

**MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, JULY 13, 2020
Lincoln Center - Virtual Meeting**

Executive Session: Superintendent's Evaluation 5:30 P.M. - Virtual
Board of Education Meeting 7:00 P.M. - Virtual

Public access to view meeting :

Live streaming on FaceBook: [Link to MPS Pride FaceBook Page](#)

Live at Silk City TV: <http://www.channel16.org/CablecastPublicSite/watch/1?channel=1>

On demand after the meeting: <http://www.channel16.org/CablecastPublicSite/?channel=1>

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Secretary's Welcome
- 4) Board of Education Minutes June 22, 2020 A - 4

B. COMMITTEE REPORTS - None

C. CONSENT CALENDAR

- 1) Personnel Actions C - 1
- 2) Establish an appropriation for the Elementary and Secondary School Education Relief (ESSER) funding for the FY 19/21 in the amount of \$1,540,831 C - 2

D. PUBLIC COMMENTS - [Request to Speak Form](#)

Residents that would like to speak during public comments session must complete the [Request to Speak Form](#)

E. SUPERINTENDENT'S REPORT

- 1) Update on Buckley Renovation, Mr. Randall Luther, TSKP Studio E - 1
- 2) Fall Planning Update, Mr. Matthew Geary, Superintendent of Schools E - 2
- 3) Update and discussion on expanded USDA's Community Eligibility Provision Program district-wide, Mr. Matthew Geary, Superintendent of Schools

F. UNFINISHED BUSINESS - None

G. NEW BUSINESS

1) Superintendent's Evaluation:

Recommended Motion: Move to accept the written evaluation of the Superintendent of Schools for the 2019-20 school year

2) Superintendent's Contract

Recommended Motion: Authorize the Board Chair to enter into a contract for July 1, 2020- June 30, 2023 with the Superintendent of schools

3) USDA Eligibility Provision

Recommended Motion: Move to allow Mr. Nick Aldi, Director of Food & Nutrition Services to apply for district wide USDA's Eligibility Provision for all Manchester Public Schools.

H. PUBLIC COMMENTS - [Request to Speak Form](#)

Residents that would like to speak during public comments session must complete the [Request to Speak Form](#)

I. COMMUNICATIONS

J. ITEMS FOR FUTURE AGENDAS

Topics for Superintendent's Report

Monday, August 31, 2020

Opening of School Update

Monday, September 14, 2020

District Improvement Plan Update
Professional Development Highlights

K. ADJOURNMENT

Welcome to the Manchester Board of Education meeting. Observers are always welcome. The following instructions are to assist those who wish to speak during the Public Comment session(s):

- 1) *Print your name and address on the sign-in sheet at the podium for accurate record keeping.*
- 2) *State your name and address for the record. Students state name only.*
- 3) *First Session: Three minute time limit for any item that may come before the Board. Listen for the bell.*
- 4) *Second Session: Comments must be limited to items on the Board's agenda for this meeting. The Board Chair has the discretion to limit comment time.*
- 5) *Written statements may be substituted for Board members if time runs out for speaker.*
- 6) *Immediate replies to questions/concerns should not be expected (Board Chair/Superintendent's discretion).*
- 7) *Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language. Board of Education Policy #1220.*

MANCHESTER BOARD OF EDUCATION

Regular Meeting

June 22, 2020

Lincoln Center/Virtual Meeting

PRESENT: Gundersen, Heinrich, Meggers, Pattacini, Patterson, Scappaticci, Stefanovicz, Thames

ALSO PRESENT: Superintendent of Schools Geary, Deputy Superintendent Curriculum & Special Services Radikas, Director of Finance & Management Clancy, Director of Human Resources Sone-Moyano.

ABSENT: Hughes

A. OPENING

A.1. & 2. Meeting Called to Order

Chairperson Thames called the meeting back to order at 7:03 p.m. following an executive session that took place at 5:30 p.m. All in attendance participated in the Pledge of Allegiance to the Flag, led by Mr. Thames. Peter Meggers asked us to take a moment to honor the life of a native Manchester son, Michael Dyer. Mr. Dyer was a lifelong resident of Manchester and a product of Manchester Public Schools. He was an active member of the Manchester Scholarship Foundation and many other organizations that benefited Manchester. Mr. Thames called for a moment of silence in his memory.

A.3. Secretary's Welcome

Mr. Pattacini stated that as Secretary of the Board of Education, he wished to welcome the online viewers to this regular meeting of the Board of Education. Mr. Geary and Mr. Thames are present at Lincoln Center, but everyone else is participating from their own residences. This evening public speak will resume and a sign-up document was created prior to the meeting. If nobody signs up today please remember to do so before the next meeting to participate. Mr.

Pattacini thanked the public for their interest in this evening's meeting and the Manchester Public Schools. He is proud of the work happening in Manchester.

A.4. Approval of Minutes of Previous Meeting

APPROVED – Minutes Regular Meeting of the Board of Education of June 8, 2020. Secretary Pattacini moved and Mr. Scappaticci seconded the motion.

7/0/1 – Voted in favor.

B. COMMITTEE REPORTS

None.

C. CONSENT CALENDAR

Mr. Geary presented three items on the Consent Calendar for Board approval.

C.1. Personnel Action

Details had already been provided to the Board members with their agenda.

C.2. Permission to apply for the Innovation Grant for FY 20-21

C.3. Extended Field Trip Request - 8 MHS Students - 4 Chaperones - Cross Country Meet - Manchester, New Hampshire - September 25-26, 2020

The Chairman called for a motion.

Secretary Pattacini moved and Mr. Scappaticci seconded the recommendation to adopt the Consent Calendar as outlined in the evening's agenda.

8/0 - Voted in favor.

D. STUDENT REPRESENTATIVE REPORT

None.

E. PUBLIC COMMENTS

None.

