MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
Monday, March 8, 2021
Revised
Lincoln Center - Virtual Meeting

Executive Session	**6:00 P.M. - Virtual**
Board of Education Meeting	**7:00 P.M. - Virtual**

Public access to view meeting :
Live streaming on FaceBook**:** Link to MPS Pride FaceBook Page
Live at Silk City TV: 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 22, 2021 A - 3

B. ***COMMITTEE REPORTS - None***

C. ***CONSENT CALENDAR***
1) Personnel Actions C - 1
2) Transfer of Funds C - 2
3) Establish an appropriation for the Connecticut Recovery Oriented Support System (CROSS) Grant for the FY 20-22 in the amount of $5,000 C - 3
4) Establish an appropriation for an increase to the General Improvements to Alliance Districts' School Buildings Grant Program for the FY 20-22 in the amount of $848 to a total final grant award of $1,080,000 C - 4

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) Manchester High School Improvement Plan, Ms. Katelyn Miner, Principal, MHS F - 1
2) Update on Return to School, Matt Geary, Superintendent of Schools

G. ***UNFINISHED BUSINESS***
1) **Equity Policy** G-1

Policy Recommendation:
The Policy subcommittee submits to the full Board the Manchester Public Schools Equity Policy, #8002 for a second reading and adoption in accordance with its policy on policy changes
Recommended Motion
Move to adopt Manchester Public Schools Equity Policy, #8002

H. ***NEW BUSINESS***

1) **Acceptance of the Waddell Elementary School Roof Replacement Project #077-0231 RR as complete**

Recommended Motion:

Move to accept the Waddell Elementary School Roof Replacement Project #077-0231RR as complete. The scope of work included a roof replacement. The total cost of the project was $618,281. Reimbursement from the State Office of School Construction Grants & Review to the Town of Manchester for this project is estimated at $388,870.

2) **Acceptance of the Bowers Elementary School Roof Replacement Project #077-0232 RR as complete**

Recommended Motion:

Move to accept the Bowers Elementary School Roof Replacement Project #077-0232 RR as complete. The scope of work included a roof replacement. The total cost of the project was $742,402. Reimbursement from the State Office of School Construction Grants & Review to the Town of Manchester for this project is estimated at $428,329.

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 22, 2021	Martin School Improvement Plan
Thursday, April 8, 2021	Highland Park Improvement Plan
Monday, April 26, 2021	Verplanck School 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 22, 2021
Lincoln/Virtual

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

A. OPENING

A.1. & 2. Meeting Called to Order

Chairperson Thames called the meeting to order at 7:05 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 February 8, 2021. Secretary Pattacini moved and Mr. Heinrich seconded the motion.

9/0 – Voted in favor.

B. COMMITTEE REPORTS

B.1. Policy Committee

Mr. Gundersen reported the last meeting was held February 8th With himself, Mr. Hughes, Mr. Thames and Mr. Geary present.

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 and the policy will be moved to the full Board 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 was provided to the Board. 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 they might engage with the school community.

The cost for the School Resource Officers (SRO) is incorporated into the 2021-2022 Board of Education budget. The Board funds half the cost of 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 2021-2022, 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.

Mr. Thames added that the ability to be a school liaison has been hampered by Covid. As activities transition to being held virtually (such as PTA meetings, etc.) Board members may be able to attend, as he has. He urges Board members to contact the principals they are assigned to and he will review the list to be sure everyone has an accurate assignment.

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 System-wide Language Arts Instructional Supplies and Materials account to System-wide Language Arts Professional Development account in the amount of $1,085
- Transfer from Illing Middle School Sports Athletic Trips account to Illing Middle School Art Instructional Supplies and Materials account in the amount of $717

C.3. Establish an appropriation for The Immigrant & Youth Education Program Grant for the FY 20-22 in the amount of $9,500

The Chairman called for a motion.

Secretary Pattacini moved and Ms. Patterson seconded the recommendation to adopt the Consent Calendar.

9/0 - Voted in favor.

D. STUDENT REPRESENTATIVE REPORT

Alexandra Hamza reported that on Wednesday the 17th students had another Red Hawk Talk, which is a 15 minute one on one with their mentors, discussing grades and strategies to pass and stay motivated. This Red Hawk Talk was mainly for editing student resumes and checking in on the college application progress. The end of senior year is becoming a reality amongst all as seniors begin to submit their senior quotes and superlatives for the yearbook.

Ms. Hamza reviewed that today was day 5 of the Black History Month video presentations that have been happening, it's only day five because of all the weather and no school days that have been happening. Today's presentation was done by no other than Leila Affini and it was about what to do beyond black history month. It was

very informative and well received across in-person school and remote learning. The same video will be played tomorrow for the other cohort.

Leila Affini mentioned that kids have started meetings with their counselors regarding their schedules for next year, which is kind of exciting because it's like a promise of a new beginning. Also, Winter Sports are on despite the pandemic: Indoor track and Boys Swim is ongoing and basketball teams have played their first games.

Mr. Thames was happy to see some basketball games posted on FaceBook and he likes seeing some form of normalcy happening. He mentioned that players are given two passes each to invite spectators. Mr. Thames was also excited to hear talk of the end of year superlatives, recalling he was voted tallest in his class!

