

**MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, SEPTEMBER 14, 2020
Lincoln Center - Virtual Meeting**

**Policy Committee
Board of Education Meeting**

**5:45 P.M. - Virtual
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 August 31, 2020 A - 4

B. COMMITTEE REPORTS - None

C. CONSENT CALENDAR

- 1) Personnel Actions C - 1
- 2) Transfer of Funds C - 2
- 3) Permission to Apply Coronavirus Relief Funds for the FY 20/21 in the amount of \$861,097 C - 3
- 4) Establish an appropriation for the Priority School District Grant FY 20/21 in the amount of \$848,228 C - 4
- 5) Establish an appropriation for the Priority School District - Summer School Grant FY 20/21 in the amount of \$155,832 C - 5
- 6) Establish an appropriation for the Priority School District - Extended School Hours Grant for the FY 20/21 in the amount of \$131,930 C - 6
- 7) Establish an appropriation the Alliance District Grant FY 20/21 in the amount of \$7,632,367 C - 7
- 8) Establish an appropriation for the Rise Innovation Grant FY 20/21 in the amount of \$210,000 C - 8
- 9) Establish an increase in the appropriation for the Individuals with Disabilities Education Improvement Act (IDEA) 619 Grant FY 20/22 in the amount of \$503, bringing the total grant award to \$65,923 C - 9
- 10) Establish an increase in the appropriation for the IDEA 611 grant FY 20/22 in the amount of \$87,619, bringing the total grant award to \$1,924,527 C - 10
- 11) Establish an appropriation for the Adult Education Grant FY 20/21 in the amount of \$760,569 C - 11

D. REPORT FROM STUDENT REPRESENTATIVE - None

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

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

F. SUPERINTENDENT'S REPORT

- | | |
|---|-------|
| 1.) Update on Opening of Schools, Matt Geary, Superintendent of Schools | F - 1 |
| 2.) District Improvement Plan Update, Matt Geary, Superintendent of Schools | F - 2 |
| 3.) Professional Development Highlights, Amy Radikas, Deputy Superintendent | F - 3 |

G. UNFINISHED BUSINESS - None

H. NEW BUSINESS - None

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

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

J. COMMUNICATIONS

**K. ITEMS FOR FUTURE AGENDAS
Topics for Superintendent's Report**

Monday, September 28, 2020	Update on Technology
Wednesday, October 14, 2020	Bennet School Improvement Plan
Monday, October 26, 2020	Update on Human Resources

L. 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 the 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

Special Meeting

August 31, 2020

Lincoln Center/Virtual Meeting

PRESENT: Gundersen, Heinrich, Hughes, 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: Meggers

A. OPENING

A.1. & 2. Meeting Called to Order

Chairperson Thames called the meeting to order at 7:03 p.m. All in attendance participated in the Pledge of Allegiance to the Flag, led by Mr. Thames.

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 special meeting of the Board of Education. He, along with the Board and the Superintendent, were pleased to be joined in celebrating the achievement, reviewing information, and discussing areas for growth, along with making policy decisions related to the effective operation of the Manchester Public Schools. Mr. Pattacini explained that this is a special meeting of the Board to discuss the reopening of school. The meeting is open for public input, however signing up prior to the meeting is required. If a member of the public did not sign up to speak prior to this meeting, they are welcome to reach out to the Superintendent via email. Mr. Pattacini stated he is

proud of Manchester Public Schools, especially during this pandemic, and he is looking forward to the updates from Superintendent Geary.

A.4. Approval of Minutes of Previous Meeting

APPROVED – Minutes Regular Meeting of the Board of Education of August 10, 2020. Secretary Pattacini moved and Mr. Scappaticci seconded the motion.

7/0 - Voted in favor.

B. COMMITTEE REPORTS

None.

C. CONSENT CALENDAR

Mr. Geary presented eight 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. Transfer of Funds

- **Transfer from the following accounts:**
 - **Purchased Professional Services in the amount of \$621,354.04**
 - **Contracted Services in the amount of \$463,017.29**
 - **Supplies/Utilities in the amount of \$501,809.56**
 - **Property /Equipment in the amount of \$256,054.59**
 - **Dues/Fees in the amount of \$59,882.12**

For a Total transfer amount of \$1,902,117.60 to be transferred to the following accounts:

- **Employee Salaries in the amount of \$641,868.93**
- **Employee Benefits in the amount of \$384,605.41**
- **Other Purchased Services in the amount of \$875,643.26**

For Total transfer amount of \$1,902,117.60

- **Transfer From Bennet Academy Administration General Supplies and Materials account to Bennet Academy Library/Media Databases account in the amount of \$500**
- **Transfer from Illing Middle School Interscholastic Sports, Field & Athletic Trips account to Illing Middle School Physical Education Instructional Supplies and Materials account in the amount of \$1,000**
- **Transfer from System-wide World Language Professional Development account to System-wide Language Arts Instructional Supplies and Materials account in the amount of \$3,255**
- **Transfer from System-wide Language Arts Contracted Subs account to System-wide Language Arts Professional Development account in the amount of \$6,000**
- **Transfer from System-wide Social Studies Instructional Supplies account to System-wide Language Arts Professional Development account in the amount of \$11,750**
- **Transfer from System-wide Language Arts Contracted Subs account to System-wide Language Arts Instructional Supplies and Materials account in the amount of \$4,530**

C.3. Establish an appropriation for the Individuals with Disabilities Education Improvement Act (IDEA) 611 grant for the FY 20-22 in the amount of \$1,836.908

C.4. Establish an appropriation for the IDEA 619 grant for the FY 20-22 in the amount of \$65,420

C.5. Establish an appropriation for the Federal Head Start Coronavirus Aid, Relief, and Economic Security (CARES) funding for the FY 19-21 in the amount of \$210,914

C.6. Establish an appropriation for the United Way Community Investment Grant for the FY 20-21 in the amount of \$90,000

C.7. Establish an increase in the appropriation for a Cost of Living and Quality Improvement adjustment for the Enfield Head Start Program for the FY 20-21 in the amount of \$42,887, bringing the total amount to \$900,633

C.8. Establish an increase the appropriation for a Cost of Living and Quality Improvement adjustment for the Manchester Head Start Program for the FY 20-21 in the amount of \$63,514, bringing the total amount to \$1,333,828

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.

7/0 - Voted in favor.

D. PUBLIC COMMENTS

None.

E. SUPERINTENDENT'S REPORT

E.1. Opening of School Update

Mr. Geary reviewed the plans for the 2020-2021 school year. His full presentation is available on the website. Some highlights include MPS Health and Wellness Protocols, Athletics and Professional Development.

Mr. Geary noted that schedules are being finalized and we have had an influx of parents requesting changes from hybrid to remote or remote to hybrid and at this time he asked buildings to hold all changes for two weeks and finalize schedules. Tomorrow he is moving three teachers from hybrid to remote.

Elementary teacher assignments were sent to parents last week and Illing and Bennet sent their letters today. MHS will be sending their schedules shortly.

Bus monitors are being lined up. Signage in buildings has been set up, including signs about washing hands, wearing masks, social distancing, etc. PPE is either here or on its way, including masks, hand sanitizers, wipes and plexiglass dividers. Tents are arriving later this week.

The State has released a 7 page addendum to the mask policy and Mr. Geary will review it in detail to be sure we are in compliance.

We have a new Health and Wellness Handbook, which was provided for Board Members this evening and is available in English and Spanish. Water fountains are being replaced with bottle fillers. Breakfast and lunch will be served in grab and go style this year. Each building has been outfitted with an isolation room for anyone presenting with symptoms. The ventilation in that room does not mix with the rest of the building's ventilation system. Students and staff are being provided with two cloth masks and offices will have a supply of disposable masks if needed. Buses will also have an extra supply of masks.

High touch areas will be cleaned daily, sometimes multiple times a day. Wednesdays are reserved for deep cleaning of items such as shades, lights, etc. Also supplies, such as sanitizers, will be restocked. There is a new system in place in which a custodian puts a sticker on the door of a room he has completed cleaning. Playgrounds will be cleaned once a day and students will be taught to wash their hands both before and after playing outside.

As far as attendance, there will be no goal of perfect attendance as we rely on parents to keep sick children home. Nurse's office processes are being worked out, with a nurse possibly seeing a child outside of their classroom in order to keep as many children out of the nurse's office as possible, in consideration of those students who need to be in there to take medications.

Both Special Education and PMT information has been updated for safety.

Mr. Geary noted there is a Health & Wellness Town Hall tomorrow, September 1st.