F. SUPERINTENDENT'S REPORT

F.1. Youth Work on Race - More Than a Word presentation

Mr. Geary informed us that about a week ago the "N" word was used online by a group of kids from MPS. Administration and others have worked on how to respond to this and discuss the issue. A group of students, along with several adults, put together an interactive presentation that involved everyone on the Board. The entire interactive presentation is available for viewing on the website. Ashley Okwuazi, the Youth Empowerment Coordinator, stated we need to amplify the voice of the young people with marginalized identities. The students involved in this project were Soraya, Jared, Kyle, Leila, Cassandra, Mia and Stephanie, and they all attend MHS.

Kyle and Leila gave us information on the historical use of the "N" word and Leila and Jared spoke about how it is used today. Stephanie and Soraya talked about how other cultures/groups/races have slurs and some "reclaim" the negative words used against them, but that only those in that group should be using (if at all) that word.

The question being asked was why talking about the "N" word is so hard. Answers from students varied from being told it was taboo by a parent to being nervous to say the wrong thing. Some adults noted it was akin to saying a swear word and the word carries pain for so many. It was the consensus that the word is disrespectful and degrading, whether used by a black or a white person.

The next question was how and when should this subject be taught to children. The general consensus was that it should be taught early and often, possibly along with middle school health class. Some felt that it should be included about

the time students learn about Christopher Columbus (who hopefully is no longer labeled a hero in classrooms). It was also noted parents should be involved in this conversation and teachers need help having this conversation.

F.2. Close of School

Mr. Geary noted that we do not yet have any guidance from the state regarding the fall. Last Monday was the last day of school. Graduations for MRA and MHS have begun and Adult Ed has their graduation tomorrow. Mr. Geary is hoping to hear from the state this week regarding the fall. Surveys have gone out to parents, staff and youth about their feelings on the situation.

G. UNFINISHED BUSINESS

None.

H. NEW BUSINESS

None.

I. PUBLIC COMMENTS

None.

J. COMMUNICATIONS

None.

K. ITEMS FOR FUTURE AGENDAS

July 13 - Fall Planning Update; Update on Preschool Center

August 31 - Opening of School Update

L. ADJOURNMENT

Mr. Thames called for a motion to adjourn.

Secretary Pattacini moved and Mr. Scappaticci seconded the motion to adjourn the meeting.

8/0 - Voted in favor.

Adjournment 8:48 p.m.

Respectfully submitted,

Christopher Pattacini
Board Secretary

PERSONNEL ACTIONS

APPOINTMENTS

Ms. Kristine Aikins to be a Speech & Language Pathologist for Manchester Public Schools. Ms. Aikins received her Master's Degree from Midwestern University in Arizona and currently resides in Somers. It is recommended that her appointment be approved effective August 24, 2020 (Masters +30 / Step 4, \$60,804.00).

Ms. Tomme "Noelle" Prignano to be a Social Studies Teacher in the Bentley Alternative program and Manchester High School. Ms. Prignano previously taught in the district from 2014-2019. She received her Master's in Curriculum and Instruction from the University of Connecticut and will be relocating to Manchester this summer. It is recommended that her appointment be approved effective August 24, 2020 (Master's +30 / Step 8, \$71,533.00).

Mr. Brian Albert to be a Physical Education Teacher at Manchester Regional Academy. Mr. Albert received his Bachelor of Science degree from the University of Connecticut and his Physical Education Certification from Central Connecticut State University. It is recommended that his appointment be approved effective August 24, 2020 (Master's / Step 2, \$52,309.00).

Mr. Jonathan Davie to be a Math Teacher at Manchester Middle Academy. Mr. Davie received his Bachelor's degree from Central Connecticut State University. It is recommended that his appointment be approved effective August 24, 2020 (Bachelor's / Step 4, \$52,755.00).

RESIGNATIONS

Mr. Paul Rippington, Library/Media Specialist at Illing Middle School, has submitted notice of his intent to retire effective at the end of the 2019-2020 School Year. Mr. Rippington has been with Manchester Public Schools since August 28, 1997. It is recommended that his resignation be accepted.

Ms. Heather Armstrong, Grade 3 Teacher at Buckley Elementary School, has submitted her letter of resignation effective July 1, 2020. Ms. Armstrong has been with Manchester Public Schools since August 28, 2019. It is recommended that her resignation be accepted.

Ms. Ashley Bell, On Track Coordinator at Manchester High School, has submitted her letter of resignation effective July 14, 2020. Ms. Bell has been with Manchester Public Schools since August 30, 2012. It is recommended that her resignation be accepted.

Ms. Quinn Austermann, Social Studies Teacher at Manchester High School, has submitted her letter of resignation effective July 1, 2020. Ms. Austermann has been with Manchester Public Schools since August 25, 2014. It is recommended that her resignation be accepted.

Ms. Sarah Zalewski, Guidance Counselor at Illing Middle School, has submitted her letter of resignation effective June 25, 2020. Ms. Zalewski has been with Manchester Public Schools since August 26, 2013. It is recommended that her resignation be accepted.

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation FY 19/21 Elementary and Secondary School Education Relief (ESSER) Funding

Date: July 7, 2020

Background: The United States Department of Education has approved the Department's application for funding under the federal CARES Act, Elementary and Secondary School Education Relief (ESSER). The Department was awarded \$111 million in funding, of which \$11.1 million will be reserved for state-level activities, and the balance of \$99.9 million will be distributed to local education agencies (LEAs) based on the proportion of Title I funding they received for fiscal year 2020.

Discussion/Analysis: The funding will be used toward support for districts as we consider next steps to continue to provide education in a way that is accessible, equitable and meaningful for the children we serve. The road to recovery for school districts will be unique to each district.

Financial Impact: None.

Other Board/Commission Action: None.

Recommendations: The Superintendent recommends that the Board of Education request the Board of Directors to establish an appropriation for FY19/21 Elementary and Secondary School Education Relief funding in the amount of 1,540,381.