Ms. Luna wondered what senior activities may have been cancelled or postponed this year due to Covid. The girls were not sure and mentioned that the graduation ceremony plan is up in the air and picture day was held virtually so some fun aspects, such as sibling and friend picture groups, were not able to take place.

E. PUBLIC COMMENTS

None live. Mr. Geary read highlights of a message from Gene DeJoannis of the Sustainability Task Force. He asked about the plans for changing buses from diesel to electric, which will be a requirement phased in over the coming years (30% required to be electric by 2030 and all by 2050). He asked about planning for charging stations at schools as we do renovations. He also inquired about the R value of the MHS roof replacement.

Mr. Geary will look into the preliminary research regarding the buses and will have more information on that topic as well as the R value of the roof for the next meeting.

Mr. Thames pointed out that four years ago making space for a charging station for electric buses during a renovation was not even a conversation.

F. SUPERINTENDENT'S REPORT – PART I

F.1. Winter Data Update

Mr. Geary reminded us that this has been a year unlike any other. He gave an overview of the data from this winter compared to last winter, noting there is no

spring data from last year to compare to. The full presentation is available online. Overall, the take aways include:

- In grades K-4 the Fountas and Pinnell data shows our students are approximately 10 points behind where they were last year, which is less of a drop than was anticipated. Not all the numbers were back yet regarding math fluency in K-4, although approximately 15% less students met or exceeded grade level compared to the previous year. In grades K-8 students remain strong on math unit assessments. We are concerned about all grades, but there is a focus on grades 1, 2 and 3 as they seem to have lost the most in the foundational learning. As we are able to come back into buildings more we will continue to provide additional support and focus on these grades.

- The SATs are typically given in the spring for grade 11 and were given in the fall instead. Reading scores continued to trend up, although about 100 less students took the test this year. Math scores did fall this year after previously trending up.

- The high school graduation rate has remained nearly flat, even though there was an increase in the number of credits required for graduation in recent years. The graduation rate shows smaller gaps between groups and continues to narrow.

- The chronically absent rate for both in-person and remote learners has been about 33%. This really cannot be compared to previous years as it is clearly inflated by the pandemic.

- At the high school there have been more students achieving As and Fs, while less students are landing in the B, C, D range.

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 PS 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 students) once educators are vaccinated.
- Approve school calendar that includes two summer sessions for interested students 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.

Mr. Geary reminded us that they anticipate a 2-3 year recovery timeline and have built budget decisions based on that. Currently, Mr. Geary informed us that Governor Lamont shared his projected budget and he wants to withhold approximately $1.7 million in ECS funding from Manchester and have us use the Federal Relief Funds to make up for that loss. We are opposed to this and do not believe the federal funds were intended to replace state monies. That does not provide a commitment to equity at all. Superintendents are expressing their concerns to the governor.

Mr. Pattacini wondered about the chronic absence rate and what we are able to do. He wondered if the number of students chronically absent aligns with the drop is academic scores. Mr. Geary noted that regardless of the absence rate, the number of instructional hours has dropped, which plays a part in the scores dropping. The absence of course impacts the achievement rate. The disruption of schedule changes, quarantines, remote snow days, is hard for parents and students alike. We have continued with home visits, calls and giving opportunities for makeup work.

Mr. Pattacini wonders what we can do as a Board to help the Governor realize his position is not equitable and we need to be fully funded before his budget is signed. Mr. Geary noted the Governor does not have the final say, but our local

legislators do. With the Governor's plan the people who make out the most are more suburban as typically the more money we get the less they do. We need to meet with the local legislative delegation. Our issue is that we do not believe the federal money was intended for this purpose. Over two years the Governor is looking at cutting approximately 3.4 million. We may get additional federal funding, but we do not know at this time. The federal government sends a message about appropriately funding school systems and this plan from Governor Lamont does not do that.

Mr. Gundersen would like to see deeper data regarding the chronic absence rate. Mr. Geary will send along that information identified by school and remote or hybrid learner. The definition of chronically absent is missing 10% or more school days. In some cases students may actually do the work and not attend the class, so defining that for older students is a little different.

Ms. Patterson wondered about the increase in the number of students achieving As at the high school level and if there is anything contributing to that we may learn from. Mr. Geary noted that at the high school level many things contribute to success, including endurance and access playing a role. Some students work better with this streamlined amount of work, are able to self-manage and have good access to resources. Some students need more structure and better access. Mr. Thames agreed that what each students needs and where they flourish is so different, noting one of his grandsons struggled previously, but has excelled with this new learning model and the opposite has happened with another grandson.

F.2. <u>Update on Covid-19</u>

Mr. Geary noted that cases are declining in Connecticut and across the nation. In Connecticut currently there are 23.1 cases for every 100,000 people (which is 22.9 in Manchester). The infection rate has dropped to 1.82%. Our ICU capacity is about 58%. All of these numbers continue to trend down. In CT approximately 16% of residents have had their first vaccine shot.

