does not meet the demand that we are currently placing on the system. At this time, we are looking to shift from running our pooled testing to individual PCR tests for anybody who has opted into our SAS program. This process will eliminate the need to run a rapid test on any pool participants when a pool has shown a positive test result. This will allow us to be able to preserve our Binax inventory and keep those by next test for any needed return to school or symptomatic cases that present themselves. She reminded everybody to please remember, a student or staff member must opt in to be able to participate in our testing program and opting in is still available. And additional reminder, home tests are still available from the state, a household is able to obtain up to four free test kits if they request them by going on to COVID-19.nh.gov and completing the online form. In closing, I do want to ask as we make any shifts to the protocols that are currently in play. For patients, it is a heavy lift, given the 475 current cases that we have to make all of the adjustments to any of the return dates for school and that's going to take us a little bit of time and we are asking for patients, phone calls will be returned as soon as we can humanly get them done. But we are asking for a little bit of space as we work with our school nurses, and our health points of contact in each school to get all of our documents reconciled, given the new guidance that's come out.

4. It was asked if the KN95 mask is available for staff and students? It was stated they are predominantly for staff at this point.
5. It was stated that Board Members have been approached about property mask use and some teachers not using masks. It was asked if Bandanas are approved to be worn as masks? It was stated that everyone in the schools must wear masks. They need to be either surgical masks or cloth masks and need to cover your mouth and your nose. If you have a question about mask use or compliance, please contact the schools Point of Contract (POC) person.
6. How could the district get to a point where the number of staff that are in the schools are inadequate to keep the schools open? Dr. Gillis stated she appreciates the question. She

recognized those working hard behind the scenes, building leaders, network directors and staff members to keep people safe. They are doing daily checks and balances on the staff numbers and letting the district know. Any available staff members are being pulled in if necessary to help to supervise students and cover classes. Principals are stepping in to teach classes that they are certified to teach.

7. It was stated that it has been heard from teachers that they don't feel that deep cleaning is being done. Dr. Gillis stated that she would point these comments to the Point of Contact at the schools to address the issues. It was asked if Dr. Gillis could provide this list to the Board and she stated that she would.
8. If the schools and the district were being shut down, how would that be communicated out to parents, as sometimes it takes a few days to cover childcare. Dr. Gillis stated when there are outbreaks they contain them as quickly as possible. They are not expecting to go to the complete remote status. There are mediations in place in the buildings and the buildings are the safest place for the students.
9. We cannot go into full remote status unless a state of emergency is declared by the Governor.
10. An outbreak is two or more unrelated clusters at a school at the same time period. When there is a new outbreak or cluster, the Health Department addresses this with their infectious disease group who reviews all of the information and makes a final determination on steps that need to be taken in the schools.
11. Preventative measures are in place to keep schools open and safe.
12. When there are clusters or an exposure, parents are called and/or emailed by the Health Point of Contract or the Principal.

c) ESSER Funds Update – by Assistant Superintendent Amy Allen

Ms. Allen stated that on the website is a link to the learning recovery and acceleration plan that is acting as the current roadmap for spending. On page 53 of the agenda is the progress of the ESSER funds to date. This report will also be included in the Board agenda monthly under the financial reports that come through the Finance and facilities meeting.

Questions and comments of the Board included:

1. It was stated that the Board needs to see what has been allocated and what has been spent or encumbered today for each year, 2020, 2021 and as we continue forward. It was stated that Mrs. DeFrancis is going to meet with the team to discuss a format for future funding and tracking for the Board.
2. Mrs. DeFrancis stated that what is in the report is what has been spent. This shows what has been paid to date for positions that have been hired, as well as supplies that have been purchased to date. This doesn't show what will be spent, just what has been spent.
3. The board was encouraged to download the documentation from the website.
4. One of the biggest components to the plan was hiring additional Teaching and Educational Support staff to address the learning needs for the school district. These are the staff members that we've hired. Eight middle school teachers hired to reduce class sizes for elementary intervention teachers, for middle school intervention teachers, one high school lab teacher, CTE teacher for aviation, to assistant principals to curriculum directors, a half an ELL coordinator, three ESL teachers half of middle school guidance, one high school guidance one administrative assistant, three bilingual family liaisons, one special education teacher, 23 school based tech support stipends and one district wide school wellness person. All those other positions that were in the grant that were proposed. Most of them have been posted. We are currently recruiting. We are I will believe that you have one more job description for the data scientists coming back through committee that was sent back to administration last in December.
5. As we draw down the money, it is placed on the monthly report. It is not based on encumbrances but what has actually been paid.
6. The list of positions that was read through are the positions that have actually been hired but it doesn't include all the positions that were approved as some have not been filed.
7. It was stated that we need to look at changing our procurement code. We have to go out to RFP if we are spending more than \$20,000 on services or \$25,000 for equipment and supplies. The federal level is lower than this and we are more stringent than they are. We can review this policy and bring back a recommendation to the Board.

