

**MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
Monday, February 22, 2021**

Lincoln Center - Virtual Meeting

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: [Link to Live at Silk City TV](#)

On demand after the meeting: [Link to on-demand after the meeting](#)

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Board of Education Minutes - February 8, 2021 A - 3

B. COMMITTEE REPORTS

- 1) Policy Committee Meeting Minutes - February 8, 2021 B - 1

C. CONSENT CALENDAR

- 1) Personnel Actions C - 1
- 2) Transfer of Funds C - 2
- 3) Establish an appropriation for the Immigrant & Youth Education Program Grant for the FY 20/22 in the amount of \$9,500 C - 3

D. REPORT FROM STUDENT REPRESENTATIVE

Tiffany Henry, Leila Affini, Alexandra Hamza

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) Winter Data Update, Mr Matt Geary, Superintendent of Schools F - 1
- 2) Update on Covid-19, Mr. Matt Geary, Superintendent of Schools

G. UNFINISHED BUSINESS

H. NEW BUSINESS

- 1) **Equity Policy** H - 1
Policy Recommendation:
The Policy subcommittee submits to the full Board the Manchester Public Schools Equity Policy, #8002 for a first reading in accordance with its policy on policy changes
- 2) **Board of Education 2021-2022 School Calendar** H-2
Recommended Motion:
Move to approve the Manchester Board of Education Calendar for 2021-2022

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 - *None*

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

Monday, March 8, 2021

MHS Improvement Plan

Monday, March 22, 2021

Martin School Improvement Plan

Thursday, April 8, 2021

Highland Park Improvement Plan

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

Regular Meeting

February 8, 2021

Lincoln/Virtual

PRESENT: Gundersen, Heinrich, Hughes, Luna, Meggers, Pattacini, Patterson, 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: Stefanovicz

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. Approval of Minutes of Previous Meeting

APPROVED – Minutes Regular Meeting of the Board of Education of January 11, 2021. Secretary Pattacini moved and Ms. Patterson seconded the motion.

8/0 – Voted in favor.

A.4. Approval of Budget Workshop of January 21, 2021

APPROVED – Minutes Budget Workshop Meeting of the Board of Education of January 21, 2021. Secretary Pattacini moved and Mr. Heinrich seconded the motion.

8/0 – Voted in favor.

A.5. Approval of Budget Workshop of January 28, 2021

APPROVED – Minutes Budget Workshop Meeting of the Board of Education of January 28, 2021. Secretary Pattacini moved and Ms. Luna seconded the motion.

8/0 – Voted in favor.

A.6. Approval of Budget Workshop of February 4, 2021

APPROVED – Minutes Budget Workshop Meeting of the Board of Education of February 4, 2021. Secretary Pattacini moved and Mr. Gundersen seconded the motion.

DISCUSSION:

Mr. Pattacini expressed the Board's appreciation to Recording Secretary, Carla Berman, for her hard work transcribing all the meeting minutes. [It is my pleasure!]

The vote was called.

8/0 – Voted in favor.

B. COMMITTEE REPORTS

B.1. Curriculum & Instruction Committee

Ms. Luna reviewed that the last meeting was held January 11, 2021. In attendance at this virtual meeting were: Ms. Luna, Mr. Gundersen, Mr. Meggers, Dr. Radikas, Ms. Sheehan-Burns and Ms. Ghetia.

The Committee was taken through a mock academic meeting by the Directors of Teaching & Learning, Ms. Sheehan-Burns and Ms. Ghetia. The Committee was exposed to the components and process of an academic review. Current grade level and district data was used to highlight how data is used as a springboard

for conversations between administrators and teachers to identify instructional strengths, challenges, and next steps.

After the mock academic review was conducted, Committee members had an opportunity to review an additional data set and formulate their own notices and wonders. This conversation allowed the Committee to further understand the resources in place to support students, staff and administrators and the process used to further adult reflection and changes in instructional strategies to meet the needs of all students.

The next meeting will be held March 8, 2021.

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. Transfer of Funds

- Transfer from District-wide Information Services Repairs account to District-wide Information Services Computer Supplies & Materials account in the amount of \$2,419.
- Transfer from System-wide Information Services Professional Development account to System-wide Information Services Computer Supplies & Materials account in the amount of \$1,361.
- Transfer from System-wide Language Arts Instructional Supplies & Materials account (\$1,622) to System-wide Language Arts Professional Development account in the amount of \$1,535 and to System-wide Social Studies Contracted Substitutes account in the amount of \$87, for a total transfer of \$1,622.
- Transfer from System-wide Psychology Travel and Lodging account to System-wide Psychology Professional Development account in the amount of \$1,000.
- Transfer from System-wide Social Studies Professional Development account to System-wide Social Studies Contracted Substitutes account in the amount of \$262.

C.3. Establish an appropriation for The Hartford Foundation for Public Giving COVID-19 Reopening Grant for the FY 20/21 in the amount of \$25,000

The Chairman called for a motion.

Secretary Pattacini moved and Mr. Heinrich seconded the recommendation to adopt the Consent Calendar.

DISCUSSION:

Mr. Pattacini asked Mr. Geary to explain item C.3. for the public. Mr. Geary reminded us of the \$75,000 grant given to districts in the Spring that were used to support reopening efforts. In addition, laptops were donated at the high school level by a public/private partnership that is now dissolved. This additional grant is earmarked for repairs (i.e., key and screen replacements, etc.) for technology.

The vote was called.

8/0 - Voted in favor.