At this time, CIAC recommends, along with the CT Department of Public Health, that students can condition and do skill work one hour a day. In two weeks we will see how that is going. The groups will be ten or less and one adult will be with the returning players. The goal is for new players to begin conditioning in two weeks. Mr. Geary suspects that some sports will be curtailed this year.

Teachers and other staff are in the midst of six days of Professional Development.

Tomorrow, remote learners will begin picking up their technology items:

- IPADS for PK-1, which were paid for by the Board of Education;
- Chromebooks for Grades 2-8, 500 of which were state funded and 500 from the Lego Foundation through the Hartford Foundation for Public Giving; and
- Laptops for Grades 9-12, provided by the Dalio Foundation.

Many students were able to keep the devices they picked up last year.

Ms. Stefanovicz thanked Mr. Geary for the comprehensive information. She wondered if any thought was given to providing mask lanyards for students, so their masks do not have to be put down during breaks. She also wondered if snow days are a thing of the past now. Mr. Geary noted his wife had just asked about the lanyards and he will look into the cost. As for snow days, he envisions going remote those days, as we are doing Election Day already.

Ms. Stefanovicz missed convocation this year and wondered how staff are feeling as we start the year in such a sterile environment. Mr. Geary noted staff are working hard to make their rooms inviting yet minimalist. Self-care is a topic of conversation and even the Teacher of the Year spoke about it this morning. Mr. Geary pointed out that Friday is not a school day and staff should clear their heads before the year gets underway next week. Overall, he thinks staff are doing well and are excited, though appropriately anxious. Many parents took advantage of the ability to take a quick tour if their student was new to a

building. The first days of school will be reserved for grades K, 5, 7 and 9, to give those students time alone in the building.

Mr. Geary pointed out that through all the planning, the unions have been at the table making decisions alongside the Administration and the vast majority of staff understand we have to be flexible this year.

Mr. Thames will miss how he greeted students at schools last year, high fiving them, but we will try to make the start of school as lively as possible.

F. UNFINISHED BUSINESS

F.1. Policy Recommendation

Mr. Geary submitted to the full Board the Temporary Additions and Revisions Related to the COVID-19 Pandemic Policy, # C19 for a second reading and approval in accordance with its policy on policy changes.

Secretary Pattacini moved for the Board to approve Policy # C19, Temporary Additions and Revisions Related to the COVID-19 Pandemic Policy. Mr. Scappaticci seconded the motion.

8/0 - Voted in favor.

G. NEW BUSINESS

G.1. Resolution on Promoting Equity and Antiracism

Secretary Pattacini moved to Approve the Resolution on Promoting Equity and Antiracism which establishes a Board of Education Diversity, Equity and Inclusion Committee, which is charged with:

- **supporting development of instructional activities, extracurricular opportunities, and field experiences that promote a richer awareness of culture and racial diversity;**

- **reviewing and monitoring policies on diversity, inclusion, and equity;**
- **reviewing curriculum in grades PK-12 through the lens of multicultural and diverse perspectives;**
- **establishing a clear protocol that records and reports incidents of racism occurring within the schools and holds all staff and students accountable for their actions;**
- **reviewing and employing mechanisms (e.g., anonymous tips, trusted adults) to allow students and staff to share sensitive or confidential information that will help in the investigation of acts of bullying, harassment, and racism;**
- **continuing to research and implement best practices and social/emotional programs and resources to ensure that every student feels safe in a supportive environment;**
- **determining where our schools may be falling short in promoting understanding, respect, caring, problem solving, conflict resolution, anti-bullying, etc.**
- **providing training for all staff aimed at maintaining a safe, inclusive, and equitable learning environment for all students, including students of color; and,**
- **supporting the Superintendent's initiatives in creating community conversations in diversity and equity that will lead to systemic improvements.**

Mr. Heinrich seconded the motion.

Mr. Gundersen asked if there was a Director or other administrator to oversee the Equity and Racism activities in schools. Mr. Geary noted that duty was given to Dr. Kearney, who is the Director of Adult Education. Mr. Gundersen wondered, if the group determines curriculum or policy changes are desired, will they submit that to the full Board or to the Policy or Curriculum Committees. Mr. Geary noted there will be a joint effort between multiple committees. This will promote an opportunity for dialogue with community members. The intent was to create a space for this dialogue that is less formal than a board meeting. Mr. Gundersen was worried another committee may be adding another layer of

bureaucracy, impeding progress. Mr. Geary stated it will be a standing meeting and if we find that it is not fulfilling the original intent we will look at that.

Mr. Pattacini asked Mr. Geary to talk about his thoughts on how the committee emerged. Mr. Geary took language from the Brookfield Board of Education. He was looking for a way for the Board to do actionable work and not just issue a statement of commitment. Community members want dialogue. This topic has a lot of community interest. Groups often want to meet with the full Board, but then that becomes a Board meeting. This provides the opportunity for Board members to interact with committee members around this topic and be open and honest, not just talking from a podium for three minutes.

Mr. Thames agreed this is a start and not just words.

Mr. Pattacini supports the motion and is excited. He felt this is a critical aspect of our work and a way to show Board support and take action which shows our priorities.

Ms. Patterson sees this as a proactive approach to a very important issue. She looks forward to the opportunity to connect on a matter of race and equity in town. This is a great thing.

Mr. Thames feels we should support this and can no longer ignore the damaging effects of racism. Racism has been a part of American culture starting with the indigenous people and every group that migrateince. People of color haven't been allowed to integrate with our melting pot. Given all that is going on as a backdrop is damaging to people of color. Some people are angry because of the BLM movement but what they don't see is that just because black lives matter doesn't mean anyone else's lives do not matter.

The vote was called.

8/0 - Voted in favor.

H. PUBLIC COMMENTS

None.

I. COMMUNICATIONS

Mr. Thames is looking forward to the beginning of school and hopes everyone remains flexible. Manchester Strong!

J. ITEMS FOR FUTURE AGENDAS

September 14 - District Improvement Plan; Professional Development Highlights

September 28 - Update on Technology

October 14 - Bennet School Improvement Plan

K. 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 7:54 p.m.

Respectfully submitted,

Christopher Pattacini
Board Secretary

PERSONNEL ACTIONS**APPOINTMENTS**

Ms. Kayla Dandelski to be a Social Studies Teacher at Manchester High School. Ms. Dandelski received her Master's in Educational Technology from Central Connecticut State University and currently resides in North Haven. It is recommended that her appointment be approved effective August 24, 2020 (Master's / Step 2, \$52,309.00).

Ms. Sabiha Choudhury to be a Special Education Teacher at Keeney Street Elementary School. Ms. Choudhury received her Master's Degree from the University of New Haven. It is recommended that her appointment be approved effective September 10, 2020 (Master's / Step 8, \$71,533.00).

Ms. Julie Steffenson to be a Grade 1 Teacher with our Remote Academy. Ms. Steffenson has been with Manchester Public Schools most recently since September 4, 2018, and in her latest assignment as a Building Substitute. It is recommended that her appointment be approved effective August 27, 2020 (Master's / Step 3, \$54,097.00).

Ms. K'nea Anderson to be a Kindergarten Teacher at Verplanck Elementary School. Ms. Anderson has been with Manchester Public Schools since May 14, 2019, as a Building Substitute and has been approved to participate in the RELAY program, serving under a Durational Shortage Area Permit. It is recommended that her appointment be approved effective August 27, 2020 (Bachelor's / Step 2, \$49,180.00).

Mr. Tylon Smith to be a Grade 2 Teacher with our Remote Academy. Mr. Smith has been with Manchester Public Schools most recently since December 2, 2019, as a Behavior Technician and has been approved to participate in the RELAY program, serving under a Durational Shortage Area Permit. It is recommended that his appointment be approved effective August 27, 2020 (Bachelor's / Step 2, \$49,180.00).

Ms. Mary Franco to be a Reading/ELA Teacher at Illing Middle School. Ms. Franco has been with Manchester Public Schools since January 2, 2020, as a Special Education Paraeducator and has been approved to participate in the RELAY program, serving under a Durational Shortage Area Permit. It is recommended that her appointment be approved effective August 27, 2020 (Bachelor's / Step 2, \$49,180.00).

Ms. Natalie Capales to be a Grade 1 Teacher with our Remote Academy. Ms. Capeles has been with Manchester Public Schools since August 31, 2017, as a Special Education Paraeducator and has been approved to participate in the RELAY program, serving under a Durational Shortage Area Permit. It is recommended that her appointment be approved effective August 27, 2020 (Bachelor's / Step 2, \$49,180.00).