Ms. Allen stated that part of the survey that will be done in the spring will be to evaluate what we are using the money for and see if there is a need for money to shift. She stated the big piece here under technology, is the clear touch panels. That is one of the areas that we've had a significant issue with RFP, and she stated that she is hoping to be able to bring that to the board within the next month and to get those out. The RFP was really less done on the state level but more of respondents that we had some issues that we had to bring our legal team in. Next purchasing necessary learning supplies and materials to ensure equitable and ongoing access for critical learning tools for the district students. We purchased a social emotional book, the toolbox, Spanish resource books, we did printing for our curriculum materials, Amplify resources and we also will have iReady for high school. Next would be implementing new curriculum and learning intervention and resources for social studies and science teams are working hard to make recommendations to bring those curriculum recommendations by April of 2020 to developing and expanding enrichment programs for students. West High School is in the final few weeks of wrapping up their students, student tech support course and they are hoping to expand that citywide. eSport team at each of the middle and high schools that is targeted to start February 2022. They are looking at Learn everywhere credits where potentially our high school students can earn computer science courses or ICT credit. Extracurricular activities at the elementary schools have started. Principals have been putting in their requests with their staff to increase those enrichment activities. One of the pieces that she stated she is most proud of was our elementary Basketball League. It is probably the biggest league they've ever seen. That's on Saturdays and Sundays. She gave a shout out to our athletics department and our partners that took that over for us to be able to maintain that safely. Next thing is they're bringing Destination Imagination into our middle schools and will begin a partnership with our High School, where students will travel to the Isle of Shoals for a week with teachers, and do a partnership with marine biology and engineering, and receive a half credit science elective, providing professional development for teachers and staff. They added three professional development days to the calendar and are in the process of providing five professional development days of Kagan, for social emotional learning. As mentioned before, they increased the PD stipend rates, they've been providing competency based education, professional development, iReady math professional development, and Amplify professional development. They have been partnering with community agencies and educational nonprofits to expand access to additional learning supports mentoring, mental health services and social critical sports, for which they invested

\$200,000 this year and are currently in the RFP procurement process, where they are with other community partners. That was an area that they were hoping the state would allow us to do sole source provider. They're pretty specific groups of Manchester that are working with pretty specific populations. But the state kicked back in the grant and said that we have to go to RFP versus a sole source provider, thus putting a little bit of barrier in time to be able to roll that money out. Some of the challenges are just making sure they're getting the hiring process going and being able to recruit. They are working really closely with our HR department to start our hiring process for 2020 to 23 school year earlier, to give us a head start, at least on a level playing field with other districts to be able to hire. And then, as was mentioned before, looking to expand evidence based practices such as tutoring, I think that is going to be one of the highest lead leverages in looking to plan for summer learning. The Department of Ed is now requiring a stakeholder survey to be completed on ESSER funding, this should be done every six months. They've targeted us to send this out in March of 2022. Our goal is to present the results back to this board in April, and with any new proposed changes for the plan for the second year.

Committee Member Barbee stated that he attending a meeting with Ms. Allen and Commissioner Edelblut on eSports and he is excited for it to be expanded in the city. He stated he had heard that they could possibly get a PE credit for participation and asked if this was correct.

Ms. Allen stated it's really up to that partner organization to register with the state. Seacoast united, which is a kind of an affiliate of the Sports Group has applied for the PE credit but that is more for the sports team, the kids that are playing AAU volleyball, field hockey, soccer, basketball. eSports would be more looking into the criteria for ICT or computer science. Their application is being vetted at the Department of Ed.

Board questions and comments included:

1. Starting hiring earlier could increase applications and the Board would be happy to see this.
2. The positions for science and social studies, what are the grade levels? It was stated there is 6-8, between the four high schools and the middle schools.

3. The organization of the way the information is presented needs to be updated.
4. We need a comparable comparison of the data that lines up side by side what was proposed and what has been done and what is left to do and the monetary amounts paid out or proposed to be paid out.
5. If there is savings for positions we have not been able to hire, we need this amount laid out.
6. We need a report that will accurately reflect the target dates to spend the money as well.
7. We need to be as transparent as possible.
8. The Board needs to be able to prioritize and feel confident that what is being done with the money is taking care of the issues.
9. When teachers and principals and other staff are volunteering to tutor, they are doing so in their certification areas.
10. We need to better communicate the opportunity for tutoring to parents for students.
11. There will be the impact of the hiring process on HR, as they are understaffed currently.
12. What are the outputs? If we hired three additional Elementary teachers, what has been in the impact on our students and what are the other data points, such as attendance and meeting competencies, as this is important information to be included.
13. How many hours of academic and additional hours of supports have been used by students for 2021 and 2022, including after school and weekends.
14. If we can't hire people then there is a lot of money that is available in the system and we need to come up with a plan, with help from stakeholders, on rewriting the plan and going back to the Department of Ed before we spend the money.
15. Mrs. DeFrancis stated that she has some ideas on a better layout and she will get the information from the meeting and work on this.
16. High School principals and counselors are addressing at the school level the plan for each student in regard to credit recovery or helping them get through a course.