D. STUDENT REPRESENTATIVE REPORT

Alexandra Hamza reported that MHS is now in the third quarter and they are getting used to the hybrid schedule. The class officers have been making great efforts to provide fun events for students, including the Snow Fest February 4th, which had lots of fun (socially distanced) activities such as snowshoeing, sled racing, hot chocolate and prizes. Ms. Hamza reported the new psychology class, "Psychology and the Good Life" is awesome and there is the potential to earn 3 college credits. Yearbook staff are busy collecting senior quotes. The National Honor Society induction was held January 26th.

Leila Affini mentioned the videos being produced by a group of students and shown to the student body this month for Black History Month. The videos have highlighted black women in leadership and the history of the black lives movement so far. The Student Equity Advisory Team has actually set up a bulletin board near the senior lot that highlights black figures, artists and poets as well as Black History Month as a whole. Since it was just set up today there is only one poster but they hope to have more on it by Friday. This board will be updated for other history months that occur as

well. Ms. Affini also told us students have been given the option to take their own yearbook portraits and send them in by February 28th.

Mr. Thames expressed an interest in viewing the videos mentioned. Ms. Affini wasn't sure how to access them, as they are shown live, but Ms. Miner may know how to show them to the Board members.

E. PUBLIC COMMENTS

None.

F. SUPERINTENDENT'S REPORT – PART I

F.1. Update on Elementary and Secondary School Emergency Relief

Mr. Geary started by acknowledging the new class mentioned by our Student Representative - Psychology and the Good Life. This is a collaboration with Yale. He noted that sometimes we forget about all the good things happening in the district and he is glad to hear the positive feedback from the students.

About a week ago we found out the amount of the Elementary and Secondary School Emergency Relief II (ESSERII) and Mr. Geary gave a brief overview of how he envisions allocating those funds. This will be a two year Respond Recovery and Reimagine scenario, starting this spring.

The State's ESSERII Priorities will be centered around:

- Academic support, learning loss, learning acceleration and Family and Community Connections;
- School safety and social-emotional wellbeing of the students and staff; and
- Remote learning and staff development and the digital divide.

Covid-related items:

- Coordination with local health department to respond to Covid - such as working together to distribute the vaccine.
- Addressing learning loss with a focus on low income students, students with disabilities, homeless and foster children.
- Provide principals and leaders with resources.
- Provide activities for the unique needs of the focus groups listed above.

- Develop and implement procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff on sanitation and minimizing infectious diseases.
- Purchase supplies for sanitation and cleaning.
- Purchase technology (including hardware and software as well as connectivity).
- Planning, coordination of activities during long-term closures including meals, special education needs and assistive technology.

Next Steps include:

- Clarify the vaccine timeline, hopefully by March teachers will be vaccinated.
- Plan increased school time for spring.
- Develop a flexible summer program, both remote and in-person.
- Plan for fall remote and/or in-person.
- Develop an ESSERII Grant Proposal.

Ms. Luna wondered when we would see what the summer school plan looks like. Mr. Geary noted he plans to hire early as many districts will be running summer programs. He sent a survey to certified staff recently to get an idea of availability. Mr. Geary should have a draft school calendar at the next Board meeting that will start July 1st. He will also share ideas to be finalized in early April to target in-person experiences with some remote.

Ms. Luna wondered if the program would be open to all students. Mr. Geary stated that is the idea. For sure any students struggling will be invited, but all students have experienced this unusual situation and he encourages them receiving both academic and social and emotional supports PK-12. The program will likely be a full day program with both recreational and academic activities.

Mr. Gundersen asked about the process of acquiring these funds and if the two year stipulation had a "hard stop" date that funds need to be spent by. Mr. Geary stated the application for the first grant (ESSERI) was very specific, so he expects this one will be as well, though we have not seen it yet. The grant will be written as general as possible to provide flexibility. September 2023 is the

hard stop for funding. Mr. Geary pointed out that there is also the possibility of another Covid relief fund for schools as well.

Mr. Thames hopes the teachers are vaccinated by March and he asked who in our district has been vaccinated thus far. Mr. Geary noted that school nurses and related service providers (such as OT/PT/Psychologists) have been vaccinated. He is hopeful that some of those staff members will be able to assist in giving the vaccine once we are able to move to the next group. Mr. Geary did state that some places have had to cancel the second round of vaccinations due to lack of vaccine, so he is not sure 100% of our related service providers were vaccinated already. We have been in contact with CVS, who we do flu clinics with, to discuss the possibility of vaccine clinics.

Mr. Thames asked if the summer program would be similar to SAAM. Mr. Geary acknowledged that it would be similar, though larger, and will require a significant number of staff members. There will be a connection with the recreation department and staff will be used in a targeted manner. There should be opportunities for high school students as well as those returning from college for summer jobs.

G. UNFINISHED BUSINESS

G.1. Manchester High School Roof Replacement

Secretary Pattacini moved for the Board of Education to approve and adopt the attached, revised Educational Specifications dated February 5, 2021 for a roof replacement at Manchester High School. Ms. Patterson seconded the motion.

DISCUSSION:

Mr. Pattacini asked if this was a revision of what was approved at an early meeting. Mr. Geary reviewed previously the square footage of the roof was inaccurate as the part of the roof over the pool was missed. This attachment is accurate so the motion was redone.

Mr. Thames asked about the impact on the cost and what the State matches.

Mr. Geary reviewed the State reimburses about 62%.

Ms. Clancy noted the cost estimate for the roof went from \$2.5 to \$3.5 million, which is a conservative estimate so hopefully it will be less. She also corrected Mr. Geary, stating the reimbursement from the State is 67%. She also reminded us the town has an old bond being used to support this work as well.

The vote was called.

8/0 - Voted in favor.

G.2. Grant Application and Summary of Educational Specifications

Secretary Pattacini moved for the Board of Education to authorize the Superintendent to submit an SCG049 Grant Application and Summary of Educational Specifications for a School Building Project to the State Department of Education for a construction grant in accordance with CGS §10-283 and Chapter 173 of the Connecticut General Statutes. Ms. Patterson seconded the motion.