Ms. Aryelle Dawson to be a Kindergarten Teacher at Verplanck Elementary School. Ms. Dawson has been with Manchester Public Schools since March 12, 2018, and served most recently as a Building Substitute. She has been approved to participate in the RELAY program, serving under a Durational Shortage Area Permit. It is recommended that her appointment be approved effective August 27, 2020 (Bachelor's / Step 2, \$49,180.00).

RESIGNATIONS**LEAVE OF ABSENCES**

None at this time

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: September 2, 2020

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY2020-2021 Budget.

Discussion/Analysis: Transfer from Illing Middle School Interscholastic Sports Field and Athletic Trips in the amount of \$600. Transfer to Illing Middle School Library/Media Services Software Licenses and Fees in the amount of \$600.

Financial Impact: None

Other Board/Commission Action: None

Recommendation: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY2020-2021 Budget.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
September 14, 2020

TO: Accounting Department	School/Department: Illing Middle School
Date of Request: 09/01/2020	Approver: Iris Gomero
	Date Approved: 09/02/2020

<u>SUBJECT:</u>		
<u>TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER</u>		
DECREASE - In whole dollars only:		
\$ <u>600.00</u>	Account #<u>31453270 5512</u>	Description: <u>Illing Field & Athletic Trips</u>
\$	Account #	Description:
\$	Account #	Description:
\$ <u>600.00</u>	TOTAL DECREASE	
INCREASE - In whole dollars only:		
\$ <u>600.00</u>	Account #<u>31853222 5651</u>	Description: <u>Illing Library/Media Software</u>
\$	Account #	Description:
\$	Account #	Description:
\$ <u>600.00</u>	TOTAL INCREASE (Must match total decrease)	

Board Approval Needed: Yes X No ____

Date of Board Approval: _____

Date Transfer Completed: Name:

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Permission to apply for FY 20/21 Coronavirus Relief Funds

Date: September 8, 2020

Background: The State of Connecticut is making an additional \$160 million in funding for school districts to safely reopen, assist them with costs associated with responding to COVID-19, and support local operations for the 2020-21 academic year. These funds will compliment the \$111 million already committed from the Elementary and Secondary School Emergency Relief (ESSER) Funds.

Discussion/Analysis: This funding will assist districts with necessary expenditures incurred due to the public health emergency, which were not accounted for in prior funding.

Financial Impact: None.

Other Board/Commission Action: None.

Recommendations: The Superintendent recommends that the Board of Education give permission to apply for the FY 20/21 Coronavirus Relief Funds in the amount of \$861,097.

Attachments: None.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
September 14, 2020

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation Priority School District Grant FY20/21

Date: September 8, 2020

Background: Per Connecticut General Statutes Sec. 10-266p, the State Board of Education administers a priority school district grant program to assist designated school districts in improving student achievement and enhancing opportunities, including early reading intervention programs. Grant awards are authorized after proposals have been submitted by eligible school districts and approved through the Commissioner.

Discussion/Analysis: Priority School District funding may be used to focus on the following initiatives: (1) the creation or expansion of programs or activities related to dropout prevention; (2) alternative and transitional programs for students having difficulty succeeding in traditional education programs; (3) academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during the summer; (4) development or expansion of extended-day kindergarten programs, (5) development or expansion of early reading intervention programs including summer and after-school programs; (6) enhancement of the use of technology to support instruction or to improve parent-teacher communication; (7) initiatives to strengthen parent involvement in the education of children and parent; and other community involvement in school and school district programs; or (8) for purposes of obtaining accreditation for elementary and middle schools from the New England Association of Schools and Colleges. At least 20% of each grant shall be used for early reading intervention programs.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for FY20/21 for the Priority School District grant in the amount of \$848,228.

Attachments: Award letter

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
September 14, 2020

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

Manchester School District

DUNS Number: 789457756

4 Award Information

Grant Type: STATE

Statute: C.G.S. 10-266q

CFDA #:

SDE Project Code: CSDE000000000002

Grant Number: 077-000 11000-17043-2021-82052-170002

2 Grant Title

Priority School District Grant

5 Award Period

7/1/2020 - 6/30/2021

3 Education Staff

Program Manager:

Iris White

Payment & Expenditure Inquiries:

Jeff Lindgren (860) 713-6624

6 Authorized Funding

Grant Amount: \$848,228.00

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, 2020 and June 30, 2021 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2021. For grants awarded for two-year periods beginning July 1, 2020, 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, 2022. 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.

This grant has been approved.

8/31/2020

Irene Parisi - CSDE Management Approver

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation Priority School District – Summer School Grant FY20/21

Date: September 8, 2020

Background: Connecticut General Statutes Sec. 10-265m establishes grants for summer school programs in Priority School Districts. Funds are to be used for summer school for students in grades K-3 who are substantially deficient in reading in order to provide instruction that incorporates the competencies for early reading success and effective reading. Priority is given first to elementary and then to middle schools with the highest number of students who are substantially deficient in reading.

Discussion/Analysis: School Accountability – Summer School Priority School District funding will be used to assist funding of Summer Academy Advantage of Manchester (SAAM). SAAM is a summer program that is held for students in need of reading acceleration. The program is an effort to reduce the summer reading slide.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for FY20/21 for the Priority School District – Summer School Grant in the amount of \$155,832.

Attachments: Award letter

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
September 14, 2020

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

Manchester School District

DUNS Number: 789457756

4 Award Information

Grant Type: STATE

Statute: C.G.S. 10-265m

CFDA #:

SDE Project Code: CSDE000000000002

Grant Number: 077-000 11000-17109-2021-82055-170002

2 Grant Title

PSD - Summer School

5 Award Period

7/1/2020 - 6/30/2021

3 Education Staff

Program Manager:

Iris White

Payment & Expenditure Inquiries:

Jeff Lindgren (860) 713-6624

6 Authorized Funding

Grant Amount: \$155,832.00

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, 2020 and June 30, 2021 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2021. For grants awarded for two-year periods beginning July 1, 2020, 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, 2022. 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.

This grant has been approved.

8/31/2020

Irene Parisi - CSDE Management Approver

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation Priority School District - Extended School Hours Grant FY20/21

Date: September 8, 2020

Background:

Connecticut General Statutes 10-266t establishes grants for Extended School Hours Programs in Priority School Districts. These funds are used for academic, enrichment and recreational programs and shall include, but not be limited to, before and after school hours, weekends, summers and school vacations.

Discussion/Analysis:

This grant will contribute to funding for MELC's after school care/extended school hour component to include an hour of academics delivered by district elementary teachers.

Financial Impact:

None

Other Board/Commission Action:

None

Recommendations:

The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for FY20/21 Priority School District - Extended School Hours Grant in the amount of \$131,930.

Attachments:

Award Letter

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
September 14, 2020

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

Manchester School District

DUNS Number: 789457756

4 Award Information

Grant Type: STATE

Statute: C.G.S. 10-266t

CFDA #:

SDE Project Code: CSDE000000000002

Grant Number: 077-000 11000-17108-2021-82054-170002

2 Grant Title

PSD - Extended School Hours

5 Award Period

7/1/2020 - 6/30/2021

3 Education Staff

Program Manager:

Iris White

Payment & Expenditure Inquiries:

Jeff Lindgren (860) 713-6624

6 Authorized Funding

Grant Amount: \$131,930.00

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, 2020 and June 30, 2021 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2021. For grants awarded for two-year periods beginning July 1, 2020, 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, 2022. 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.

This grant has been approved.

8/31/2020

Irene Parisi - CSDE Management Approver

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation Alliance District Grant FY20/21

Date: September 8, 2020

Background: The Alliance District program is a unique and targeted investment in Connecticut's 33 lowest-performing districts. Connecticut General Statute Section 10-262u establishes a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms.

Discussion/Analysis: Alliance District's receipt of designated ECS funding is conditioned upon district submission and Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent plans on an annual basis and approved plans aligned to the goals of the program. Annual plan approval is predicated upon district implementation and performance during the prior year.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for FY20/21 for the Alliance District grant in the amount of \$7,632,367.

Attachments: Award letter

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
September 14, 2020

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

Manchester School District

DUNS Number: 789457756

4 Award Information

Grant Type: STATE

Statute: C.G.S. 10-262k

CFDA #:

SDE Project Code: CSDE000000000002

Grant Number: 077-000 11000-17041-2021-82164-170002

2 Grant Title

Alliance District Grant

5 Award Period

7/1/2020 - 6/30/2021

3 Education Staff

Program Manager:

Iris White

Payment & Expenditure Inquiries:

Jeff Lindgren (860) 713-6624

6 Authorized Funding

Grant Amount: \$7,632,367.00

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, 2020 and June 30, 2021 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2021. For grants awarded for two-year periods beginning July 1, 2020, 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, 2022. 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.