22. Board of School Committee Members' Communications.

- a) Job Openings List

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

1. Academic tutor, is there a number attached to that? Is it for just one person? This was listed in the beginning of the year for students who were out on Covid. We have not been able to fill that position and so the students are zooming into Google Classroom when they are home with Covid. There were going to be multiple positions but they have not been able to fill any of them. It was stated this can come off the report.
2. Teacher literacy math intervention, District Non-public, third from the bottom of page 60, what does non-public mean? It was indicated that is the parochial schools. We have title funds and we have to support the parochial schools. Part of our allocation has to go to the parochial schools and they are our employees but they work for the parochial schools.
3. If we can hire someone and we need that person in the district, would we be obligated to send them to a private school to work? Ms. Allen stated that if they applied for the private school position. We interview for both of them and most times they are applying for all the open positions but if they just applied for the parochial school we would legally have to offer them that position.
4. It was asked if something is missing from the report. Clerk Carey stated that she is sorry to report that upon looking we are missing information and for some reason only one page of the three pages printed.
5. It was asked if in the future the date that the job was posted could be included in the list. Dr. Goldhardt stated that they can include that.
6. How many paraprofessional positions are open currently? This is a page that was not printed into the agenda.
7. Anything in red is ESSER funds positions.
8. It was asked if we could look at the amount of open paraprofessional positions that are open and see if we can condense that list as we are not filling them and see if we can give more incentives for people to apply for these positions by raising that hourly wage, including the current paraprofessionals. It was asked if we can have a report that analyzes how much we can raise it by the amount of paraprofessionals that we currently have hired and by possibly lowering the amount of paraprofessionals that we have open positions for districtwide. Mayor Craig stated that she believes the Board has already discussed this and asked the Administration to look into this. Dr. Goldhardt stated that they would also have to work with the union to make sure that it is in the CBA but he

stated he thinks they would be open to that. It was asked when we can expect this and he said he meets with them often and get with them quickly.

9. We have a total of 14 district and office positions open. We have 70 teacher positions open. Then not include in the list in the packet would be 82 open paraprofessional positions. Clerk Carey stated on the pages that are missing, beside the 70 teacher positions, there are 6 other staff members and 57 paraprofessionals. She stated that she would email out the total list and will include it on the website for the public tomorrow.
10. We have talked about ESSER funds and how much we have received but the employment piece is a separate part of that. It was stated the Board should get a handle on all the points that were made here this evening. The data becomes meaningless if there is a position that has been open for a year and is just sitting there.
11. This was referred back to the administration. The Board needs more granular information about where we are with regard to openings in the district, their age and ultimately the likelihood that they will be filled in this current year.
12. There are impacts to our students and to the budget. With the open positions, this is millions of dollars of money that we expected to spend on these positions and will not spend this year. We need to address this and get some real information that is accurate and bring it to Finance and Facilities.

- b) Growing Momentum and the Work Ahead – Manchester Proud – by
Committee Member Soule

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

Committee Member Soule stated the December Manchester Proud report that is on the Manchester Proud website had a section that I want to focus on its growing momentum and it basically shares some of what we've been happening over the last two years or so. It's important because much of what I'm going to tell you we already talked about today but it's important to focus on things that are moving us forward. The first one and this is near and dear to my heart is progress toward equitable access and learning opportunities for all students and with the deleveling piece we're working on it's going to come but we need to have a specific plan for that. We've launched a career and college readiness plan and programs. We have approved a comprehensive guidance policy. But now the rubber has to meet the road because we need a strategic plan to know what that looks like, which is important. We have adopted and are

beginning the implementation of a comprehensive reading program with ongoing differentiated professional development. To ensure the implementation of the reading program with fidelity, we've added a professional development coordinator position and added three days to our professional development for staff, as well as additional Kagan training. For those in the community who may not know what Kagan training is, Kagan applies to any teacher K, even pre K, to 12 and the strategies to engage students. She stated the piece that everyone has to understand is that is part of good instructional practice. We now have student representation on our school board. And as you saw today, our student rep added a great deal to our conversation. We are looking at our school district infrastructure and systems through an equity lens, from working to diversify our workforce and empower all students through experience that celebrate the diversity of our students through academic culture and leadership, providing equitable access to all and I think that's an important piece. We have a long way to go. But we need to keep going with that. Now, what do we have to look ahead? How best can Manchester Proud continue to partner with the district toward the realization of our strategic payment plan. And I think that's an important piece for all of us to keep in mind. We're going to continue to grow and develop strategic partnerships through the leadership of our BHS to proud community partnership coordinator. And she suggested that we have our community partnership coordinator come to one of our meetings this spring just to share where we are. One of the things that goes along with this is we need to build a robust community engagement network. We're not there yet. We're not reaching our underserved populations and that's crucial as we move forward. There are barriers to overcome, but they're not barriers that we can't overcome. The question that came out was, should Manchester Proud take a moonshot mission to build the first authentic city wide network of engaged students and families and she shared that being on the partnership committee, we have members of the committee who represent business, our inner city, they represent our health department and escape health. It's a real variety and diverse group that one of the things that she didn't know about is that our health department is looking to hire for every one of their areas of the city, a bilingual person, and that is something that will certainly help us as we move forward because we would have them to work with us. As we move forward with our students, and we talked today about Amoskeag Health and Mental health and getting those services more into our schools. We're moving forward. And I think people in the community need to hear that we still have a long way to go but we're staying the course and moving in the direction to assure that all of our students and our families get an equitable access to an education, and that we celebrate the

diversity. They all bring so much to our table. And she wanted to share that the information is available but a lot of people don't read this, so she wanted to make sure that it was out there.

Committee Member O'Connell stated that former Committee Member Beaulieu was on the Manchester Proud community partnership group, as well as Karen, and if someone is interested please let him know as they need a replacement.