8/0 - Voted in favor.

H. NEW BUSINESS

H.1. Adoption of Budget

Secretary Pattacini moved for the Board of Education to adopt the Board of Education 2021-2022 Budget in the amount of \$117,774,174. Ms. Luna seconded the motion.

DISCUSSION:

Mr. Geary pointed out this represents a 0% increase in our budget.

Mr. Pattacini noted the 0% increase was achieved through the hard work of our administration and staff to deliver services to our students and keep our

budget flat for local taxpayers. Mr. Pattacini thanked Mr. Geary, Ms. Clancy and all our staff who support our students.

Mr. Thames expressed feeling blessed by the additional relief funds. He feels our budget is fiscally prudent as always. He will support the budget fully.

Ms. Patterson echoes Mr. Pattacini, stating this is an unprecedented year. She thanked the staff and superintendent for their ability to pivot and assess and meet student needs. This was no easy task. Ms. Patterson thanked the Mr. Geary for his commitment and dedication. She always appreciates the information provided and she looks forward to next year.

The vote was called.

8/0 - Voted in favor.

H.2. Establishment of an Unexpended Education Fund

Secretary Pattacini moved for the Board of Education to approve the establishment of a non-lapsing account from the prior fiscal year from the budgeted appropriation for education up to 2% of the current budget. Mr. Gundersen seconded the motion.

DISCUSSION:

Mr. Pattacini noted that the Board members understand the request for this fund, but asked Mr. Geary to explain for the public. Mr. Geary reviewed that we cannot “bank” unspent money at the end of the fiscal year. If you under-spend your budget, the Connecticut General Statutes allow us to ask for the creation of this fund. If the Board of Directors creates the fund we will specify the monies be used for capital projects and capital repairs as well as unexpected overages in Special Education and Magnet costs. We cannot put more than 2% of the previous year’s budget. Ms. Clancy added that the state changed the maximum amount of this fund from 1% to 2% in recent years. They obviously could see the need for this type of fund.

The vote was called.

8/0 - Voted in favor.

I. PUBLIC COMMENTS (Limited to items on tonight's agenda)

Mr. Tom Stringfellow, 183 Hillstown Road, stated that this year marks 45 years of Black History Month, founded by Carter Woodson. Mr. Stringfellow recommended the book *Africa* by John Reader. He also suggested the book *The Bone and Sinew of the Land* by Anna-Lisa Cox as well as Eric Foner's book *Reconstruction: America's Unfinished Revolution*.

Mr. Thames thanked Mr. Stringfellow for his comments, remarking he is the unofficial historian for the Board of Education. Mr. Thames appreciates his research and comments.

Mr. Geary reported a question from FaceBook about the possibility of increasing the number of minutes in the school day at the middle and high school level. Mr. Geary hopes that maybe after April vacation there might be an increase in extended day programming.

J. COMMUNICATIONS

None.

K. ITEMS FOR FUTURE AGENDAS

February 22 - Winter Data Update

March 8 - MHS Improvement Plan

March 22 - Martin School Improvement Plan

L. ADJOURNMENT

Mr. Thames called for a motion to adjourn.

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

8/0 - Voted in favor.

Adjournment 8:07 p.m.

Respectfully submitted,
Christopher Pattacini
Board Secretary

Manchester Public Schools
Board of Education
Policy Committee
Minutes
February 8, 2021
Virtual

The meeting began at 5:45 PM.

Members Present: Mark Gundersen, Scott Hughes, Darryl Thames Sr.
Others Present: Matt Geary

The members discussed the [MPS Equity Policy](#) along with the Equity Policy Considerations document. The Superintendent will add a question regarding the fiscal impact of the change (What is the fiscal impact of the change? added to question2) and the policy will be moved to the full Board of Education for a first reading.

The members reviewed several area district policies on electronic devices at the middle and high school levels, including the policy and practices of MPS. A summary of policies is [attached](#). At the middle school, devices are not to be used during the school day. At the high school devices can be used in common spaces and for educational purposes in classrooms. The Superintendent will invite a cross section of parents, students, and staff to the next policy meeting to discuss the use of devices at MHS.

The committee reviewed the [Board of Education Liaison](#) section of Community Relations Policy #1121. Given the Covid-19 pandemic, Board members' interactions with school communities will likely look different than initially designed. Board members are asked to reach out to school principals by phone or email to set up a brief check in and discuss how you might engage with the school community.

The cost for School Resource Officers (SRO) is incorporated into the 2021-22 Board of Education budget. The Board funds half of the cost for SROs. The Board will engage in future discussions with the Board of Directors regarding SROs at an appropriate time.

The Superintendent shared some areas where legislative action may be needed for 2021-22 both due to the continuation of the pandemic and if we wish to continue some new approaches (such as virtual snow days) that have been utilized this year. The areas include student attendance, school calendar - 180 days / 900 hours, transportation, student discipline, and certification.

The meeting adjourned at 6:45.

Respectfully Submitted,

Matt Geary

PERSONNEL ACTIONS

APPOINTMENTS

RESIGNATIONS

Ms. Heather Wood, Speech and Language Pathologist at Keeney Street School, has submitted her notice of resignation effective February 26, 2021. Ms. Wood 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: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: February 4, 2021

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 System-wide Language Arts Instructional Supplies and Materials in the amount of \$1,085.00. Transfer to System-wide Language Arts Professional Development in the amount of \$1,085.00.

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
February 22, 2021

**Manchester Public Schools
Manchester, Connecticut**

TO: Accounting Department

School/Department: Language Arts

Date of Request: 02/04/2021

Approver: Amy F. Radikas

Date Approved: 02/05/2021

JUSTIFICATION (Required Field): Transfer to cover Lesley University Seminars.