This grant has been approved.

8/31/2020

Irene Parisi - CSDE Management Approver

**Town of Manchester
Board of Education**

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation Rise Innovation Grant FY20-21

Date: September 8, 2020

Background:

Funded by the Dalio Foundation, the Connecticut RISE Network supports educators in preparing students for college, career, and life successes. The RISE Educator Innovation Grant assists educators in pursuing innovative strategies to increase on-track achievement and college and career readiness. Since 2016-17, RISE educators have leveraged the Innovation Fund to launch hundreds of projects, securing funding to enrich their instruction and classroom environments to build student engagement and connections to school, create experiences that invest and motivate their students, and enable students to explore post-secondary opportunities.

Discussion/Analysis:

Funding to achieve the purpose of the RISE Network Innovation Projects, exercising best efforts to demonstrate measurable improvement against the Rise goals for the 2020-21 academic year focusing on;

- Strategy 1: On-Track Coaching
- Strategy 2: On-Track Data Teams
- Strategy 3: Summer Transition Programs
- Strategy 4: College and Career Supports
- Strategy 5: Educator-Inspired Innovations

Financial Impact: None.

Other Board/Commission Action: None.

Recommendations:

The Superintendent of Schools recommends the Board of Education request the Board of Directors to establish an appropriation for FY20-21 Rise Innovation Grant in the amount of \$210,000.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
September 14, 2020

**Town of Manchester
Board of Education**

To: The Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Item for Increase in Appropriation – IDEA 619 Grant FY 2020-2022
Date: September 8, 2020

Background:

The Manchester Board of Education was awarded final grant funding under the federal Individuals with Disabilities Education Improvement Act (IDEA) 619 grant for FY 2020-2022. This grant supports a wide range of special education services for students in the Manchester school district.

Discussion/Analysis:

Each year the Manchester Board of Education applies for grant funds from the Connecticut State Department of Education under IDEA 619 grant for use with special education students ages 3-5. This funding offsets the cost of a special education preschool teacher and is used in conjunction with our larger IDEA 611 grant.

Financial Impact:

There is no financial impact to the town. This is a two year grant that provides funds from the U.S. Department of Education and the State of Connecticut. The total final grant award for FY 2020-2022 is for the amount of **\$65,923**.

Other Board/Commission Action:

None.

Recommendations:

The Superintendent recommends that the Board of Education request the Board of Directors increase the appropriation **\$503**, for the final grant award under the Individuals with Disabilities Education Improvement Act (IDEA) 619 grant for FY 2020-2022 bringing the total grant award to **\$65,923**.

Attachments:

Award letter

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
September 14, 2020

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

REVISION

1 Grant Recipient

Manchester School District

DUNS Number: 789457756

4 Award Information

Grant Type: FEDERAL

Statute: P.L. 108-446

CFDA #: 84.173A

SDE Project Code: CSDE000000000002

Grant Number: 077-000 12060-20983-2021-82032-170002

2 Grant Title

IDEA 619

5 Award Period

7/1/2020 - 6/30/2022

3 Education Staff

Program Manager:

Tom Boudreau (860) 713-6919

Payment & Expenditure Inquiries:

Jeff Lindgren (860) 713-6624

6 Authorized Funding

Grant Amount: \$65,923.00

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, 2020 and June 30, 2021 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2021. For grants awarded for two-year periods beginning July 1, 2020, 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, 2022. 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.

This grant has been approved.

9/3/2020

Tom Boudreau - CSDE Grant Contact

**Town of Manchester
Board of Education**

To: The Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Item for Increase in Appropriation – IDEA 611 Grant FY 2020-2022
Date: September 8, 2020

Background:

The Manchester Board of Education was awarded final grant funding under the federal Individuals with Disabilities Education Improvement Act (IDEA) 611 grant for FY 2020-2022. This grant supports a wide range of special education services for students in the Manchester school district.

Discussion/Analysis:

Each year the Manchester Board of Education applies for grant funds from the Connecticut State Department of Education under IDEA 611 grant for use with special education students ages 3-21. The funding offsets the cost of special education teachers, occupational therapists, physical therapists, paraprofessionals, and tutors. It also enables the Board to purchase specialized reading and math programs, computer equipment, and other assistive technology devices. The IDEA 611 grant provides funding for student evaluations as well.

Financial Impact:

There is no financial impact to the town. This is a two year grant that provides funds from the U.S. Department of Education and the State of Connecticut. The total final grant award for FY 2020-2022 is for the amount of **\$1,924,527**.

Other Board/Commission Action:

None.

Recommendations:

The Superintendent recommends that the Board of Education request the Board of Directors increase the appropriation **\$87,619**, for the final grant award under the Individuals with Disabilities Education Improvement Act (IDEA) 611 grant for FY 2020-2022 bringing the total grant award to **\$1,924,527**.

Attachments:

Award letter

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
September 14, 2020

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

REVISION

1 Grant Recipient

Manchester School District

DUNS Number: 789457756

4 Award Information

Grant Type: FEDERAL

Statute: P.L. 108-446

CFDA #: 84.027A

SDE Project Code: CSDE000000000002

Grant Number: 077-000 12060-20977-2021-82032-170002

2 Grant Title

IDEA 611

5 Award Period

7/1/2020 - 6/30/2022

3 Education Staff

Program Manager:

Tom Boudreau (860) 713-6919

Payment & Expenditure Inquiries:

Jeff Lindgren (860) 713-6624

6 Authorized Funding

Grant Amount: \$1,924,527.00

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, 2020 and June 30, 2021 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2021. For grants awarded for two-year periods beginning July 1, 2020, 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, 2022. 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.

This grant has been approved.

9/3/2020

Tom Boudreau - CSDE Grant Contact

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Mr. Matt Geary, Superintendent of Schools

Subject: Item for Appropriation FY 20/21 Adult Education Grant

Date: September 9, 2020

Background: The Manchester Board of Education receives an annual grant from the State of Connecticut in order to provide operating funds for the Manchester Adult Education program. This award will be for the period of July 1, 2020 through June 30, 2021.

Discussion/Analysis: The grant is paid based on the total dollars spent for Adult Education Services. The program will meet the educational needs of Manchester's adult learners by setting goals, providing successful literacy skill acquisition, English language acquisition, high school completion, transition to postsecondary education and training and transition to employment.

Financial Impact: Grant funds cover 49% (\$760,569) of the cost of implementation for this program, with the remaining 51% (\$791,659) supported by the Board of Education budget, in the form of real dollars and in-kind services.

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education request the Board of Directors to create an appropriation for FY 20/21 in the amount of \$760,569 funded by the Connecticut State Department of Education Grant for Manchester Adult Education.

Attachments: Award letter and Source

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
September 14, 2020

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

Manchester School District

DUNS Number: 789457756**4 Award Information****Grant Type:** STATE**Statute:****CFDA #:****SDE Project Code:** CSDE000000000002**Grant Number:** 077-000 11000-17030-2021-84002-170013**2 Grant Title**

State Adult Education - Provider

5 Award Period

7/1/2020 - 6/30/2021

3 Education Staff**Program Manager:**

Marcy Reed (860) 807-2130

Payment & Expenditure Inquiries:

Jeff Lindgren (860) 713-6624

6 Authorized Funding**Grant Amount:** \$1,552,228.00**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, 2020 and June 30, 2021 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2021. For grants awarded for two-year periods beginning July 1, 2020, 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, 2022. 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.

Please refer to the Authorized Amount by Source page for the breakdown of the Award by State Source and Local Source.

This grant has been approved.

8/26/2020

Glen Peterson - CSDE Management Approver

Authorized Amount by Source

Manchester School District (077-000) Public School District - FY 2021 - State Adult Education - Provider - Rev 0 - State Adult Education - Provider

Authorized Amount by Source

State Source:	\$760,569.00
Local Source:	\$791,659.00
State and Local Total:	\$ 1,552,228.00
Cooperator Source:	\$0.00
Total of All Sources:	\$ 1,552,228.00



Update on Opening of School

2020-21

Presumed Positive Cases

- Background
- Process
- Decision Making
- Communication
- Next Steps



Can my child go to school today?

Has your child or a family member been in close contact with a known positive Covid person?

Does your child or a family member have a persistent cough, or other respiratory symptoms, shortness of breath, lung congestion?