Attachments: Award Letter & Budget.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, Connecticut
July 13, 2020



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

MANCHESTER PUBLIC SCHOOLS
45 NORTH SCHOOL STREET
MANCHESTER, CT 06040-2022

4 Award Information

Grant Type: FEDERAL
Statute: P.L. 116-136 THE CARES ACT
CFDA #: 84.425D
SDE Project Code: SDE0000000000002

Grant Number: 077-000 12060-29571-2020-82079-124137

2 Grant Title

EDUCATION STABILIZATION FUND

5 Award Period

3/13/2020 - 9/30/2021

3 Education Staff

Program Manager:

Marlene Padernacht 860-713-6568

Payment & Expenditure Inquiries:

Jeffrey Lindgren 860-713-6624

6 Authorized Funding

Grant Amount: \$1,540,381

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2019 and June 30, 2020 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2020. For grants awarded for two-year periods beginning July 1, 2019, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2021. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

These funds to be used for COVID-19 related expenses retroactive to March 13, 2020 through September 30, 2021.

This grant has been approved.

6/23/2020

Desi Nesmith

BUDGET FORM

Created On: 6/23/2020

ED 114

Fiscal Year: 2020
Grantee Name: MANCHESTER
Grant Title: EDUCATION STABILIZATION FUND
Project Title: ELEM, AND SECOND. SCHOOL EMERGENCY RELIEF FUND
Fund: 12060 **SPID:** 29571 **Year:** 2020 **PROG:** 82079 **CF1:** 124137 **CF2:**
Grant Period: 3/13/2020 - 9/30/2021 **Authorized Amount:** \$1,540,381
Project Code: SDE0000000000002

Funding Status: Final
Vendor ID: 00077

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$1,540,381

CODES	DESCRIPTIONS	BUDGET
100	PERSONAL SERVICES - SALARIES	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
300	PURCHASED PROF/TECH SERVICES	
400	PURCHASED PROPERTY SERVICES	
500	OTHER PURCHASED SERVICES	1,540,381
600	SUPPLIES	
700	PROPERTY	
800	MISCELLANEOUS	
917	INDIRECT COST	
	TOTAL	\$1,540,381

Original Request Date: 6/16/2020

This budget was approved by Marlene Padernacht on 6/23/2020.