SUBJECT:

TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER

DECREASE - In whole dollars only:

\$ 1,085.00 **Account #12899100 5611**

Description: System LA Instruct Supplies

\$ **Account #**

Description:

\$ **Account #**

Description:

\$ 1,085.00 **TOTAL DECREASE**

INCREASE - In whole dollars only:

\$ 1,085.00 **Account #12899221 5330**

Description: System LA Prof. Development

\$ **Account #**

Description:

\$ **Account #**

Description:

\$ 1,085.00 **TOTAL INCREASE (Must match total decrease)**

Accounting Department Only

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: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: February 4, 2021

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 Sports Athletic Trips in the amount of \$717.00. Transfer to Illing Middle School Art Instructional Supplies and Materials in the amount of \$717.00.

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
February 22, 2021

**Manchester Public Schools
Manchester, Connecticut**

TO: Accounting Department

School/Department: Illing Middle School

Date of Request: 02/04/2021

Approver: Iris Gomero

Date Approved: 02/04/2021

JUSTIFICATION (Required Field): Needed for 4th quarter - Remote Student Art Supplies

SUBJECT:

TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER

DECREASE - In whole dollars only:

\$ 717.00 **Account #31453270 5512**

Description: IMS Sports Athletic Trips

\$ Account #

Description:

\$ Account #

Description:

\$ 717.00 TOTAL DECREASE

INCREASE - In whole dollars only:

\$ 717.00 **Account #10453100 5611**

Description: IMS Art Instructional Supplies

\$ Account #

Description:

\$ Account #

Description:

\$ 717.00 TOTAL INCREASE (Must match total decrease)

Accounting Department Only

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: Item for Appropriation Immigrant & Youth Education
Program Grant FY 2020-2022
Date: February 4, 2021

Background:

The Connecticut State Department of Education has awarded FY20-22 funding under the Immigrant & Youth Education Program grant. This grant will be used to enhance instructional opportunities for immigrant children and youth.

Discussion/Analysis:

The FY20-22 grant will support family literacy, instructional materials, translation support, supplementary ELL tutors and support for students learning English. The funding of this grant is geared toward instructional services in the school district and activities coordinated with community-based organizations.

Financial Impact:

The District has been granted \$9,500.

Other Board/Commission Action:

None.

Recommendations:

The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for \$9,500 for FY20-22 Immigrant & Youth Education Program grant, to be funded by the Connecticut State Department of Education.

Attachments:

Award letter.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
February 22, 2021

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

Manchester School District

DUNS Number: 789457756

4 Award Information

Grant Type: FEDERAL

Statute: P.L. 107-110

CFDA #: 84.365A

SDE Project Code: SDE000000000002

Grant Number: 077-000 12060-20868-2021-82076-170003

2 Grant Title

Title III Immigrant

5 Award Period

7/1/2020 - 6/30/2022

3 Education Staff**Program Manager:**

Megan Alubicki Flick (860) 713-6786

Payment & Expenditure Inquiries:

Jeff Lindgren (860) 713-6624

6 Authorized Funding

Grant Amount: \$9,500.00

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.

2/4/2021

Melissa Hickey - CSDE Management Approver

02/04/2021 11:58
thebert

TOWN OF MANCHESTER
PROJECT ACCOUNTING BUDGET REPORT

P
paprbudr¹

FOR 2021 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
83621 IMMIGRANT 7/1/20-6/30/22							
2403402 EDUCATION GRANTS STATE&FEDERAL							
2403402 4300 83621 IMMIGRANT FEDERAL REVEN	-9,500	0	-9,500	.00	.00	-9,500.00	.0%*
TOTAL EDUCATION GRANTS STATE&FEDERAL	-9,500	0	-9,500	.00	.00	-9,500.00	.0%
83699125 IMMIGRANT CHILDREN & YOUTH ED							
83699125 5611 83621 IMMIGRANT INSTR S/M	9,500	0	9,500	.00	.00	9,500.00	.0%
TOTAL IMMIGRANT CHILDREN & YOUTH ED	9,500	0	9,500	.00	.00	9,500.00	.0%
TOTAL IMMIGRANT 7/1/20-6/30/22	0	0	0	.00	.00	.00	.0%

02/04/2021 11:58
thebert

**TOWN OF MANCHESTER
PROJECT ACCOUNTING BUDGET REPORT**

P
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FOR 2021 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
TOTAL REVENUES	-9,500	0	-9,500	.00	.00	-9,500.00	
TOTAL EXPENSES	9,500	0	9,500	.00	.00	9,500.00	
GRAND TOTAL	0	0	0	.00	.00	.00	.0%

** END OF REPORT - Generated by Teresa Hebert **

02/04/2021 11:58
thebert

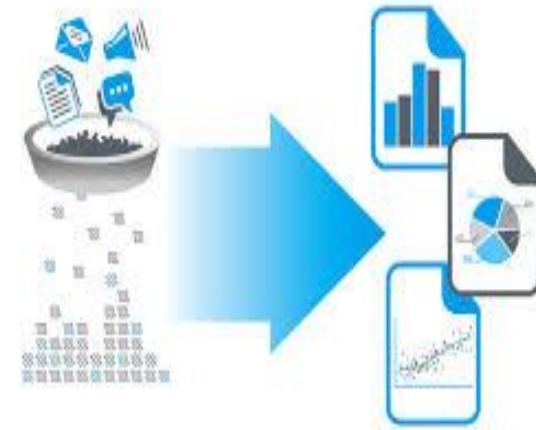
TOWN OF MANCHESTER
PROJECT ACCOUNTING BUDGET REPORT
REPORT OPTIONS

P
3
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	Field #	Total	Page	Break	
Sequence 1	12	Y	N		Year/Period: 2021/13
Sequence 2	9	Y	N		Print revenue as credit: Y
Sequence 3	0	N	N		Print totals only: N
Sequence 4	0	N	N		Suppress zero bal accts: Y
					Print full GL account: N
					Double space: N
Report title:					
PROJECT ACCOUNTING BUDGET REPORT					Multiyear view: Default
Print Full or Short description: F					Print journal detail: N
					From Yr/Per: 2021/ 8
					To Yr/Per: 2021/ 8
Format type: 1					Sort by JE # or PO #: J
					Detail format option: 1