Has your child or a family member lost the ability to smell or taste?

Does your child or a family member have a fever over 100 F?

If you have answered YES to any of these questions for you or your child, your child should **stay home** and you should call the school absentee line.

If you answered YES to any of these questions for a member of your family, please contact the school nurse for advice prior to sending your child to school.

Number of Learners

Remote	1770
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Hybrid	4253
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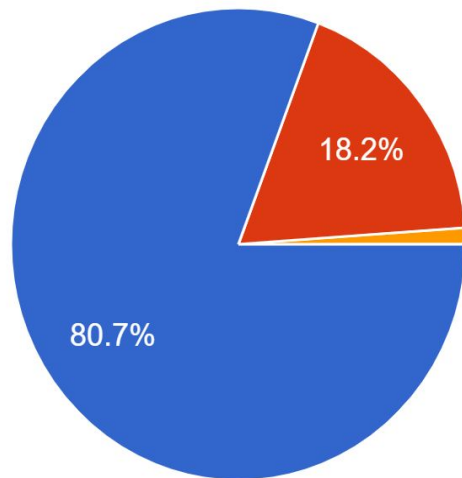
Change Requests	> 200
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Note: We have started moving students who requested to switch from remote to hybrid across all grade levels. We have also started moving students in grades 4 -6 who requested to switch from hybrid to remote. In grades K - 3 and 7 - 12, we need to add staff to create space for the changes and will be starting to do so this week.

Family Outreach

The form is being completed for a family who...

4,175 responses



- answered my call (this moves you into the phone script).
- was not reached.
- requires translation services.

Family Outreach

- What do you want me to know about your child's personality and interests as your child's teacher?
- In thinking about the last 6 months, are there any specific experiences that have directly impacted your child and family that you would like to share?
- What are your hopes and dreams (academic, social, emotional) that you have for your student this year?
- Is there anything that you are concerned about for your child specifically?











Questions



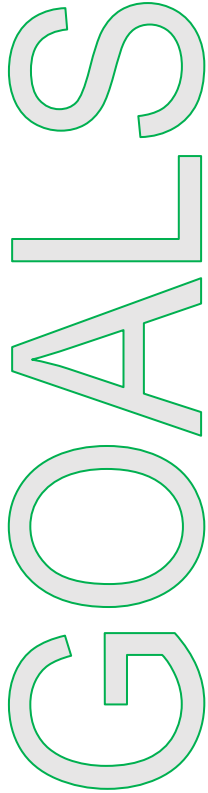




PRIDE IN EXCELLENCE

Manchester Public Schools

District
Improvement
Plan



All students will:

- Achieve mastery in literacy and numeracy as articulated in the Common Core.
- Demonstrate the skills and competencies required for success in learning and work beyond school.
- Demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

District and building level faculty and staff will:

- Develop capacity through reflection, professional learning opportunities including coaching, job embedded professional development, and participation in workshops, and support from school leaders and colleagues over time.
- Build relationships based on trust through listening, welcoming, respecting individual differences, and allowing for shared decision making with parents, families, and other stakeholders.

- Continually monitor the District Improvement Plan that includes clearly defined goals and strategies in the areas of Systems and Operations, Academics, Culture and Climate, and Talent Development to support improved student performance for all students
- Implement Phase 2 of the Manchester Public Schools 2025 Building Renovation Plan, which includes the renovation and expansion of Buckley Elementary School, Bowers Elementary School and Keeney Elementary School, and the repurposing of Martin Elementary School as a preschool center
- Continue to build upon existing collaborative relationships with Town officials and the community at large
- Continue to actively promote the good work of the Manchester Public Schools through strengthened communication and outreach
- Implement recommendations developed from the Board of Education Self Evaluation process

PRIORITIES

- Ensure all students have access to relevant, meaningful, rigorous, culturally responsive curriculum
- Provide opportunities for all students to consistently engage in learning that promotes inquiry, problem-solving, higher-order thinking while emphasizing deep understanding and application of knowledge
- Build strong equitable district, school, and classroom communities where students and staff feel connected, valued, and respected
- Develop a variety of methods to invite and engage families as partners to support student growth through regular 2 way communication about:
 - what their child should know and be able to do at the end of the school year
 - how well their child is doing
 - how they can support their child's learning & development
 - how to take action in support of their child's growth, achievement and well-being
- Create opportunities for open and honest conversations about race, gender, social class, culture and beliefs that lead to equity for all families and students.
- Provide leadership development opportunities for all building- and central office administrators in district with a lens on equity
- Strategically Recruit & Retain candidates that are representative of student demographic of Manchester Public Schools
- Create opportunities for open and honest conversations about race, gender, social class, culture and beliefs that lead to a supportive school and district environment for all staff, particularly those from traditionally marginalized groups

IMPROVEMENT

- Provide professional development in curriculum evaluation and culturally responsive curriculum for members of the curriculum evaluation teams
- Implement 5 year curriculum revision cycle (1 content area per year) in accordance with BOE Policy 6180 Evaluation of the Instructional Program
- Create model curricular units in various disciplines that are holistic and accurate, presented from a variety of perspectives, acknowledges contributions from various groups as part of reshaping the master narrative, and includes opportunities for education around issues of social justice
- Engage school and district leaders in unit / lesson study to support their identified needs for improving instruction through Pause Days and School Visits
- Utilize curriculum standards, current formative and summative data, background knowledge, student needs/interests to intentionally plan lessons / assignments / tasks during PLCs and other planning opportunities
- Provide professional learning that promotes intentional planning of cohesive, culturally responsive lessons, use of appropriate instructional resources, explicit modeling of adult thinking (metacognition) during direct instruction, and requiring students to work at various levels - recall, skill, strategic thinking, extended thinking
- Develop professional learning to ensure all educators provide specific feedback that is culturally sensitive, constructive and enhances student performance
- Develop curriculum embedded, unit based, culturally responsive performance tasks/assessments in all content areas and use results to drive instruction.

IMPROVEMENT

- Engage adults and students in learning about SEL skills to support improved relationships and stronger communities
- Provide professional learning opportunities throughout the 2018-21 school years to deepen understanding of restorative practices
- Monitor implementation by administrators and teachers of equitable and developmentally appropriate consequences and opportunities for restorative practices when behaviors occur that don't meet expectations
- Utilize proactive circles on a regular basis to build community amongst staff and students.
- Utilize the SSAT process to develop and implement Tier 2 and Tier 3 interventions to increase expected behaviors in the classroom; New District Office of Behavior Management will respond in a timely fashion to support schools' responses to challenging behaviors as needed.
- Center student voices and leadership in Manchester Public Schools through the expansion and further involvement in decision making of youth
- Support experiences for parents, including conferences and literacy / numeracy events designed to help parents/guardians understand how to support their child's learning and development. Efforts should be made to engage all parents, particularly those from traditionally marginalized groups.
- Develop and implement reports to regularly communicate student attendance rate and academic progress to parents/guardians and students
- Continue to invite and engage parents and families in partnering through Family Resource Centers
- Engage all staff in professional learning and conversations regarding race, social class, culture and beliefs as indicated in schedules developed for each school with support from the district.

IMPROVEMENT

- Implement "Leading the Way" standards for all school leaders
- Continue Administrative learning experiences led by district staff and outside experts in leadership and equity
- Utilize Inventories and reflection protocols to improve individual and group practice (WPI Index, True Colors, Myers Briggs)
- Use MPS faculty and student demographics to inform recruitment efforts and match our need with recruitment pipelines
- Develop and market the MPS brand through different platforms: university recruitment fairs, district webpage, printed material, social media, publicize our new our district logo.
- Maintain and strengthen the annual teacher review protocol to determine teacher efficacy in teacher practice years 1-4 and the growth of tenured teachers.
- Hold regular affinity group meetings (people of color; staff with disabilities; LGBTQ+ staff) and office hours to ensure that staff from those groups have opportunities to share their experiences in order to improve school and district climates
- Utilize staff restorative circles to facilitate conversations about race, gender, social class, culture and beliefs

SPEDS NEXT STEPS

- District Working Group to review District Improvement Plan and determine any needed changes related to the pandemic and associated state / federal changes or mandates (learning format, attendance / engagement, assessments)
- District Working Group to consider what changes to various areas of the organization have been implemented which could be useful post - pandemic
- Board of Education and Superintendent to meet with consultant across multiple workshops to review and revise Board - Superintendent shared priorities and connection to evaluation of the Superintendent