Manchester Public Schools

Phase 2 – Buckley

July 13, 2020 Board of Education

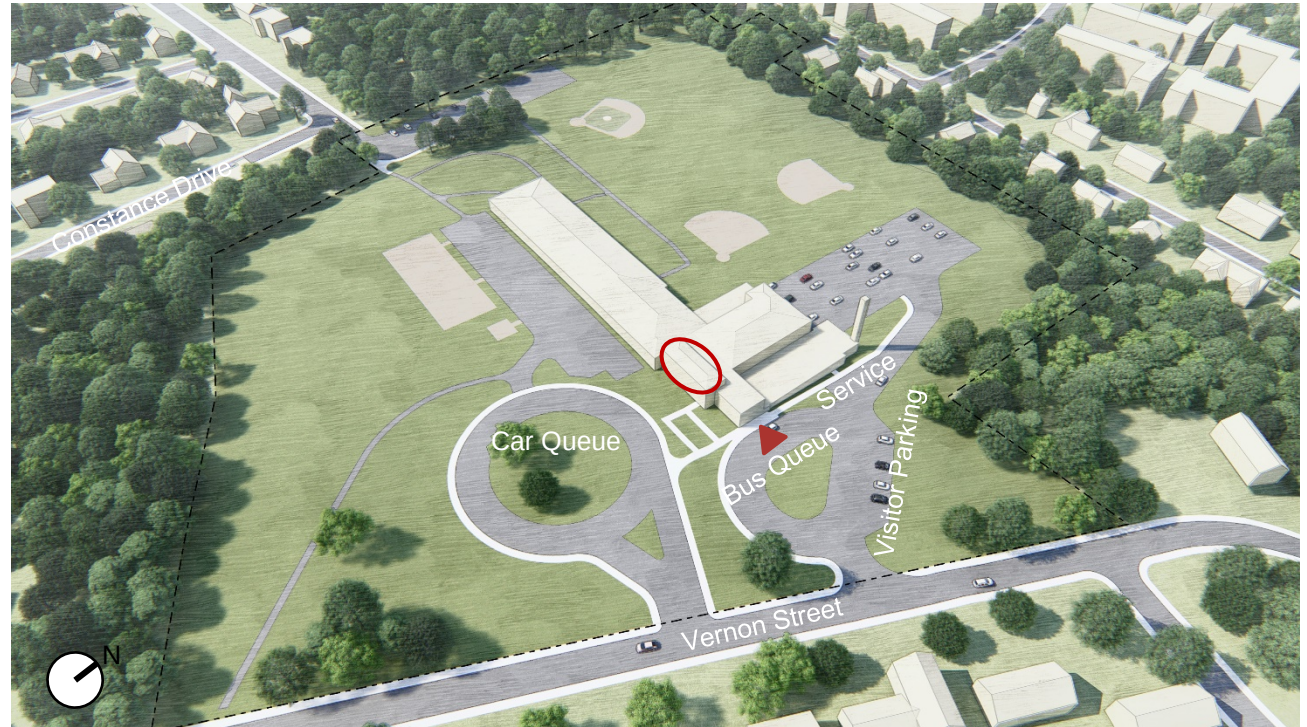


TSKP
STUDIO

ARCHITECTURE | PLANNING | INTERIORS

Buckley | Existing Site

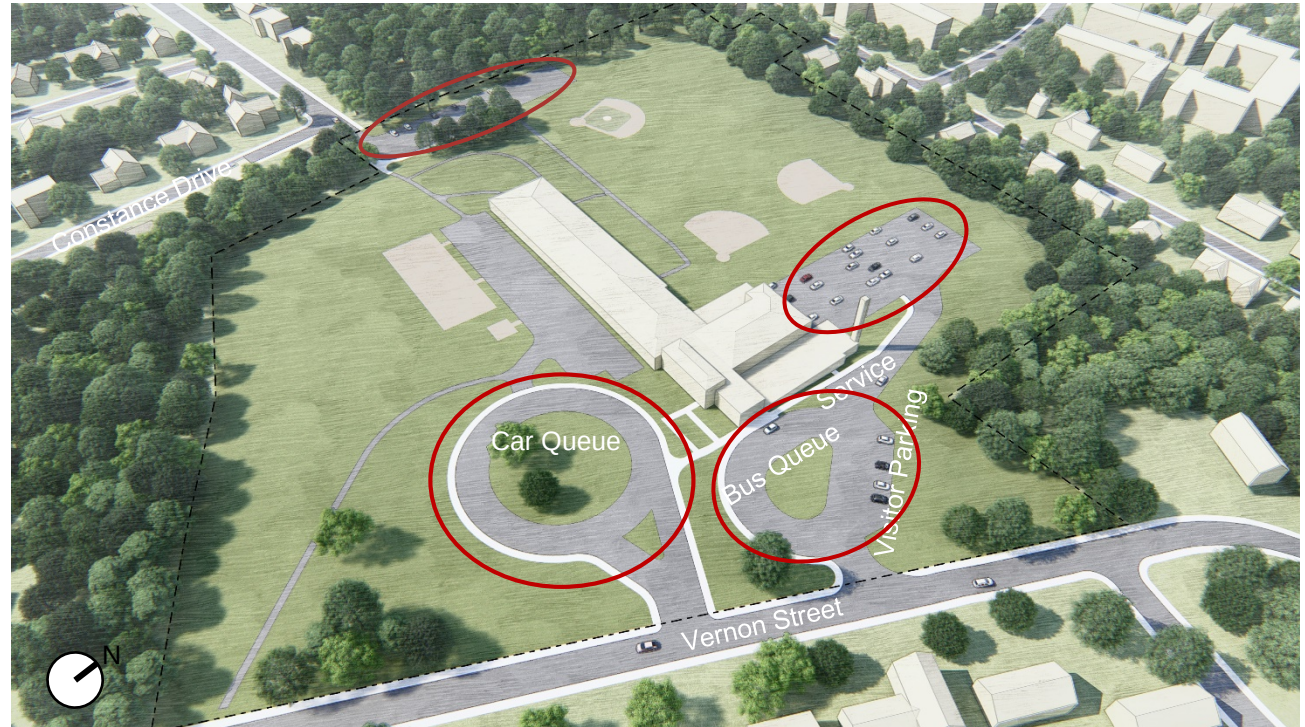
Entrance on Lower
Floor, Main Office on
Upper Floor