23. Personnel Report.

Per the direction of the Administration, items 28 and 36 were removed from the consent agenda.

*On motion of **Committee Member Soule**, duly seconded by **Committee Member Perich**, it was moved to approve the Personnel report. All were in favor and the motion passed.*

The approved personnel report is as follows:

RESIGNATIONS/RETIREMENTS: ADMINISTRATION

Name	Position	Building	Salary
John Cruikshank	Attendance Coordinator	Administration	\$61,142
Joyce Fishwick	Human Resources Coordinator	Administration	\$57,059

NOMINATIONS: ADMINISTRATION

Name	Position	Building	Salary
Vasiliki Partinoudi	Assistant Principal/CTE Director	MST -CTE	\$97,715

RESIGNATIONS/RETIREMENTS: CERTIFIED STAFF

Name	Position	Building	Salary
Laurence Kelly	School Psychologist	West/Hillside	\$81,426
James Vitagliano	School Psychologist	Central/Bakersville	\$81,426
Shawna Morley	Teacher - Physical Education	Green Acres	\$79,420
Armelle Trogisch	Teacher - Guidance Counselor	MST	\$79,420
Sandra Duguay	Teacher - Special Education/LD	Parkside	\$76,211
Darlene LeClerc-Conley	Teacher - Student Assistance Counselor	Hillside	\$76,211
Claudia Libis	Teacher - Special Education/Visually Impaired	Jewett	\$76,211
Janet Miller	Teacher - French	West	\$76,211
Taryn Zuccala	Teacher - Business Education	Central	\$76,211
Angela Poitras	Teacher - Literacy/Math Intervention (1 year)	Wilson	\$76,805
Heather Duffley	Teacher - Elementary	Webster	\$72,200
Marcia Fanaras Zito	Teacher - Art	Memorial	\$71,398
Judith Godbout	Teacher - Special Education	McDonough	\$71,398
Carolyn Gula	Teacher - Health	Green Acres	\$71,398
Stephen Koziatsek	Teacher - Drafting	MST-CTE	\$71,398
Joan Levine	Teacher - English Language Arts	Memorial	\$71,398

Patricia Morris	Teacher - RTI Intervention	Green Acres	\$71,398
Cathy Moufarge	Teacher - Music/Chorus	Parkside	\$71,398
Elena Pollock	Teacher - Literacy/Math Intervention	Northwest	\$71,398
Barbara Schwalbe	Teacher - Music	Parkside	\$71,398
Maria Seitz	Teacher - Mathematics	Parkside	\$71,398
Lisa Baka	Teacher - Literacy/Math Intervention	Wilson	\$52,145
Chelsea Landry	Teacher - Elementary	Beech	\$47,331
Sheryl Manley	Teacher - Elementary	Parker-Varney	\$44,002
Victoria Stubbs	Teacher - Music (50% Job Share)	Weston	\$19,760

LEAVES OF ABSENCE: CERTIFIED STAFF

Name	Position	Building	Salary
Elissa DeLacey	Teacher - Special Education	Parker-Varney	\$79,420
Frederick Gleason	Teacher - Computer Technology Education	Parkside	\$68,991
Jillian Corey	Teacher - Humanities	MST	\$65,783
Patricia Syrene	Teacher- Elementary	Smyth	\$47,331

NOMINATIONS: CERTIFIED STAFF

Name	Position	Building	Salary
Juliane McGovern	Teacher - Guidance Counselor	Northwest	\$56,958
Angela Poitras	Teacher - Reading Supervisor (1 year)	Parker-Varney	\$73,805

RESIGNATIONS/RETIREMENTS: NON-CERTIFIED STAFF

Name	Position	Building	Salary
Tammy Verville	Administrative Assistant III	Parkside	\$26.79
Erin Valenti	Administrative Assistant II	Parkside	\$20.78
Samantha Bachand	Interpreter/Tutor - DHH	McLaughlin/Green Acres/Memorial	\$20.50
Barbara Boyd	Paraeducator/BST	Parkside	\$20.21
Cheryl Dupuis	Administrative Assistant III (Special Ed)	Hillside	\$18.29
Norma Gonzalez	Administrative Assistant II	Hillside	\$17.80
Hailey Sauve	Paraeducator/BST	Webster	\$15.61
Brenda Foley	Paraeducator II - Special Needs	Webster	\$13.74
Shannon Joyce	Paraeducator II - Special Needs	Smyth	\$13.74

NOMINATIONS: NON-CERTIFIED STAFF

Name	Position	Building	Salary
Guy Guildford	Coach - Girls Indoor Track	Memorial	\$3,600.00
Thaddeus Brown	Coach - Boys Freshman Basketball	Central	\$2,417.00
Carlos Cardona	Bilingual Family Liaison	District-Wide	\$25.00
Hamisi Juma	Bilingual Family Liaison	District-Wide	\$25.00
Bahera Shukuru	Bilingual Family Liaison	District-Wide	\$25.00
Erin Valenti	Administrative Assistant II	Parkside	\$23.28
Norma Gonzalez	Administrative Assistant III - Special Ed	Hillside	\$19.88

TRANSFERS: CERTIFIED STAFF

Name	To New Assignment	To School	From School
Stacey Cooper-Jennings	Social Worker	Memorial	Southside/Memorial

TABLED ITEMS

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

24. NEW BUSINESS

Committee Member O'Connell stated he doesn't take Dr. Goldhardt's responsibility for school closures lightly and stated we do have snow days for a reason and this may be a good reason to use a snow day.