Academics				
Priority	Strategy	Oversight	Success looks like	How will we know
Ensure all students have access to relevant, meaningful, rigorous, culturally responsive curriculum	Provide professional development in curriculum evaluation and culturally responsive curriculum for members of the curriculum evaluation teams	Office of Teaching and Learning	All district created curriculum materials will meet state/national standards as evidenced by annual district audits conducted by district curriculum audit team beginning in 2019-20. Results will be reviewed by the Office of Teaching and Learning at the end of each year and shared with the Board of Education Curriculum and Instruction subcommittee	Short Term Percent of classrooms where: Adults are explicitly modeling of thinking (metacognition) during direct instruction Students are working at various cognitive levels - recall, skill, strategic thinking, extended thinking Teaching is culturally responsive (http://www.edchange.org/handouts/curriculum_characteristics.pdf)
	Implement 5 year curriculum revision cycle (1 content area per year) in accordance with BOE Policy 6180 Evaluation of the Instructional Program	Office of Teaching and Learning		
	Create model curricular units in various disciplines that are holistic and accurate, presented from a variety of perspectives, acknowledges contributions from various groups as part of reshaping the master narrative, and includes opportunities for education around issues of social justice	Office of the Superintendent, Office of Teaching and Learning, Office of Pupil Personnel Services, Office of Equity and Partnerships	Working off of existing curriculum standards/units, teams of teachers and students will develop sample culturally responsive lessons / units of study in each discipline (one per discipline by the end of each year) which will be reviewed by district and building administrators at monthly Pause Days	
Provide opportunities for all students to consistently engage in learning that promotes inquiry, problem-solving, higher-order thinking while emphasizing deep understanding and application of knowledge	Engage school and district leaders in unit / lesson study to support their identified needs for improving instruction through Pause Days and School Visits	Office of the Superintendent, Office of Teaching and Learning	Pause Days include multiple opportunities for school and district leaders to examine curricular units and supporting materials as evidenced by agendas and minutes which will be created and reviewed at monthly Directors meetings and School Visits	As evidenced by data collected from District Improvement Team School visits Long Term Percent of students, disaggregated by gender, race, ethnicity, special education, F/R lunch: Reading at or above grade level as indicated by the Fountas and Pinnell assessments Scoring at or above standard on Math Unit Assessments Scoring at or above the state average on the PSAT and SAT Scoring at or above goal on the SBAC Scoring at or above standard on district assessments of critical skills High school graduation rate College and Career Readiness Rate
	Utilize curriculum standards, current formative and summative data, background knowledge, student needs/interests to intentionally plan lessons / assignments / tasks during PLCs and other planning opportunities	Building administrators with support from Office of Teaching and Learning	Curriculum standards and current data are used to intentionally plan as evidenced by school administrator visits to / review of notes from PLCs with findings reviewed with Superintendent / Deputy Superintendent during monthly visits	
	Provide professional learning that promotes intentional planning of cohesive, culturally responsive lessons, use of appropriate instructional resources, explicit modeling of adult thinking (metacognition) during direct instruction, and requiring students to work at various levels - recall, skill, strategic thinking, extended thinking	Building administrators with support from Office of the Superintendent, Office of Teaching and Learning, Office of Pupil Personnel, Office of Information Technology	Grade levels and/or content areas are paced similarly and appropriately, share instructional materials, and implement instruction at all levels of the DOK as evidenced by District Improvement Team Walk Throughs with results reviewed at monthly Directors meetings	
	Develop professional learning to ensure all educators provide specific feedback that is culturally sensitive, constructive and enhances student performance	Building administrators with support from Office of the Superintendent, Office of Teaching and Learning	Samples of student feedback are shared during monthly meetings with Superintendent / Deputy Superintendent and at Pause Days as evidenced by agenda and visit notes which will be created and reviewed at monthly Directors meetings	
	Develop curriculum embedded, unit based, culturally responsive performance tasks/assessments in all content areas and use results to drive instruction.	Office of Teaching and Learning, Office of Pupil Personnel	District assessment calendar and Board of Education Data updates include data from unit based assessments which will be created and reviewed at monthly Directors meetings .	

Culture and Climate				
Priority	Strategy	Oversight	Success looks like	How will we know?
Build strong equitable district, school, and classroom communities where students and staff feel connected, valued, and respected	Establish (in partnership with students), teach, reteach, and reinforce expected behaviors in a consistent and systematic manner. Monitor Tier I intervention for fidelity and equity of practice.	Building administrators with support from Office of the Superintendent, Office of Pupil Personnel, and Office of Behavior Supports	School Climate Team will develop a schedule for teaching expected behaviors and review and respond to discipline trends as evidenced by School Climate Team agendas which will be submitted to the SEL Coordinator (BOY, MOY, EOY)	Short Term Percent of classrooms where - Adults are explicitly teaching expected behaviors and SEL skills - Consistent behavioral reinforcement systems are in place - Adults and students are engaged in proactive circles to build community <i>as evidenced by data collected from District Improvement Team School visits</i> SSAT process yields strong plans to support student behavior that include interventions related to lagging skills <i>as evidenced by SSAT notes and student plans</i> Long Term Percent of students, disaggregated by gender, race, ethnicity, special education, F/R lunch with at least one in school suspension will decrease Percent of responses that are restorative in nature will increase "
	Engage adults and students in learning about SEL skills to support improved relationships and stronger communities (<i>self-management, self-awareness, social awareness, relationship skills, and responsible decision making</i>)	Building administrators with support from Office of the Superintendent, Office of Pupil Personnel, and Office of Behavior Supports	All staff will consistently and intentionally teach and utilize the SEL curriculum, as evidenced by data collected through District Improvement Team visits Culture and Climate Discovery Days (every three years)	
	Provide professional learning opportunities throughout the 2018-21 school years to deepen understanding of restorative practices	Building administrators with support from Office of the Superintendent, and Restorative Practices Coordinator	Additional staff (1/3) receive training; Trained staff will respond to unexpected behavior in an increasingly restorative, collaborative and equitable way as evidenced by referral data	
	Monitor implementation by administrators and teachers of equitable- and developmentally appropriate consequences and opportunities for restorative practices when behaviors occur that don't meet expectations	Building administrators with support from Office of Pupil Personnel, Office of Behavior Supports, and Restorative Practices Coordinator	Discipline data continues to trend toward more restorative responses. While consequences are still used, at least half of the responses to infractions are restorative.	
	Utilize proactive circles on a regular basis to build community amongst staff and students.	Building administrators with support from Office of the Superintendent, and Restorative Practices Coordinator	Staff will be implement circles on a regular basis for community building, classroom problem solving, and conflict resolution as evidenced by District Improvement Team Walkthrough data.	
	Utilize the SSAT process to develop and implement Tier 2 and Tier 3 interventions to increase expected behaviors in the classroom; New District Office of Behavior Management will respond in a timely fashion to support schools responses to challenging behaviors as needed.	Building administrators with support from Office of the Superintendent, Office of Pupil Personnel, and Office of Behavior Supports	SSAT team, with support from district staff as needed, will develop and implement tier 2 and tier 3 interventions for students struggling with behavior resulting in less lost learning time for both referred students and their peers. As part of the process, district staff will ensure tier 1 classroom management strategies are in	
	Center student voices and leadership in Manchester Public Schools through the expansion and further involvement in decision making of youth	Building administrators with support from Office of the Superintendent and Coordinator of Youth Empowerment	District and school based equity teams from grades 5 - 12 will include student voice; Youth equity squad will be expanded to include at least 50 students.	
Develop a variety of methods to invite and engage families as partners to support student growth through regular 2 way communication about: what their child should know and be able to do at the end of the school year how well their child is doing how they can support their child's learning & development how to take action in support of their child's growth, achievement and well-being	Support experiences for parents, including conferences and literacy / numeracy events designed to help parents/guardians understand how to support their child's learning and development. <i>Efforts should be made to engage all parents, particularly those from traditionally marginalized groups.</i>	Building administrators with support from Office of the Superintendent, Office of Teaching and Learning, Office of Pupil Personnel, Office of Equity and Partnerships	District staff will support building staff in implementing a consistent approach to parent conferences and other events where parents are provided information and strategies to support student learning.	Percent of parents/guardians reporting that they know what their child should know and be able to do; how well their child is doing; and how they can support their child's learning at home as evidenced by district level survey data Bi annual welcoming walk throughs and evidence from the EISCA follow up survey will provide indicators of the quality and impact of relationships between staff and families.
	Develop and implement-reports to regularly communicate student attendance rate and academic progress to parents/guardians and students	Building administrators with support from Office of the Superintendent, Office of Teaching and Learning, Office of Pupil Personnel, Office of Information Technology	Consistent actionable data and strategies related to student learning will be shared with parents monthly resulting in improved student performance. Consistent attendance data will be shared with parents/guardians resulting in improved student attendance and decreased chronic absence in the district.	
	Continue to invite and engage parents and families in partnering through Family Resource Centers (play groups, resource and referral, engagement, outreach, and parent leadership sessions)	Office of Equity and Partnerships	At least XXXX parents will access the family resource centers during the school year; at least 50 parents/guardians will participate in one of our parent leadership offerings which will empower them to partner with the school system in decision making.	
Create opportunities for open and honest conversations about race, gender, social class, culture and beliefs that lead to equity for all families and students.	Engage all staff in professional learning and conversations regarding race, social class, culture and beliefs as indicated in schedules developed for each school with support from the district.	Building administrators with support from Office of the Superintendent, Office of Teaching and Learning, Office of Pupil Personnel, Office of Equity and Partnerships	Staff consistently engage in productive conversations about race and difference across the school year.	Percent of staff indicating they are more comfortable talking about differences in gender, race, sexual orientation, social class, culture and beliefs as evidenced by district level survey data given throughout the year