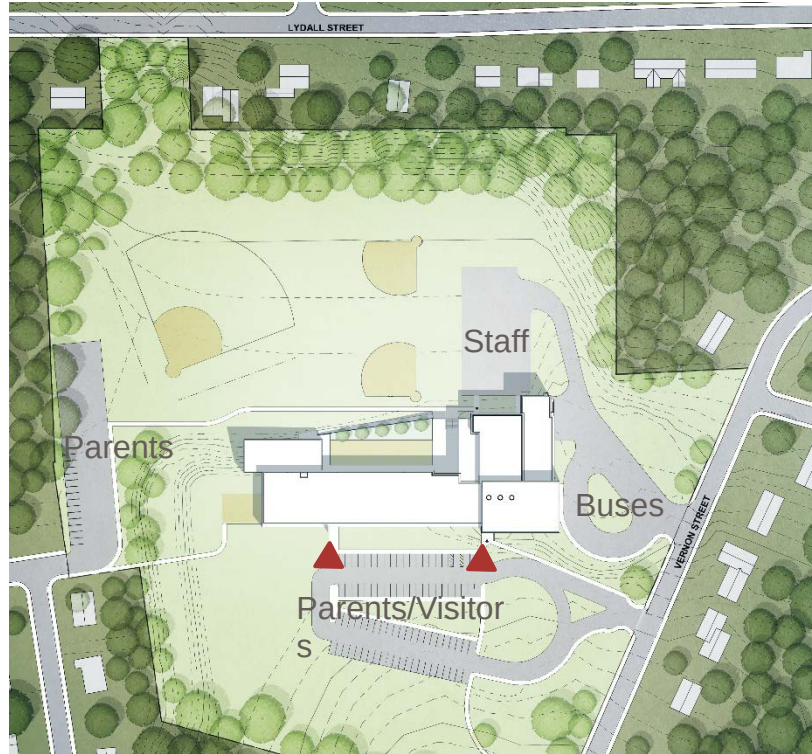
Buckley | Existing Site

Entrance on Lower
Floor, Office on
Upper Floor

Cars/Public on All
Sides



Buckley | Revised Site



Proposed Layout



Current Layout

Buckley | Proposed Upper Level



Buckley | Proposed Upper Level

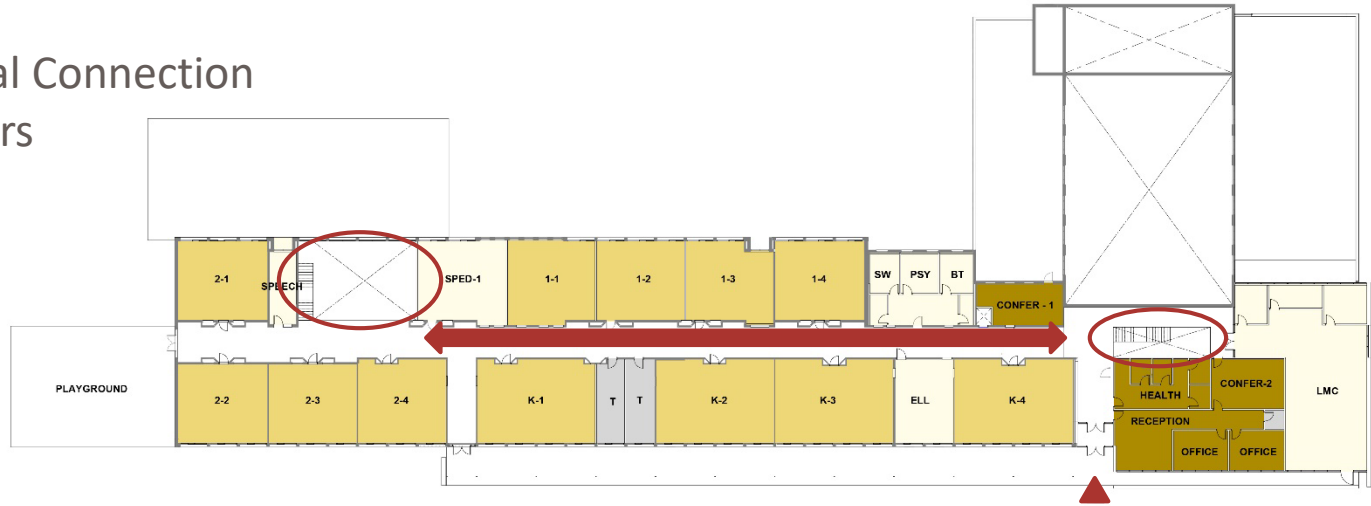
Upper Level Entrance Near
Administration



Buckley | Proposed Upper Level

Upper Level Entrance Near
Administration

Visual/Physical Connection
Between Floors



Buckley | Proposed Upper Level

Upper Level Entrance Near
Administration

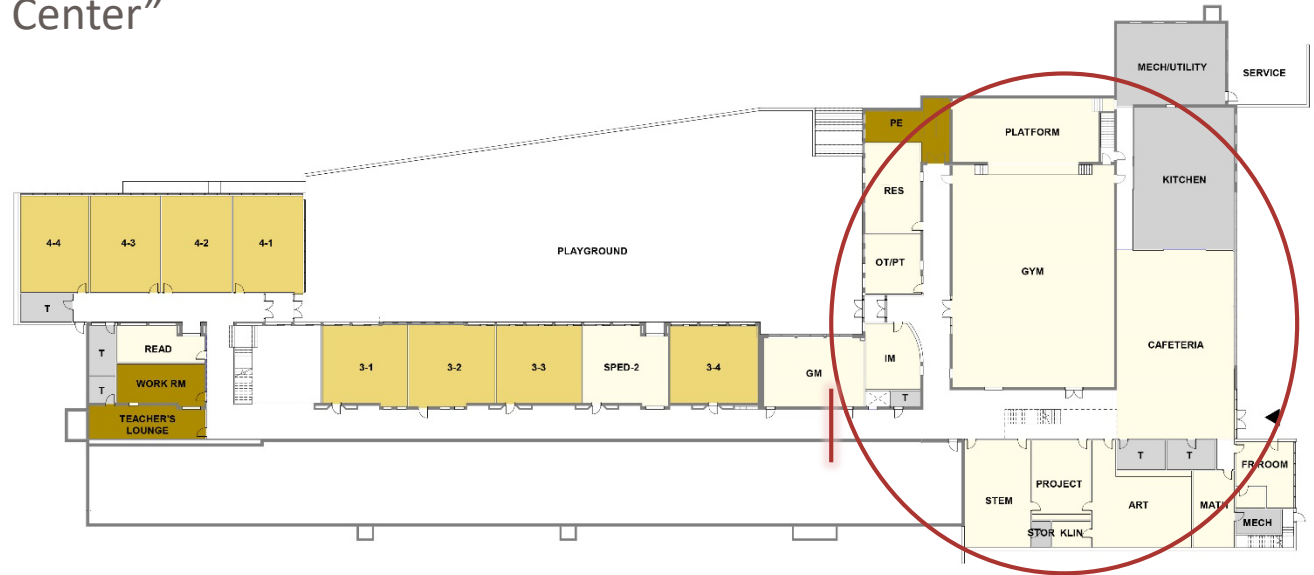
Spatial/Physical Connection
Between Floors

K-2 Near Entry/Office



Buckley | Proposed Lower Level

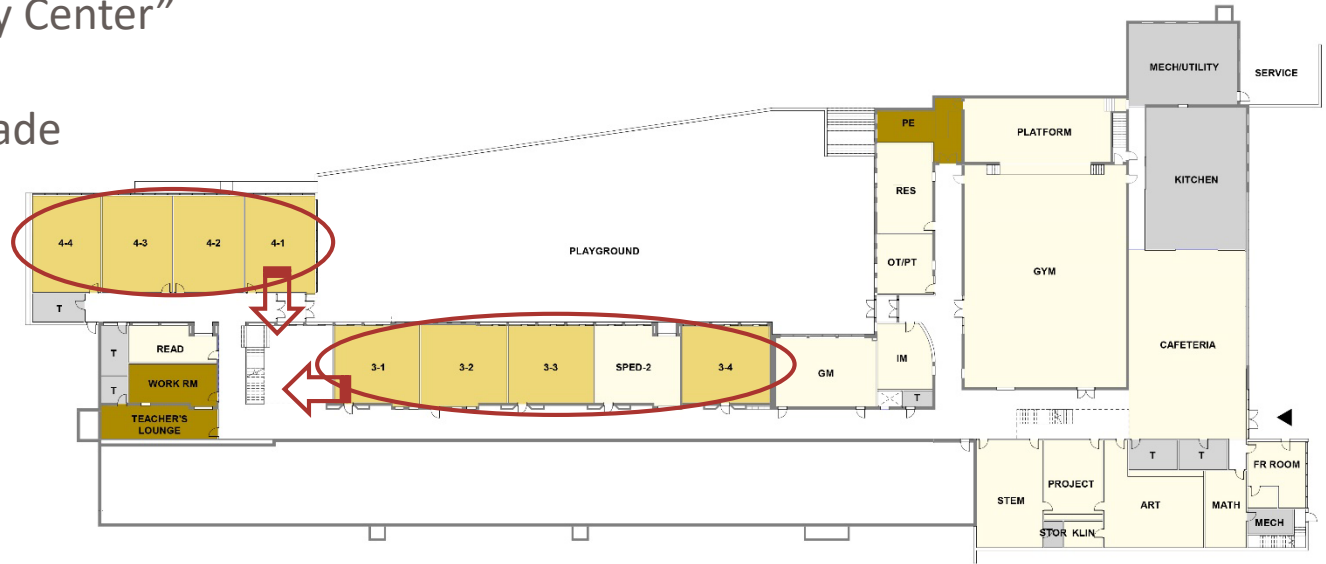
Creates “Community Center”