Committee Member Want stated that when hiring we need to make sure that our demographic makeup of our students shows through with our teachers. We need a more diverse group of applicants to draw from.

Tina Philibotte stated when we look at recruitment cultivation, that piece, a lot of times it looks at like recruitment right away. And the first step is really like looking at your schools right now. Is this a place where teachers of color would want to teach this is space and thinking about the teachers of color that currently work for us? Have we had those discussions? And what can we do to ensure that those folks stay for one thing and that there's an inviting place for teachers that we bring in? And so, we're in those like first stages of working with the teachers here, making connections and providing support. And then also at the same time because we don't have that HR director. She is working on her end to get things going and once that person comes into play, then we can really start moving on it. Another part is working with the current teachers we have, working with principals to kind of talk about what are our needs? And what resources do we have that we can support the processes? A big part of doing this is a is an act of co creation, right. So, if we don't have stakeholders in play, to be able to co create that work, so it actually has sustainability, then it makes it hard. Without an HR director it's been hard to put those pieces in place. Hopefully, that person will come on pretty soon and then we can get because that ultimately is going to go through HR. We are working with the teachers that we have right now, sitting down, building relationships with the teachers of color we have and understanding the experiences our current teachers of color are having. We need to provide a secure psychologically safe environment for people of color to work in and that is the first step. She stated that she is working on this while waiting for an HR director to come onboard.

Committee Member Leapley stated it might be easier to start with whether we are reaching out to more places. The HR director position has been open for a long time. We need to brainstorm on hiring in the district with this board of 15, as this is a huge problem across the district. We

need to review the process and review pay for employees, not paying people \$13 an hour. Our pool is small and everyone is swimming in the same pool. We need to find a way to attract people to Manchester so that they want to work here and live here.

Committee Member Hamer asked if we have looked into using an outside agency to help fill these positions. Dr. Goldhardt stated that we could do that but it will cost money to hire the agency and they will review the process. He also asked if a temp agency could be hired? Dr. Goldhardt stated that even those HR temp companies are short staffed currently.

Committee Member Potter asked if it would be anyone's sole job to do the hiring in HR, as the HR director encompasses a lot more than that.

It was stated that the district has a full breakout of the current roles for HR and who they are assigned to and that can be shared with the Board.

Committee Member Want asked if there is an HR search firm like there is for the Superintendent? Dr. Goldhardt stated those companies cost money to utilize.

Committee Member O'Connell stated that we need a break down of the district positions and who oversees these positions, as it is confusing who the HR Department answers to and the Board should know what the levels are from the cabinet and down and who answers to who and who is responsible for who. HR is understaffed and a while back the Board had reviewed possible changes, including pay increases, for these positions and it was asked where we were at on that.

Dr. Goldhardt stated that the Board did not approve the higher level position and the addition to the director. They were brought forward and were not approved.

Committee Member Turner stated over the holiday break and moving into the new year, she is pleased to reflect upon conversations she had with my three students in the district. she stated she is semi new board and she stated that she is going to boldly say that she speaks for all of us here and how proud she is of all of the hard work our teachers and our staff are putting forth every

single day. They are in the trenches. And she wanted to make note that it is recognized. In speaking with her kids, it boiled down to the grit and the Never Give Up witness that these teachers are giving forth every single day. She stated just wanted to make mention in closing that they are appreciated and valued beyond words that she can articulate and we thank them deeply.

25. A motion is in order to go into non-public session under the provisions of RSA 91-A:3 II (a, b, 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.

*On motion of **Committee Member Soule**, duly seconded by **Committee Member Want**, it was moved to go into non-public session under the provisions of RSA 91-A:3 II (a, b, 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.*

Roll Call: Committee Members Turner, Parr, Soule, Want, Tasse, Argeropoulos, O'Connell, Potter, Perich, Dion, Hamer, Leapey, Gonzalez, and Mayor Craig. Committee Member Gonzalez was absent. Motion passed.

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

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

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



ADJOURNMENT

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

*On motion of **Committee Member Turner**, duly seconded by **Committee Member Leapley**, it was moved to adjourn. All were in favor and the meeting adjourned at 10:51 p.m.*

Certified Copy. Attest.

Respectfully Submitted,

Clerk of Committee

To: Mayor & Chairman of School Board Joyce Craig
To: All Board of School Committee Members
To: All City of Manchester Elected Servants
 1 City Hall Plaza, Manchester, NH 03101

To: Manchester School District Admin. Staff
To: All Principals and Admin. Staff in all Manchester Public Schools
 20 Hecker St, Manchester, NH 03102

To: Sheriff Christopher D. Connelly
 329 Mast Rd, Goffstown, NH 03045

To: NH Dept. of Edu.
 101 Pleasant Street Concord, NH 03301-3860

**Notice of Maladministration, Malice, Malfeasance by
 Hillsborough County School Board Officials and NH Government Servants,
 Person or Entity
 "The People Have All Political Power"**

Notice to Agent is Notice to Principal and Notice to Principal is Notice to Agent

I, Josue Lugo, one of the people as seen in New Hampshire Constitution Bill of Rights Article 8, Sui Juris, in this court of record, am giving you and your agents notice. You, being trustees of the People, must provide due care and remember your oath which binds you. I make the following statements and claims:

In implementing mandates concerning personal health decisions for the people of New Hampshire and their children, you are exercising authority which was never granted to you. The constitution clearly reserves the authority to make or suspend laws to the legislature:

New Hampshire Constitution Part I, Article 29 Suspension of Laws by Legislature Only – “The power of suspending the laws, or the execution of them, ought never to be exercised but by the legislature, or by authority derived therefrom, to be exercised in such particular cases only as the legislature shall expressly provide for.”