Manchester Board of Education

Winter Data Update 2020-2021



Manchester Public Schools

October 2020

Demographic Data PK- 12

Student Data							
Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total Students	6,267	6,243	6,290	6,228	6,196	6,263	6,092
% Eligible for F/R Lunch	54.8	56.4	51.7	55.2	61.1	SNAP 52.8 ----- 63.5	SNAP 56.3
% Spec Ed	13.4	13.5	14.2	14.8	14.2	16.5	16.92
% Eng Learners	6.2	5.9	6.0	6.4	6.5	7.1	7.1



GOALS

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.



PROGRES

- Early Screening Inventory (K readiness)
- Percent of students
 - reading at or above grade level as indicated by the Fountas and Pinnell assessments
 - scoring at or above standard on Math Fluency and 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 (reading and writing)
- High school graduation rate
- College and Career Readiness Rate
- Percent of students who are chronically absent
- Percent of students with 1 or more In School Suspensions



PROGRES

Indicator	Grade levels	2015-16	2016-17	2017-18	2018-19	2019-20 (winter)	2020-21 (winter)
Percent of Students reading at or above grade level	K-4	61.2	66.7	70.7	72.5	68.5	59.8
Percent of students at or above grade level in math fact fluency	K-4	n/a	34.5	45.5	75.5	51.6	35.1
Percent of students at or above grade level in math fact fluency	5-6	n/a	n/a	34.6	45.4	36.6	
Percent of students at meets / exceeds on the SBAC ELA 3-8	3-8	40.4	36.4	36.1	35.5	not given	
Percent of students at meets / exceeds on SBAC Math 3-8	3-8	29.8	30.6	27.7	28.9	not given	

* Test given to juniors in September, 2020; rescheduled from April, 2020



PROGRES

Indicator	Grade levels	2015-16	2016-17	2017-18	2018-19	2019-20 winter	2020-21
Percent of students at or above state average on the SAT Reading	11	33.9	34.1	38.2	36.2	41.0*	
Percent of students at or above state average on the SAT Math	11	26.4	32.5	37.4	42.2	35.0*	
High School Graduation Rate (MHS)	12	89.2	90.2	88.8	88.8* <i>Increased credit requirement</i>	87.9* <i>Increased credit requirement</i>	
College and Career Readiness Rate (2.0 GPA or better / ≥ 1000 SAT)	12	27.0	42.0	46.0	45.0	45.0	
Percent of students chronically absent	K-12	17.9	16.9	19.3	17.7	19.2	33.0
Percent of students with one or more in school suspensions	K-12	7.7	7.2	5.7	10.7	5.1	



PROGRES

Indicator - F&P	2019-20 winter meets / exceeds	2020-21 winter meets/ exceeds
Grade K	50.0	48.6
Grade 1	60.1	47.6
Grade 2	66.2	49.3
Grade 3	69.3	51.6
Grade 4	73.1	66.0



PROGRES

High School Grades - Q1 / Q2

	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021
	A	A	B	B	C	C	D	D	F	F
Q1	29%	32%	31%	23%	20%	14%	10%	9%	8%	19%
Q2	27%	31%	26%	21%	20%	14%	12%	9%	12%	22%

PROGRES

Graduation Rates

Organization Code	School Name	Category	Cohort Count	4-Year Graduation Rate (%)	Still Enrolled (%)	Other (%)
0776111	Manchester High School	All Students	373	87.9	7.5	4.6
		Hispanic	104	84.6	8.7	6.7
		Non-Hispanic	269	89.2	7.1	3.7
		Indian or Alaska Native	3	100.0	0.0	0.0
		Asian	34	100.0	0.0	0.0
		Black	100	85.0	10.0	5.0
		White	119	89.9	5.9	4.2
		Two or More Races	13	84.6	15.4	0.0
		Male	191	84.8	8.9	6.3
		Female	182	91.2	6.0	2.7
		ELL	32	87.5	9.4	3.1
		Non-ELL	341	88.0	7.3	4.7
		Eligible For Lunch	253	85.0	9.9	5.1
		Eligible For Free Lunch	195	84.6	9.2	6.2
		Eligible For Reduced Lunch	58	86.2	12.1	1.7
		Not Eligible For Lunch	120	94.2	2.5	3.3
		Special Education	36	80.6	16.7	2.8
		Non-Special Education	337	88.7	6.5	4.7
		High Needs	258	84.9	10.1	5.0
		Non-High Needs	115	94.8	1.7	3.5



TAKEAWAYS

- Approximately 10% less students in Grades K - 4 are meeting or exceeding the grade level target in reading in 2020-21 compared to 2019-20
- In grades 1, 2, and 3, the percentage of students meeting or exceeding the grade level target in reading in 20-21 is more than 15% less compared to 2019-20
- Approximately 15% less students in Grades K - 4 are meeting or exceeding the grade level target in math fluency in 2020-21 compared to 2019-20
- Student performance on K - 8 district math unit assessments remains strong
- There is a minimal difference in performance between remote and in-person learners in reading and math
- Chronic absence rate is approximately 33%