Buckley | Proposed Lower Level

Creates “Community Center”

Addition Creates Grade
Continuity w/
Shared Breakout



Buckley | Proposed Sections



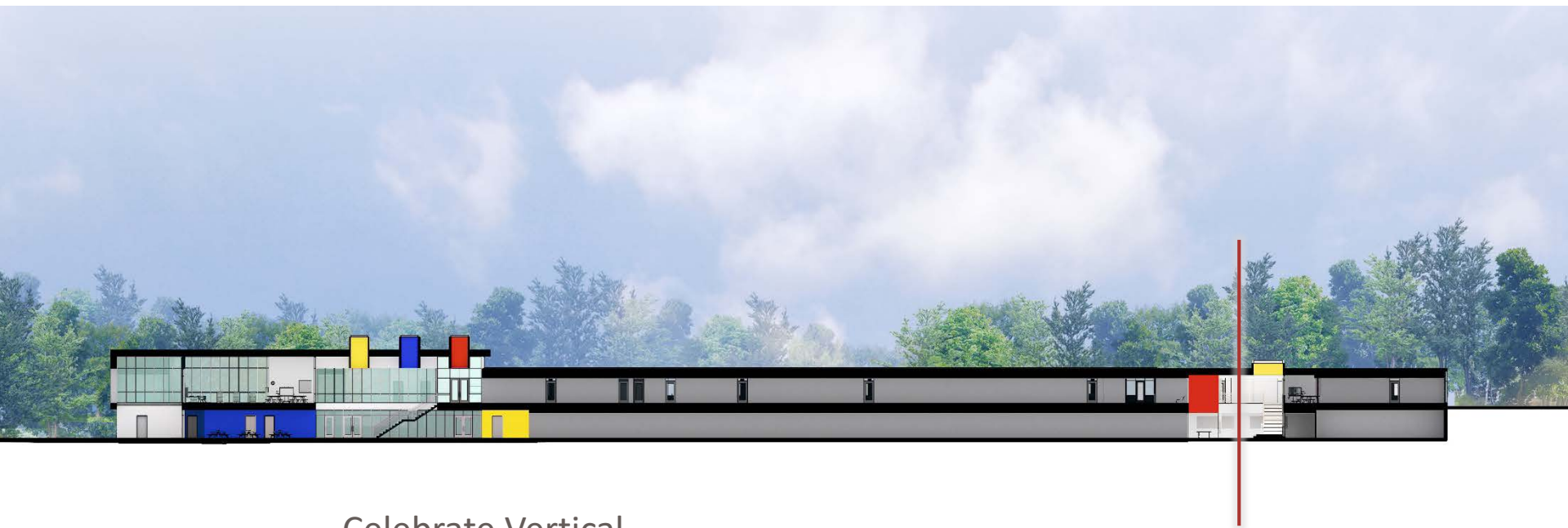
Importance of Vertical
Circulation

Buckley | Proposed Sections



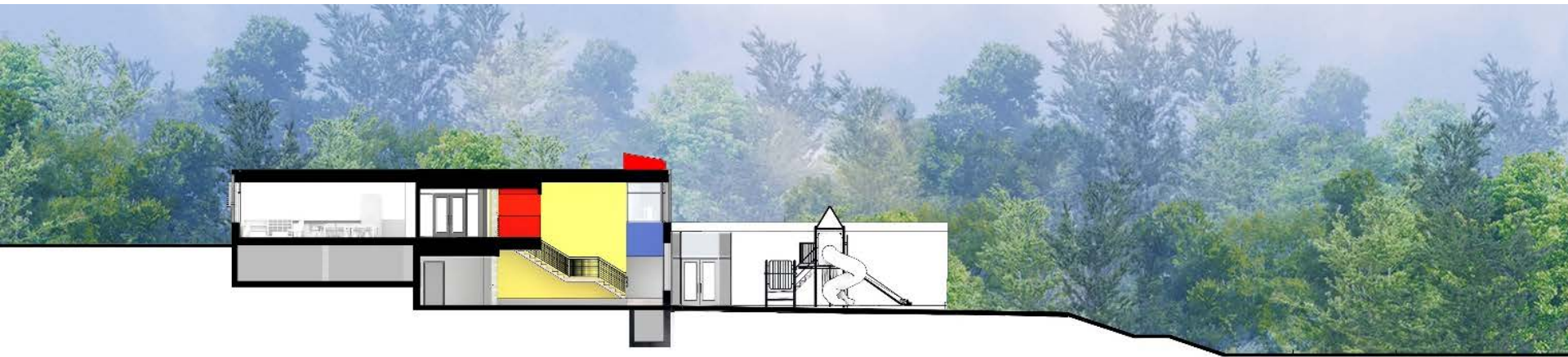
Celebrate Vertical
Circulation

Buckley | Proposed Sections



Celebrate Vertical
Circulation

Buckley | Proposed Sections



Buckley | Imagery

Break Out Area For Differing
Learning Modalities

Lobby w/ Views to Cafeteria,
Library, and Gym



Buckley | Imagery



Buckley | Imagery



Buckley | Imagery

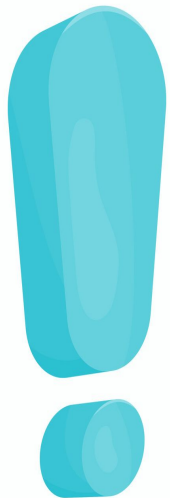


Q&A

Manchester Public Schools

Fall Planning Update

Reopening Drivers



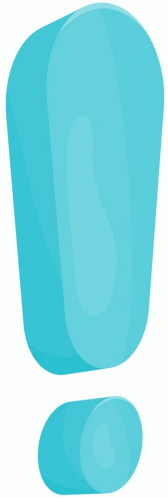
Learning Community

- Center all decisions on equity and race and ensure appropriate time and space for regular reflection on race and equity throughout the year.
- Plan for a restorative reopening which emphasizes community building, healing, social emotional learning, improved mental and physical health, and actual time to pause and reflect regularly.
- Ensure parents, students, and staff are working as partners (as was necessary during the pandemic) to support learning at various locations and provide any needed support or materials related to that learning to parents and families

Learners

- Provide opportunities for all learners (students and staff) to understand and apply how they best learn (learner profiles, student interests, etc.) as well as areas of strength and for growth with respect to learning habits

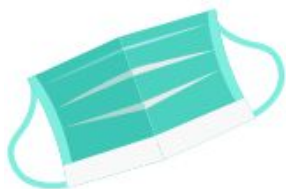
Reopening Drivers



Learning

- Connect work across content areas - as many as possible wherever possible - and to learner's lives, our community, or the world
- Ensure experiences related to social justice and service learning are available to and expected of all learners as driven by the curriculum
- Allow for flexibility of time and pacing as well as student voice, choice, ownership, and agency, depending on student needs, learning styles, and interests
- Teach standards but dramatically reduce the amount that are addressed in every grade level, content area, and course in order to shift focus to the key standards students need to master
- Implement technology to support learning but identify how that is happening (is it helping with access to information, organization and efficiency or is it transforming learning) and have realistic expectations
- Clearly indicate what we mean by mastery and identify how we will assess / know that something has been learned / mastered
- Clearly define what quality feedback will look like, how it will be given, and that its purpose is to enhance learning not judge performance
- Ensure students have an opportunity to think about their thinking and reflect on their work in order to ensure deep understanding of what they have learned and their strengths and areas for growth as a learner
- Integrate media literacy into instruction so that students learn to think critically about the messages media delivers

Full Time In Person Learning