With full knowledge, you, in your elected office, took an oath to uphold the United States Constitution and the New Hampshire Constitution. The requirements of the office for which you were elected or hired are indicated in the New Hampshire Constitution and are detailed in the appropriate State statutes which apply to your position. In addition, you, as well as all other agents, were elected with full knowledge that you are now trust indentured servants of those who elected you: we the People. All elected and hired agents are subject to an oath of office as a requirement for employment. You and all others who take this oath are now bound by that oath to uphold all the reserved rights of we the People, as well as fully and faithfully fulfill the duties and obligations of the office. By improperly exercising authority not granted to your office, you *have violated that oath* and are subject to removal from office:

New Hampshire R.S.A 42:1 Oath Required. – “Every town officer shall make and subscribe the oath or declaration as prescribed by part 2, article 84 of the constitution of New Hampshire and any such person who violates said oath after taking the same shall be forthwith dismissed from the office involved.”

As New Hampshire is not a “home rule” state, no local government (nor government agents,) may enact legislation or mandates which conflict with those of the State. Since neither the General Court of New Hampshire (the legislature), the Superior Court (Supreme Court,) the Governor, the Attorney General, the Health Director, nor any other State office has the constitutional authority to mandate health choices, school boards are clearly barred from mandating health choices. This is especially illegal if, as stipulated in Dillon’s Rule, those requirements are not in keeping with the laws of the

State of New Hampshire.

I assert therefore that the governor and appropriate State authorities must immediately restrict or prohibit the actions of any entity, elected body or official in this State participating in enforcement of any mask or vaccine order. The constitution gives this enforcement power to the governor's office:

New Hampshire Constitution, Part II, Article 41:

“[Governor, Supreme Executive Magistrate.] The governor shall be responsible for the faithful execution of the laws. He may, by appropriate court action or proceeding brought in the name of the state, enforce compliance with any constitutional or legislative mandate, or restrain violation of any constitutional or legislative power, duty or right, by any officer, department or agency of the state. This authority shall not be construed to authorize any state action or proceedings against the legislative or judicial branches.”

The People in all 50 States are entitled to the protections and rights listed in their individual Constitutions which all contain similar language protecting the People's rights. You will see different State Constitutions' Bill of Rights mentioned and asserted throughout this Legal document. Please see evidence below.

- **United States Constitution Article 4. SECTION 2, Paragraph One:** “The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.”
- **The Constitution of the United States Bill of Rights- Amendment 10:** “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”

Please take notice that the following words “you, yourself, agents/all agents, elected servants, entity” when used, are directed towards all parties listed in the “To and CC:” sections so that all may be informed and educated of the matters at hand and provide remedy where needed.

1: Education: Constitutional articles, role of the government, the Peoples' power.

Take notice that as One of the People found and described in the Bills of Rights of all 50 State Constitutions, it is the right, duty, power and responsibility of the people to give education on the Bills of Rights. It is their right to demand redress, inform and instruct their elected servants and entities who are registered and licensed to do commerce, and are open to the Public in our States, to the possibility that they are knowingly or accidentally violating the People's Constitutionally guaranteed Rights. Those entities directly violate the expressed rights of the people through the implementation or the following of unconstitutional laws, statutes, rules, policies, or mandates that force the People to give up their rights for exemptions or benefits and be forced into compliance of any programs of any sort.

Take notice of the following articles from New Hampshire which show from *whom power is* derived. These articles show that government should be open, accessible, accountable, and responsive and that the People have a right to give instructions to their representatives:

- **New Hampshire Constitution, Part I Article 1. Equality of Men; Origin and Object of Government:** “All men are born equally free and independent; Therefore, all government of right originates from the people, is founded in consent, and instituted for the general good.”
- **New Hampshire Constitution, Part I, Article 2: Natural Rights.** “All men have certain natural, essential, and inherent rights among which are, the enjoying and defending life and liberty; acquiring, possessing, and protecting, property; and, in a word, of seeking and obtaining happiness. Equality of rights under the law shall not be denied or abridged by this state on account of race, creed, color, sex or national origin.”

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Take notice, government workers are the trustees and servants of the People as seen in the New Hampshire Constitution; which describes the role of the government worker in a Republic. (See evidence below):

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Take notice that **Title 42 programs and partnerships**, which give financial incentives in order to provoke government workers (County or School Board) to attack the liberty interests of parents in their children's health and medical procedures, are not in accordance with the People's rights which you swore to protect. It is therefore my demand, as one of the People, that you make public all financial interests, COVID-19 related funds, or any other funds that may be given in any Federal, State, or County program or partnership that may be given to any school.