TAKEAWAYS

- Graduation rate remains just under 90% with very small gaps between bands
- Percentage of students meeting or exceeding the state average on SAT Reading continues to trend up
- Percentage of students meeting or exceeding the state average on SAT Math was trending up but fell back this year
- Class grades at MHS continue to show more students in the A range and more students in the F range along with a shrinking middle (B, C, D) compared with 2019-20
- Student writing (narrative writing assessments included in full data packet) remains area of concern



NEXT STEPS

- Adjust programming in grades K - 12 based on winter data as needed
- Develop and implement opportunities for skill development and credit recovery beginning in April, 2021
- Monitor vaccine timeline to ensure MPS educators are vaccinated as soon as possible
- Consider extending time in school for in-person learners in grades 5 - 12 (with corresponding increase for remote learners) once educators are vaccinated



NEXT STEPS

- Approve school calendar that includes 2 summer sessions for any interested students in grades K - 12
- Establish summer programming design team
- Identify summer programming leadership staff
- Post summer programming positions
- Communicate summer programming information to parents and families as part of spring parent conferences
- Develop summer programming which includes opportunities for individualized academic skill development, health and wellness, and recreational activities



RESPOND

The following activities are critical as we **respond** to the pandemic:

- Center all decisions on equity and race and ensure appropriate time and space for regular reflection on race and equity throughout the year
- Ensure parents, students, and staff continue to work as partners to support learning at various locations and provide any needed support or materials related to that learning to parents and families
- Continue to adjust learning models as needed while supporting students and staff with necessary materials, technology, and human resources
- Ensure physical and mental health needs of students and families are prioritized by providing necessary supports including food and nutrition, social work and counseling services, and family outreach
- Monitor the health and wellness of MPS staff and support staff self care by providing resources and time
- Support vaccine distribution in a manner determined by Connecticut Department of Public Health and local health department
- Plan for potential spring / summer learning experiences designed to re-acclimate students to schools academically, socially, and emotionally



RECOVER

The following activities will be critical as we **recover** from the pandemic:

- Continue to emphasize community building, healing, social emotional learning, improved mental and physical health, and time to pause and reflect regularly
- 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 be realistic about our expectations
- Clearly indicate what is meant by mastery and identify how we will assess / know skills & concepts have been learned / mastered
- Clearly define what quality feedback will look like, how it is provided, and its purpose is to enhance learning not judge performance
- Determine what is essential to learn and what can be pared from learning experience using clear criteria which prepares students for the future without overwhelming them
- Collaborate with families to ensure students are able to access necessary in person academic and social / emotional programming as often as possible
- Continue efforts to ensure student identities, experiences, insights, and understandings are centered in all learning opportunities



REIMAGINE

The following activities will be critical as we **reimagine** schools coming out of the pandemic:

- Allow for flexibility of time and pacing as well as student voice, choice, and ownership, depending on student needs, learning styles, and interests to remove the limits of one-size-fits-all schooling
- Connect work across content areas - as often as possible wherever possible - and to learner's lives, our community, or the world
- Ensure curricular experiences related to social justice and service learning are available to and expected of all learners
- Ensure students have an opportunity to reflect on their work in order to ensure deep understanding of what they have learned, their strengths, and areas for growth
- Ensure all learners - especially our youngest learners (K-2) and those still learning to read - have foundational skills in reading and writing and math (transitional classes/programs)
- Nurture curiosity, passion, and skills of students to be lifelong learners who feel ownership of their education
- Actively engage in conversations and actions necessary to move forward racial equity work of the district
- Expand how we as a district define, measure, report, and celebrate progress
-



BUDGET PRIORITIES

- Ensure adequate staffing at all schools that allows for:
 - additional individual and small group intervention and acceleration needed as a result of learning loss
 - flexible times and spaces to support intervention and acceleration within and outside the traditional school day, beginning in spring/summer 2020-21
 - support for students who are struggling socially, emotionally and / or behaviorally
- Support resources needed to prioritize curriculum standards in preparation for 2021-22 and 2022-23
- Ensure necessary instructional resources and materials, including appropriate technology are in place to support teaching and learning equitably across the district
- Support the health and wellness of all Manchester Public Schools faculty, staff, students, and families
- Ensure necessary resources are available to support strategic recruitment and retention of candidates representative of student demographics of Manchester Public Schools
- Provide resources to continue race and equity work through professional learning, reflective practice, and curriculum development



QUESTIONS



The Manchester Board of Education is committed to creating safe, inclusive schools where equity is the norm and excellence is the goal in order to ensure all students will be prepared to be lifelong learners and contributing members of society. We reject all forms of racism and discrimination and acknowledge that it is harmful to the mission, vision, values, and goals of Manchester Public Schools. We believe that the responsibility for student success is broadly shared by District Staff, administrators, instructors, communities and families.

In Manchester, we believe equity is achieved when student outcomes are not predicated by gender, race, ethnicity, class, or special needs and where all students reach a level of efficacy and competence that supports a rewarding and productive life. This requires the elimination of the inequities that contribute to disproportionate learning and achievement by students of certain social groups while ensuring students are prepared for a productive and meaningful life (Connecticut Center for School Change).

To achieve equity, the district must differentiate resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically. When those with the most marginalized identities are served well, the school district creates a healthier learning environment for everyone – because a school is only as equitable as those most marginalized experience it to be.