Talent

Priority	Strategy	Oversight	Success looks like	How will we know
Provide leadership development opportunities for all building- and central office administrators and teacher leaders in district with a lens on equity	Implement "Leading the Way" standards for all school leaders	Building administrators with support from Office of the Superintendent, Office of Deputy Superintendent, and Human Resources Office	All administrators will demonstrate their work on the Leading the Way Standards as, providing written evidence and artifact through self reflection 2X per year	Percentage of teachers and administrators showing growth along the continuum of effective building / district level leadership as measured by overall evaluation ratings
	Continue Administrative learning experiences led by district staff and outside experts in leadership and equity	Building administrators with support from Office of the Superintendent, Office of Deputy Superintendent, Human Resources Office, and District Equity Team	All administrators will attend and actively participate in administrative meetings, i.e: Learning Lunches, Pause Days, Administrative Retreats as evidenced by the appropriate attendance records of scheduled meetings.	
	Utilize Inventories and reflection protocols to improve individual and group practice (WPI Index, True Colors, Myers Briggs)	Building administrators with support from Office of the Superintendent, Office of Deputy Superintendent, and Human Resources Office	All MPS leaders will complete the protocols and all will utilize inventory results to strengthen during leadership work as evidenced through observations and self reflections	
	Develop school based equity teams in to plan, develop, and support school based equity work	Building administrators with support from Office of the Superintendent and Office of Equity and Partnership	All school have an active equity team that meets monthly to grow professionally, review student and staff data, and plan, develop, and implement school based professional learning with support from and in collaboration with Office of Equity and Partnership	
Strategically Recruit & Retain candidates that are representative of student demographic of Manchester Public Schools	Use MPS faculty and student demographics to inform recruitment efforts and match our need with recruitment pipelines	Building administrators with support from Office of the Superintendent, Office of Deputy Superintendent, Human Resources Office, and District Equity Team	Faculty and student demographic data will be collected on an annual basis and formally used to inform recruitment practices each year.	Over time, educator diversity within the Manchester Public Schools will be more closely aligned with student demographics of the school system, as evidenced by the collection of relevant data.
	Develop and market the MPS brand through different platforms: university recruitment fairs, district webpage, printed material, social media, publicize our new our district logo.	Building administrators with support from Office of the Superintendent, Office of Deputy Superintendent, Human Resources Office, and District Equity Team	Sample materials of branding efforts will be produced to show evidence of marketing to target audiences.	
	Maintain and strengthen the annual teacher review protocol to determine teacher efficacy in teacher practice years 1-4 and the growth of tenured teachers.	Building administrators with support from Office of the Superintendent, Office of Pupil Personnel, and Office of Behavior Supports	Administrators will share the 4-point questions with all teachers in advance of the December - January reviews.	
Create opportunities for open and honest conversations about race, gender, social class, culture and beliefs that lead to a supportive school and district environment for all staff, particularly those from traditionally marginalized groups	Hold regular affinity group meetings (people of color; staff with disabilities; LGBTQ+ staff) and office hours to ensure that staff from those groups have opportunities to share their experiences in order to improve school and district climates	Office of the Superintendent, Office of Deputy Superintendent, Human Resources Office, and District Equity Team	Calendar of meetings with action items coming out of each meeting noted and any necessary steps implemented in a timely fashion	
	Utilize staff restorative circles to facilitate conversations about race, gender, social class, culture and beliefs	Office of the Superintendent, Human Resources Office, District Equity Team, Restorative Practices Coordinator	Calendar of meetings with action items coming out of each meeting noted and any necessary steps implemented in a timely fashion	

Systems

Priority	Strategy	Oversight	Success looks like	How will we know
Maintain the District Improvement Team to monitor the implementation of the District Improvement Plan and support School Improvement Teams in developing and implementing School Improvement Plans.	Research, develop and implement a Student Data Dashboard which reports student progress in the areas of academics, climate, and college/career readiness	District Improvement Team	School improvement teams have generated school improvement plans aligned with the district's and that include quantifiable and rigorous performance targets for teacher practice and student outcomes as well as a plan for how data will be collected and analyzed	Percentage of Improvement Teams showing evidence of continuous improvement in achieving standards of practice <i>as evidenced by self assessment reported BOY / MOY / EOY</i>
	Establish a cadence for BOY, MOY and EOY Surveying and reporting on adherence to DIT / SIT standards	District Improvement Team	Leadership teams at each school use a variety of formal and informal methods including teacher evaluation results, school based walk through results, and District Improvement Team walk through results as well as assessments including district assessments and common interim assessments aligned across grade levels and subject areas to evaluate current practice and plan for and revise implementation	Adults in their collaborative teams are using DD to monitor student progress and adjust instructional and organizational practice- google analytics, the gold standard of all teams that data is being used to drive practice <i>as evidenced by PLC visits done by Superintendent / Deputy Superintendent</i>
	Monitor the development and implementation of District and School Improvement Plans to ensure alignment of district / school improvement plans and teacher professional growth to improve student achievement.	Office of the Superintendent; Office of Teaching and Learning	Members of the district improvement team share effective practices across the district so all schools can benefit and grow.	
	Create a schedule of District Improvement Team School visits that ensures all schools are visited at least 4 times per year.	Office of Teaching and Learning	School administrators report having both the necessary resources (e.g., time, human capital) and support to effectively review assessment data and identify interventions to appropriately adjust practice. Infrastructure exists for schools to share resources and knowledge to support capacity building across the district.	
	Develop and implement a communication plan intended to provided all stakeholders information related to District Improvement Plan progress	Office of the Superintendent; Office of Teaching and Learning		

Professional Development in Manchester



Professional Development

- Planning
- Highlights
- Next Steps



Professional Development

- Planning
- Highlights
- Next Steps



Planning

Committee – looks at data to determine offerings that...

- ❖ Impact student achievement
- ❖ Support consistent programming
- ❖ Build school capacity
- ❖ Increase collaboration & adult learning



Planning

Important drivers

- ❖ Student achievement
- ❖ Consistent programming
- ❖ School capacity
- ❖ Collaboration & adult learning



Relationships, communication, self care



Professional Development

- Planning
- Highlights
- Next Steps



Highlights

- ❖ Day 1 –Welcome
- ❖ Day 2 - Equity
- ❖ Day 3 – Recognition / Teaching & Learning
- ❖ Day 4 – Teaching & Learning
- ❖ Day 5 – Family Partnerships & HR
- ❖ Day 6 – Superintendent's Message



Highlights



Teachers
Nurses
Occupational Therapists (OT)
Physical Therapists (PT)
Behavior Techs
Paraprofessional
Psychologists
Social Workers
Guidance
Tutors
Administrators



Grade Level	Google Classroom Code	Monday 8/31 + Tuesday 9/1	Meet Link
PreK - 4	Pre-K-4: 6ljqi3z	9am - 3pm	Meet with Mary: http://meet.google.com/nvy-rdgs-vkt Drop-In with Nickole: https://meet.google.com/cst-mrzd-tpa
Grades 5 - 8	5-6: mbuxh7g 7-8: w6m55y3	9am - 3pm	meet.google.com/uqt-uptx-kdm
Grades 9-12	9-12: qz2dpzr	12pm - 3pm	meet.google.com/hwu-ydsu-yks





MPS eLearning : Fall 2020 Faculty & Staff Virtual Tech PD Table of Contents

Across the country, the 2020-21 school year will present numerous challenges for teaching and learning. However with proper training, educators can learn to utilize/optimize technology to connect with and engage their students' learning. To prepare for the unique landscape of hybrid teaching, Manchester faculty/staff are asked to refer to the eLearning modules listed below and to complete the following:

All the applicable grade/level **Mandatory Modules** and 2) One **Supplemental Module** of your choice. You will submit your modules through a Google Classroom by grade level found in the Navigating a Hybrid Teaching School Year Mandatory Module.