Masks: The state guidelines require that all students and staff wear masks while on buses and in the building. Buses will run at full capacity. We understand the importance of masks as a safety measure, however we are concerned about students wearing masks all day. As a result, we will build in frequent mask breaks by increasing time students spend outdoors, weather permitting.

Additional PPE: Additional PPE including masks, gloves, face shields, hand sanitizer etc. will be provided for staff based on the learning environment/role.

Health Screening: Students and staff who exhibit symptoms will be required to stay home. If a person experiences symptoms during the school day, he or she will be moved to an isolation room until they are able to be picked up to go home.

Full Time In Person Learning



Social distancing: The state guidelines require social distancing of 6 feet when feasible and recommends grouping students in cohorts. In addition, when possible, student workstations will be arranged 6 feet apart and all students will face the same direction. Plexiglass barriers may be installed as needed so teachers can remove masks during instruction. There will be times where social distancing will not be possible including on school buses. In these cases, masks and other precautions such as one way hallways where possible and frequent hand washing should minimize risk of transmission in those areas.



Staff Interaction: Full staff gatherings for meetings and professional learning will be minimized and department meetings, PLCs, and other meetings will continue to be virtual if social distancing requirements can not be accommodated.

Full Time In Person Learning



Class size / Cohorting: We anticipate classes between 18 and 22 students although the number could be lower depending on the number of students who participate in remote learning. In grades PK - grade 8, student interactions will be limited through cohorting, transitions within the building will be minimized, and lunch will be eaten in classrooms or outdoors. Due to the scheduling of students in grades 9 - 12, cohorting will not occur and students will need to transition between rooms.



Cleaning: Enhanced cleaning guidelines issued by the Department of Public Health will be implemented and all school ventilation systems will be inspected. We are looking into solutions for rooms which exceed a reasonable temperature and the challenge that presents with masks.

Remote Learning

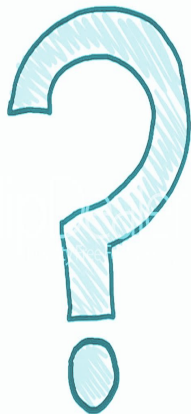


Schedules: Remote learning will take place during the same hours as in person learning. If this option is selected students would remain in remote learning from August 27, 2020 through at least January 26, 2021 with the potential to continue through the end of the year.



Classes / Attendance: Classes will include several live teaching experiences through Google Meet/Hangouts. Live teaching would be combined with independent work supported by technology. Student attendance during live teaching is mandatory. In grades 9-12 course availability will be focused on graduation requirements and will not include the offerings of the full program of studies.

Frequently Asked Questions



Timeline:

- Why do parents have to make their decision by Friday, July 10th?
- Can I switch my child's status after I make my decision this week?
- Why not use some 'combined' plan with alternating days or something?