With these commitments in mind, Manchester Public Schools will:

- Eliminate the racial predictability and disproportionality in all aspects of education and its administration (e.g., the disproportionate over-application of discipline to students of color, their over-representation in Special Education, and their under-representation in various Advanced Learning programs);
- Ensure all students regardless of race or class graduate from Manchester Public Schools ready to succeed in a racially and culturally diverse local, national, and global community;
- Actively engage in anti-racism and anti-discrimination work with staff, students, parents, families, and the community;
- Acknowledge that racism is augmented by other forms of discrimination, including but not limited to discrimination based on religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), genetic information, gender identity or expression, and veteran status, as noted in Policy #1503, Non-discrimination;
- Raise the achievement of all students while narrowing the gaps between the lowest and highest performing students;

In order to achieve educational equity for our students, the district shall ensure:

Equitable Access—The district shall provide every student with equitable access to a high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation. To address disparities in course participation (including AP/honors and enrichment) all school staff making class recommendations shall provide a written electronic explanation for the recommendation to students and/or families. School counselors shall be responsible for educating students and families as equitable partners in the selection process and course sequencing. Middle and high schools will offer opportunities for supplementary coursework, such as summer bridge programs or tutoring, during or after school, to students interested in moving to higher level courses;

Racial Equity Analysis—The district shall review existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool;

Workforce Equity—The district shall actively work to have the teacher and administrator workforce be balanced and reflect the diversity of the student body. The district shall recruit, employ, support and retain a workforce that includes racial, gender, and linguistic diversity, as well as culturally competent personnel. The Human Resources Department shall create a plan to ensure workforce equity;

Professional Development—The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement; all staff shall participate in anti-racism training and professional learning on how racism produces inequitable practices and outcomes; all instructional staff shall be trained in cultural awareness and/or culturally responsive teaching practices;

Curriculum and Instructional Materials - Curriculum and instructional materials for all grades shall reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color. All curriculum materials shall be examined for racial bias and where materials reflect racial bias, teachers utilizing the materials will acknowledge the bias and communicate it to students and parents. The district shall implement an anti-racist curriculum and provide educational resources for students at every grade level. Student in-class and extra-curricular programs and activities shall be designed to provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity;

Restorative Practices - The Board shall implement alternative discipline processes, such as restorative practices, to reduce racial disparities in discipline and suspension. To ensure consistency in student discipline, each school shall collect and, at least annually, report data on all disciplinary actions. The data shall include the student's race/ethnicity, gender, socio-economic status, special education, and English Language Learner status, as well as a written explanation of the behavior leading to discipline and the specific corrective action taken. When school administrators determine a student has committed a racist or discriminatory act, the student will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative practices, role play or other explicit policies or training resources;

Welcoming School Environments—Each school shall post a public statement promoting anti-racism and anti-discrimination in a location visible to students, staff, and visitors entering the school. The statement shall read, MPS shall establish and promote an anti-racist, non-discriminatory school community that creates a welcoming culture and inclusive environment, which reflects and supports the diversity of the School District's student population, their families, and communities;

Partnerships—The district will include other partners who have demonstrated racially and culturally specific expertise – including families, government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general – in meeting our high goals for educational outcomes;

Multiple Pathways to Success—The district shall provide multiple pathways to success in order to meet the needs of the racially diverse student body, and shall actively encourage, support and expect high academic achievement for all students;

Educators of Color- The district shall ensure the *lived experiences at the workplace* of educators of color are welcoming, supportive and anti-racist;

Policy Development

We are focused on closing the opportunity gaps by consistently viewing and evaluating major policy decisions through an equity lens in order to create learning communities that provide support and academic enrichment programs for all students;

The following questions will be considered for policy development and resource allocation to ensure that institutional and systemic barriers and discriminatory practices, that have limited access for many students in Manchester Public Schools, are discontinued. These questions seek to ensure that the experiences of people of color, English learners,

students with disabilities, students living in poverty, and LGBTQ students are prioritized when developing policies. In addition, youth voice is often marginalized in school settings, so for the purpose of this policy, youth are also considered marginalized.

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. What is the fiscal impact of the change? Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance opportunities for historically underserved students and communities?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial).
5. How have you intentionally involved stakeholders who are also members of the communities affected by the policy change or resource allocation?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on the performance of students in traditionally marginalized groups?
8. What is your commitment to professional learning for equity and anti-racist? What resources are you allocating for training in culturally responsive instruction?

The Superintendent is authorized to develop strategies and action steps to implement this policy with clear accountability and metrics to be included in the District Improvement Plan. The development of these strategies and action steps should be done in collaboration with the District Equity Leadership Team. At least annually, the Superintendent shall report to the School Board on the progress towards achieving the goals outlined in this policy.

Adapted from Seattle Public Schools

Information excerpted from Oregon State Department of Education Equity Lens (Appendix B)

Equity Policy Considerations

The following questions will be considered for policy development and resource allocation to ensure that institutional and systemic barriers and discriminatory practices, that have limited access for many students in Manchester Public Schools, are discontinued. These questions seek to ensure that the experiences of people of color, English learners, students with disabilities, students living in poverty, and LGBTQ students are prioritized when developing policies. In addition, youth voice is often marginalized in school settings, so for the purpose of this policy, youth are also considered marginalized.

The questions should be answered in writing and submitted to the policy committee prior to any decisions regarding revisions to policies or practices.

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. What is the fiscal impact of the change? How does the investment or resource allocation advance opportunities for historically underserved students and communities?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial).
5. How have you intentionally involved stakeholders who are also members of the communities affected by the policy change or resource allocation?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on the performance of students in traditionally marginalized groups?
8. What is your commitment to professional learning for equity and anti-racist? What resources are you allocating for training in culturally responsive instruction?