★ Live Tech Support: Google Meet

Grade Level	Google Classroom Code	Monday 8/31 + Tuesday 9/1	Meet Link
PreK - 4	Pre-K-4: 6ljqi3z	9am - 3pm	Meet with Mary: http://meet.google.com/nvy-rdgs-vkt Drop-In with Nickole: https://meet.google.com/cst-mrzd-ipa
Grades 5 - 8	5-6: mbuxh7g 7-8: w6m55y3	9am - 3pm	meet.google.com/uqt-uptx-kdm
Grades 9-12	9-12: qz2dpzr	12pm - 3pm	meet.google.com/hwu-ydsu-yks

✓ Mandatory Modules

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Manchester Public Schools - PK-8 Professional Development Monday 8/31/20 & Tuesday 9/1/20

Green - Mandatory Modules

Orange - Choice Supplemental Modules

Yellow - Learning Plan Google Meets

STEM & Specials

Monday 8/31/2020	STEM K-4	STEM K-4 Math ~~Intrvntn~~	Art	Music	PE
9:00 AM	Navigating a Hybrid Teaching School Year (w/ SeeSaw)	Navigating a Hybrid Teaching School Year (w/ SeeSaw)	Navigating a Hybrid Teaching School Year (w/ SeeSaw)	Navigating a Hybrid Teaching School Year (w/ SeeSaw)	Navigating a Hybrid Teaching School Year (w/ SeeSaw)
10:45 AM	Learning Plan Google Meet Grades K-1 STEM LP Link	Learning Plan Google Meet w/ Carla & Michael Gr 4 LP Link	Curriculum, Supplies & Opening Procedures Invite from Pasqua Guzzi	Curriculum Planning & Modification Google Meet Invite from Keith Berry	Elementary Level Curriculum & Equipment Google Meet Invite from Mike Kolze
12:15 PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 PM	Update on Do the Math By HMH 1:00 PM - 3:00 PM	Update on Do the Math By HMH 1:00 PM - 3:00 PM	Choice Supplemental Module	Choice Supplemental Module	Choice Supplemental Module
2:30 PM	Reflection/Pause	Reflection/Pause	Reflection/Pause	Reflection/Pause	Reflection/Pause
Tuesday 9/1/2020	STEM K-4	STEM K-4 Math ~~Intrvntn~~	Art	Music	PE
9:00 AM	Learning Plan Google Meet Grades 2-4 STEM LP Link	Learning Plan Google Meet w/ Pat, Carla & Kristen K Gr 2 LP Link	Navigating a Hybrid Teaching School Year (w/ Google Classroom)	Navigating a Hybrid Teaching School Year (w/ Google Classroom)	Navigating a Hybrid Teaching School Year (w/ Google Classroom)
	Navigating a Hybrid	Navigating a Hybrid	Curriculum, Supplies &	Curriculum Planning &	Elementary Level Curriculum & Equipment

Teachers, save “Launch Learning Board Week 1 - My Name” to assign it to your class.

My Name

Name Art

Decorate your name! Ask your grown up at home to help you write your name really big. Then, choose how you want to decorate it! Use your favorite colors and add in any of your favorite things!



Count and Match Your Name

Write your name on a piece of paper. Count the letters in your name. Next, count out groups of objects to match the amount of letters in your name. How many different groups can you make?



Write Your Name

Names have a capital letter first and the rest are lowercase. Practice writing your name. How many different ways can you think of to write it? Can you write it with chalk or paint it with water? Can you use different tools, like markers, crayons or pens? Can you write it super big? How about really small?

Mix and Fix Name Puzzles

Ask your grown up to help you fold a paper in half the long way, cut it, and write your name on each piece. Now take one of your names and cut it apart so the letters are separated. Touch and count how many letters are in your name. Mix up the letters and fix them. Can you do it 3 times?



All About Your Name

Click the star to listen to the story *Alma and How She Got Her Name*. Then, talk to your family about your name. How did they pick your name? Are you named after anyone?



Number Hunt

Numbers are everywhere! Can you find numbers in your home or in your neighborhood? Draw a picture of somewhere that you found numbers!



N

Nikarra Drugan



Save Activity

Student Instructions

Launch Learning Board Week 1 - My Name

1. Click the image to see the learning board for the week.
2. Choose 1-2 activities to complete each day during your home learning time. You may do the activities in any order, but all activities should be done by Friday. If you are having trouble viewing the board on your device, try to turn your device to the side to change the view.
3. As you finish an activity, use the to make an X on the box.
4. Save your work by clicking the .
5. When you have finished all the activities, click the .



Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

Students will edit this template:

My Name



Highlights

ProTraxx – Login and HR Modules



The ProTraxx login page features a blue background with the ProTraxx logo at the top left. Below the logo, there are two input fields: 'Username' and 'Password'. A green 'Login' button is positioned below these fields. To the right of the 'Login' button, there is a link that says 'Forgot your username/password? Active Directory?'. At the bottom of the login area, there is a Norton Secured logo and the text '©2017 ProTraxx'.

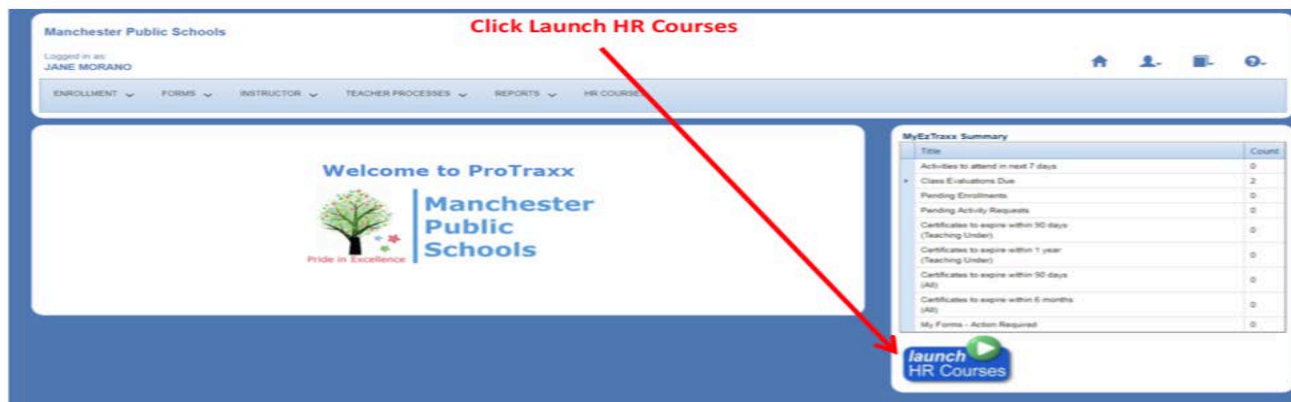
To register for courses go to
www.protraxx.com

Click on:

Login

Enter your Username and
Password

Forgot your username/password?



The ProTraxx HR module dashboard for Manchester Public Schools. The top navigation bar includes links for ENROLLMENT, FORMS, INSTRUCTOR, TEACHER PROCESSES, REPORTS, and HR COURSES. The main content area features a 'Welcome to ProTraxx' message and the Manchester Public Schools logo. A red arrow points to the 'HR COURSES' link in the navigation bar with the text 'Click Launch HR Courses'. On the right side, there is a 'MyExTraxx Summary' table and a 'launch HR Courses' button.

Title	Count
Activities to attend in next 7 days	0
Class Evaluations Due	2
Pending Enrollments	0
Pending Activity Requests	0
Certificates to expire within 90 days (Teaching Under)	0
Certificates to expire within 1 year (Teaching Under)	0
Certificates to expire within 90 days (All)	0
Certificates to expire within 6 months (All)	0
My Forms - Action Required	0



Professional Development

- Planning
- Highlights
- Next Steps



Next Steps

Wednesdays – 90 min Delayed Schedule

- September 16th Learning Plans
- September 23rd Equity
- September 30th Learning Plans
- October 7th SEL/Wellness/Restorative
- October 14th Learning Plans
- October 21st Equity
- October 28th Learning Plans
- November 4th SEL/Wellness/Restorative



Questions and Discussion