Take notice that **Malfeasance**, according to Black's Law Dictionary 4th edition, is defined as: "evil doing; ill conduct; the commission of some act which is positively unlawful; the *doing of an act* which is wholly wrongful and unlawful; the doing of an act which person should not do at all or the unjust performance of some act which the party had no right of which he contracted not to do. Comprehensive term including any wrongful conduct that affects, interrupts or interferes with performance of official duties" (p.1109).

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Take notice that Administrative Tribunals, run by administrative agencies in order to present force against the People, will be considered as a trespass against the People and a willful attack on the

American States with republican forms of government. The State has already sworn in every State Constitution that the People shall have the right to Trial by Jury, in a Court that is Impartial (Court of Record), moving under the course of Common Law, with a Magistrate that is completely independent of the Tribunal.

Take notice that the People of each State, who create frames of government, have the power to bar their government personnel from taking part in any Federal Action, Cooperative Program, or system that is not in favor of the People. (Please see evidence below):

- **Arizona Constitution Article 2 Section 3 C:** “If the people or their representatives exercise their authority pursuant to this section, this state and all political subdivisions of this state are prohibited from using any personnel or financial resources to enforce, administer or cooperate with the designated federal action or program.”

Take notice that as one of the People, I wish to not have you or your agents interfere with the rights of the People, especially when you have conflicts of interest in several programs that generate wealth which is not broadly known to the People. This can cause attacks on the rights of the People which are unlawful; for no government has the power to make rules or legislation abrogating any rights of the People (See authority below):

- **Miranda v. Arizona, 384 U.S. 436 (1966) Pg. 491** “Where rights secured by the Constitution are involved, there can be no rulemaking or legislation which would abrogate them.”
- **New Hampshire Constitution Article 4:** “Among the natural rights, some are, in their very nature unalienable, because no equivalent can be given or received for them. Of this kind are the Rights of Conscience.”

All instances of the above infractions against the people and the Constitution of New Hampshire subject the responsible party to removal from office under New Hampshire R.S.A 42:1.

3: Parental Rights i.e., Face Coverings Optional, Terminate Unconstitutional Mandates; Critical Race Theory.

Take notice, the People are asserting their liberty interests and object to any forced current or future vaccinations, vaccine clinics on school grounds, mandates that block the breathing system with a face covering, required social distancing, random body temperature checks or other testing requirements, long quarantines at home, mental abuse of children in quarantine camps, special rooms, buildings, or segregation or discrimination from peers. NH 126 – U:4 Prohibits many of the above policies:

- **NH 126-U:4 Prohibition of Dangerous Restraint Techniques. –**

“No school or facility shall use or threaten to use any of the following restraint and behavior control techniques:

I. Any physical restraint or containment technique that:

- (a) Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;
- (b) Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;
- (c) Obstructs the circulation of blood;
- (d) Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or
- (e) Endangers a child's life or significantly exacerbates a child's medical condition.

- II. The intentional infliction of pain, including the use of pain inducement to obtain compliance.
- III. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a child for the purpose of controlling or modifying the behavior of or punishing the child.
- IV. Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma.”

Take notice that as one of the People, we are making these demands so that we can decide what is best for our children's own health.

Take notice that the People will not accept or be involved with curriculum that teaches children they are either oppressors or oppressed. Programs which violate the conscience of the people, such as critical race theory, critical social justice, and/or seminars or training now referred to as Social Emotional Learning, (which includes Equity and Transgender Identification), are used to alter our thinking and are unacceptable.

Take Notice the people are aware of the rampant hypocrisy of elected servants, high net worth individuals, celebrities, or news reporters who are constantly pushing Covid 19 hysteria but on the other hand are constantly getting busted for not following the “rules” they want the people to obey.

Take Notice the people are aware that the Covid 19 hysteria narrative is breaking records every day on what freedoms can be stripped away in the name of “safety” The constant lies, fear mongering, and fear based decisions will not be tolerated anymore.

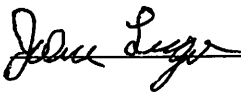
Take Notice that it is the people's will to resolve these issues in a peaceable and cooperative manner and you have not been reciprocal. You have displayed utter disregard to the People's will, and we are not going to accept any more political speeches, facts, or opinions from you unless you swear it under oath in an Affidavit with penalty of perjury. We are going to hold our servants and entities accountable.

If hired servants or entities fail to correct the wrongs, provide Remedy, fail to honor the Bill of Rights, fail to show where they believe they have Constitutional Authority to violate the Peoples' Rights and fail to furnish evidence within five (5) days, they acquiesce by default that they are working to attack the People. This goes against their Trust Indenture/Constitution and is a willful trespass against the rights of the People. Please meet our legal demands or you will be subject to N.H. R.S.A. 42:1-a.

You have now been served with notice of intent to pursue whatever legal means is required to rectify the violation of the New Hampshire State Constitution, all State Constitutions, and the United States Constitution and restore power back to the parents and the People.