School Begins: September 7, 2021						
2021	M	T	W	Th	F	Days
July	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
August	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				
September			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30		18
October					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	20
November	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30				19
December			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	17

School Ends: June 16, 2022						
2022	M	T	W	Th	F	Days
January	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					19
February		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28					18
March		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		23
April					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	16
May	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				20
June			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30		12

Total days = 182

Summer Session 1: Recovery

July 6 - July 23

Summer Session 2: Acceleration and Enrichment

August 2 - August 20

New Teacher Orientation

(school not in session) August 25, 26, 27

Professional Development

(school not in session) August 30 - September 3

First Day of School

Grades K-4, Gr 5, Gr 7, and Gr 9: September 7
 Grade 6, Grade 8, and Grades 10 - 12: September 8
 Head Start (Full Day): September 13
 PreSchool: September 7

Remote Day

November 2 (Election Day)

Holiday/Vacation Period

September 6 Labor Day
 October 11 Indigenous Peoples Day
 November 11 Veterans Day
 November 25 - 26 Thanksgiving Recess
 December 24 - 31 Winter Vacation Period
 January 6 Three Kings Day
 January 17 Martin Luther King, Jr.
 February 21 - 22 Presidents' Day Recess
 April 11 - 14 Spring Vacation Period
 April 15 Good Friday
 May 3 Eid al-Fitr
 May 30 Memorial Day

Abbreviated Day for Students and Staff

November 24, December 23, and June 16, or the last day of school

Important Dates

Tentative Date High School Graduation: TBD
 Date Adopted:
 Date Updated:
 Date Updated Due to Weather Closings:

School Bell Times 2021-2022

	Regular Day		Early Dismissal		Emergency Dismissal		Delayed Opening - 2 Hour Delay		Delayed Opening - 3 Hour Delay	
	Start	End	Start	End	Start	End	Start	End	Start	End
Manchester High School, Grades 9 – 12	7:30 a.m.	2:00 p.m.	7:30 a.m.	12:30 p.m.	7:30 a.m.	11:00 a.m.	9:30 a.m.	2:00 p.m.	10:30 a.m.	2:00 p.m.
Bentley Alternative Education	7:30 a.m.	2:00 p.m.	7:30 a.m.	12:30 p.m.	7:30 a.m.	11:00 a.m.	9:30 a.m.	2:00 p.m.	10:30 a.m.	2:00 p.m.
Manchester Regional Academy	7:30 a.m.	2:00 p.m.	7:30 a.m.	12:30 p.m.	7:30 a.m.	11:00 a.m.	9:30 a.m.	2:00 p.m.	10:30 a.m.	2:00 p.m.
Illing Middle School, Grades 7 – 8	8:15 a.m.	2:45 p.m.	8:15 a.m.	1:15 p.m.	8:15 a.m.	11:45 a.m.	10:15 a.m.	2:45 p.m.	11:15 a.m.	2:45 p.m.
Manchester Middle Academy, Grades 5 - 8	8:15 a.m.	2:45 p.m.	8:15 a.m.	1:15 p.m.	8:15 a.m.	11:45 a.m.	10:15 a.m.	2:45 p.m.	11:15 a.m.	2:45 p.m.
Bennet Academy, Grades 5 - 6	8:15 a.m.	2:45 p.m.	8:15 a.m.	1:15 p.m.	8:15 a.m.	11:45 a.m.	10:15 a.m.	2:45 p.m.	11:15 a.m.	2:45 p.m.
Elementary Schools, Grades K – 4	9:00 a.m.	3:00 p.m.*	9:00 a.m.	2:00 p.m.	9:00 a.m.	12:30 p.m.	11:00 a.m.	3:00 p.m.*	12:00 p.m.	3:00 p.m.*
Preschool (all locations) AM Program: Monday through Friday	8:15 a.m.	11:00 a.m.	8:15 a.m.	11:00 a.m.	8:15 a.m.	10:45 a.m.	No AM PreK	No AM PreK	No AM PreK	No AM PreK
PM Program: Monday through Thursday	12:00 p.m.	2:45 p.m.	No PM PreK	No PM PreK	No PM PreK	No PM PreK	12:00 p.m.	2:45 p.m.	12:00 p.m.	2:45 p.m.
Head Start	8:15 a.m.	2:45 p.m.	8:15 a.m.	1:15 p.m.	8:15 a.m.	11:45 a.m.	10:15 a.m.	2:45 p.m.	11:15 a.m.	2:45 p.m.

*Dismissal at 3:00; Bus at 3:40

Students in grades 5 - 12 will follow an early dismissal scheduled on Wednesdays beginning 10/6/2021 and ending 6/1/2022

	Mid-term Progress Reports	End of Marking Periods
Manchester High School, Grades 9 - 12	October 6, 2021; December 10, 2021; March 4, 2022; May 11, 2022	November 5, 2021; January 21, 2022 (exams January 24 - 27); April 1, 2022; June 7, 2022 (exams June 8 - 10, 13)
Illing Middle School, Grades 7 - 8	October 6, 2021; December 10, 2021; March 4, 2022; May 11, 2022	November 5, 2021; January 21, 2022; April 1, 2022; June 7, 2022
Manchester Middle Academy, Grades 5 - 8	October 6, 2021; December 10, 2021; March 4, 2022; May 11, 2022	November 5, 2021; January 21, 2022; April 1, 2022; June 7, 2022
Bennet Academy, Grades 5 - 6	October 6, 2021; December 10, 2021; March 4, 2022; May 11, 2022	November 5, 2021; January 21, 2022; April 1, 2022; June 7, 2022
Elementary Schools, Grades K - 4	October 20, 2021; January 28, 2022; April 29, 2022	December 3, 2021; March 11, 2022; June 10, 2022

In compliance with Board of Education policy 6111, in the event of school closings due to bad weather, make-up days will begin June 17 through June 24, 2022. If there are three (3) or more snow days prior to January 31, 2022, school will be held on Tuesday, February 22, 2022. If more than 10 (ten) days are needed, days will be taken from April vacation starting with Friday, April 15, 2022.