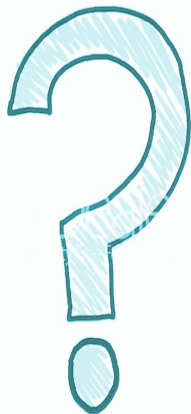
Instruction

- Will what you learn be different based on whether you are in school or at home? Will both groups have the same amount of work and get the same amount of help and be graded the same way?
- For students returning to school in person, will normal electives still be offered?
- What about art, music, PE, STEM, and electives for students learning remotely? Will you have these classes and will they be different from what students in the buildings experience?
- My child's schedule at MHS is filled with honors level courses. Will students be able to take honors level or AP courses remotely?

Transportation

- Will students be tested (have their temperature taken) before getting on the bus?
- Will there be an adult on the bus (in addition to the driver) to watch the kids and make sure they wear masks?

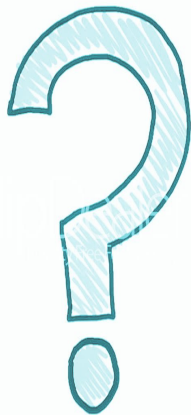
Frequently Asked Questions



Information for students returning to buildings:

- Won't classrooms be too crowded for students to be six feet apart?
- What can you tell us about other safety precautions like hand sanitizer stations?
- My child has asthma and will not be able to wear a mask. Will she be given permission not to wear it?
- What about students who refuse to wear a mask or don't follow social distancing instructions? Will there be disciplinary consequences?
- What will transitions look like -- when students arrive at schools, and between classes at MHS and so forth? Hallways can get very crowded especially at our biggest buildings.
- Under what circumstances will students/staff temperatures be taken?
- Will children be allowed to interact and socialize at all?
- Speaking of mask breaks, what happens when it's raining or cold and students can't go outside?
- How will bathroom breaks work? Will there be enough hand sanitizer? Will students have to bring their own mask each day? How often will you clean the classrooms?

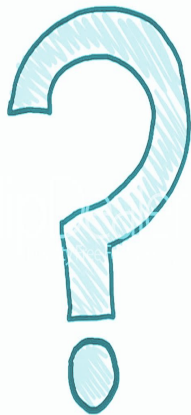
Frequently Asked Questions



Information for students returning to buildings:

- Will you still have ‘freshman first day’ at MHS and also have just grade 5 students at Bennet and grade 7 at Illing on the first day?
- It seems that most of the new protective protocols apply only or mostly to K-6. Aside from the requirement of masks, what protective measures will contain the possible spread of the virus in 7-12 schools?
- Will there be any after school activities in the fall for students that are physically attending school?
- Not all of our schools are air-conditioned. Can you do something about that knowing that everyone will have masks on all the time?

Frequently Asked Questions



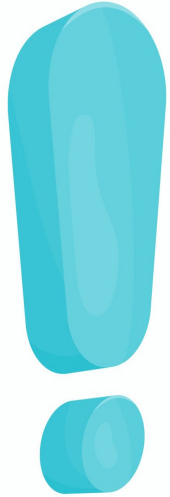
Remote learner information:

- If remote learning is elected what will the access to teachers be like for those who have additional questions or need one-on-one assistance?
- We don't have internet access at my house. Does that mean my child has to go to school even if I would rather keep her home.
Will I still be able to get free meals for my children even if they aren't in the buildings in the fall?
- If you keep your child home, do they get to participate in school sports? (My son loves to run and I want to keep him home for schooling but would also like him to be on the cross-country team.)
- Will there be an option for students who choose remote learning to be able to attend in-class instruction for just elective type classes if they have the means to get to and from school?

Culture and Climate

- Given the circumstances in our community and country surrounding racial justice, what is going to be done to make sure all students feel protected?

Next Steps

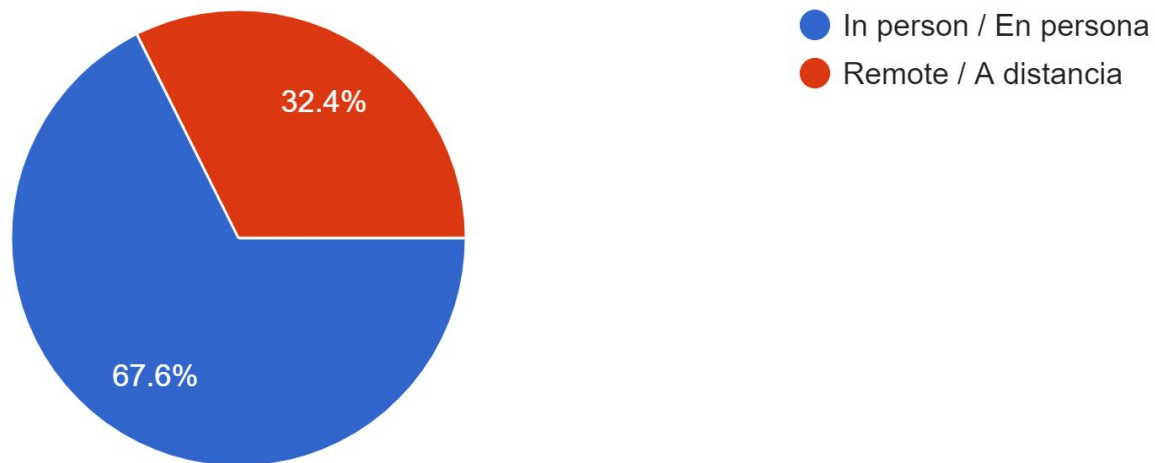


- Data on return of students and staff collected and reviewed
- Subcommittees (Health and Wellness, Operations, Teaching and Learning) including administrators, teachers, and staff, developing plan according to state guidelines
- Plan shared with students, parents, and families for feedback and input
- Plan submitted to Connecticut State Department of Education (Draft)
- Recommendations for policy suspensions / changes submitted to Board of Education for review
- Monitor state and national Covid data

Data

Choice for Fall:

4,453 responses



Data

If you are eligible for bus transportation do you plan to send your student on the bus?

3,046 responses