Autograph – One of the People

Date



1-10-22

CC: Attorney General of NH John Formella
 CC: Governor Chris Sununu
 CC: Attorney General of US Merrick Garland
 CC: All US House & Senate Legislature
 CC: All NH House & Senate Legislature
 CC: National School Board Association
 CC: NH Bar Association CC: All NH Teacher's Union

To: Mayor & Chairman of School Board Joyce Craig
To: All Board of School Committee Members
To: All City of Manchester Elected Servants
 1 City Hall Plaza, Manchester, NH 03101

To: Manchester School District Admin. Staff
To: All Principals and Admin. Staff in all Manchester Public Schools
 20 Hecker St, Manchester, NH 03102

To: Sheriff Christopher D. Connelly
 329 Mast Rd, Goffstown, NH 03045

To: NH Dept. of Edu.
 101 Pleasant Street Concord, NH 03301-3860

**Notice of Maladministration, Malice, Malfeasance by
 Hillsborough County School Board Officials and NH Government Servants,
 Person or Entity
 "The People Have All Political Power"**

Notice to Agent is Notice to Principal and Notice to Principal is Notice to Agent

I, Theresa Lawrence, one of the people as seen in New Hampshire Constitution Bill of Rights Article 8, Sui Juris, in this court of record, am giving you and your agents notice. You, being trustees of the People, must provide due care and remember your oath which binds you. I make the following statements and claims:

In implementing mandates concerning personal health decisions for the people of New Hampshire and their children, you are exercising authority which was never granted to you. The constitution clearly reserves the authority to make or suspend laws to the legislature:

New Hampshire Constitution Part I, Article 29 Suspension of Laws by Legislature Only – "The power of suspending the laws, or the execution of them, ought never to be exercised but by the legislature, or by authority derived therefrom, to be exercised in such particular cases only as the legislature shall expressly provide for."

With full knowledge, you, in your elected office, took an oath to uphold the United States Constitution and the New Hampshire Constitution. The requirements of the office for which you were elected or hired are indicated in the New Hampshire Constitution and are detailed in the appropriate State statutes which apply to your position. In addition, you, as well as all other agents, were elected with full knowledge that you are now trust indentured servants of those who elected you: we the People. All elected and hired agents are subject to an oath of office as a requirement for employment. You and all others who take this oath are now bound by that oath to uphold all the reserved rights of we the People, as well as fully and faithfully fulfill the duties and obligations of the office. By improperly exercising authority not granted to your office, you have violated that oath and are subject to removal from office:

New Hampshire R.S.A 42:1 Oath Required. – "Every town officer shall make and subscribe the oath or declaration as prescribed by part 2, article 84 of the constitution of New Hampshire and any such person who violates said oath after taking the same shall be forthwith dismissed from the office involved."

As New Hampshire is not a "home rule" state, no local government (nor government agents,) may enact legislation or mandates which conflict with those of the State. Since neither the General Court of New Hampshire (the legislature), the Superior Court (Supreme Court,) the Governor, the Attorney General, the Health Director, nor any other State office has the constitutional authority to mandate health choices, school boards are clearly barred from mandating health choices. This is especially illegal if, as stipulated in Dillon's Rule, those requirements are not in keeping with the laws of the

State of New Hampshire.

I assert therefore that the governor and appropriate State authorities must immediately restrict or prohibit the actions of any entity, elected body or official in this State participating in enforcement of any mask or vaccine order. The constitution gives this enforcement power to the governor's office:

New Hampshire Constitution, Part II, Article 41:

“[Governor, Supreme Executive Magistrate.] The governor shall be responsible for the faithful execution of the laws. He may, by appropriate court action or proceeding brought in the name of the state, enforce compliance with any constitutional or legislative mandate, or restrain violation of any constitutional or legislative power, duty or right, by any officer, department or agency of the state. This authority shall not be construed to authorize any state action or proceedings against the legislative or judicial branches.”

The People in all 50 States are entitled to the protections and rights listed in their individual Constitutions which all contain similar language protecting the People's rights. You will see different State Constitutions' Bill of Rights mentioned and asserted throughout this Legal document. Please see evidence below.

- **United States Constitution Article 4. SECTION 2, Paragraph One:** “The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.”
- **The Constitution of the United States Bill of Rights- Amendment 10:** “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”

Please take notice that the following words “you, yourself, agents/all agents, elected servants, entity” when used, are directed towards all parties listed in the “To and CC:” sections so that all may be informed and educated of the matters at hand and provide remedy where needed.

1: Education: Constitutional articles, role of the government, the Peoples' power.

Take notice that as One of the People found and described in the Bills of Rights of all 50 State Constitutions, it is the right, duty, power and responsibility of the people to give education on the Bills of Rights. It is their right to demand redress, inform and instruct their elected servants and entities who are registered and licensed to do commerce, and are open to the Public in our States, to the possibility that they are knowingly or accidentally violating the People's Constitutionally guaranteed Rights. Those entities directly violate the expressed rights of the people through the implementation or the following of unconstitutional laws, statutes, rules, policies, or mandates that force the People to give up their rights for exemptions or benefits and be forced into compliance of any programs of any sort.

Take notice of the following articles from New Hampshire which show from whom power is derived. These articles show that government should be open, accessible, accountable, and responsive and that the People have a right to give instructions to their representatives:

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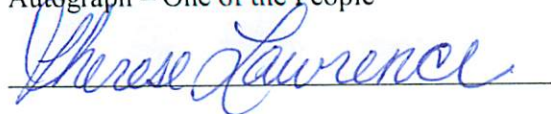
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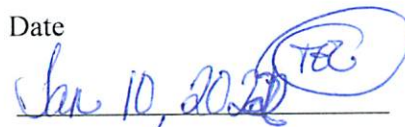
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