In our schools there were four cases last week, which is far less than what we were looking at previously. There has been minimal inter-school spread. We have 500 rapid tests available in schools if someone is symptomatic (they can

drive up and test). We are monitoring travel and sent out travel guidelines to staff so they can plan for testing upon return if required.

We are monitoring the vaccine timeline. Mr. Geary participated in a call with the Department of Public Health today. As of March 1st education staff and related people (ie bus drivers, etc.) are eligible for vaccines. Board of Education staff that do not otherwise qualify (based on age or other factors) do NOT fall in this group. The goal is to have all educators vaccinated with their first dose by the end of March. Studies show the first dose proves to be approximately 85% effective. We are talking about how to participate in local clinics to quickly vaccinate our staff, possibly in schools. Counting our staff, bus drivers and MELC staff we need about 500 vaccines a week and the town is currently receiving about 50. There is projected to be an increase in that number soon but Mr. Geary reminds us that we have to be patient.

Once educators are vaccinated we have to think about adding time to the school day, for grade 5-6 next. This will mean less social distancing, though other mitigating measures will remain. We need to look at the impact of that. This is a long tunnel but we can see the light at the end...it is just far off yet. At this time they are thinking the vaccine may only last 90 days and we may need a booster.

Ms. Luna pointed out that those educational employees who do not need to be in a school and/or telecommute are not on the vaccine list yet. She wondered who that impacts in our district. Mr. Geary pointed out that the business office staff and educators that are fully remote (meaning they do not come into the building to teach remotely, but do so 100% from home) would not qualify.

Mr. Thames asked what exactly the March 1st date means. Mr. Geary stated as of March 1st if you are on this list you are qualified to make an appointment for a vaccine.

G. UNFINISHED BUSINESS

None.

H. NEW BUSINESS

H.1. Equity Policy

Mr. Pattacini reviewed this is a first read of the policy change (#8002) and it will come for a vote at the next meeting. There were no questions.

H.2. Board of Education 2021-2022 School Calendar

Secretary Pattacini moved for the Board of Education to approve the Manchester Board of Education Calendar for the 2021-2022 School Year. Mr. Heinrich seconded the motion.

DISCUSSION:

Ms. Stefanovicz asked about the summer plans.

Mr. Geary thought long about the maximum amount of time students can accelerate learning over the summer and not burn out students or staff. He notes school will be out the second week of June and there will be about two weeks off for staff to rejuvenate. There will be two summer sessions of three weeks each, with one week off in between to provide some down-time, and then another week off before school starts in the fall.

Mr. Geary envisions a full day program this summer, as it is too difficult for parents to plan for part-day programming. This program will support kids as they reacclimate to a semi-normal setting five days a week. Some of the key items the program will include are credit recovery for the high school, skill building, enrichment units, reading, technology and targeted help in reading. We will partner with MELC and the Rec Department to provide a recreational aspect to the day as well. Students will be able to participate in many activities they have missed out on this past year.

This program will not look like the usual credit recovery or SAAM summer programming of the past. There will be a high level of interactive programming, academics, a wellness component and will be infused with experiences for our students.

Mr. Geary noted they are still working on the details and transportation issues and noted there may be some remote help for students unable to attend in person, though there has not been a ton of success in running a remote summer program in the past.

Ms. Stefanovicz asked if families have been communicated with yet. Mr. Geary stated that once the Board approves the calendar that will be the next step. Report card conferences are coming up and that will be an opportunity for teachers to talk directly with parents about the program. Parents will be able to choose to have their child participate in one or both sessions.

The vote was called.

9/0 - Voted in favor.

I. PUBLIC COMMENTS (Limited to items on tonight's agenda)
Mr. Tom Stringfellow, 183 Hillstown Road, stated that this is the last week of Black History Month, founded by Carter Woodson 45 years ago. Mr. Stringfellow recommended several books on the topic. He also mentioned last Monday was President's Day and recommended a book on Lincoln and a docu-drama on CNN about him. Last, Mr. Stringfellow mentioned an article in the *New York Times* yesterday on how to safely reopen our schools.

Mr. Geary reported on questions from FaceBook. One was about the teacher's vaccine timeline, which is still being worked out, but they qualify as of March 1st.

Another question was about community access to the indoor pools. Mr. Geary stated they are still not allowing visitors into school buildings, though this will be reconsidered in the future.

Last, there was a question about math fluency and Mr. Geary envisions summer programming to provide math help as well as allowing access to Dreambox over the summer for students to access from home.

J. COMMUNICATIONS
None.

K. ITEMS FOR FUTURE AGENDAS

March 8 - MHS Improvement Plan
March 22 - Martin School Improvement Plan
April 8 - Highland Park Improvement Plan

L. ADJOURNMENT

Mr. Thames called for a motion to adjourn.

Secretary Pattacini moved and Ms. Stefanovicz seconded the motion to adjourn the meeting.

9/0 - Voted in favor.

Adjournment 8:31 p.m.

Respectfully submitted,
Christopher Pattacini
Board Secretary

PERSONNEL ACTIONS

APPOINTMENTS

Ms. Carly Keeley to be an Integrated Pre-K Teacher at Manchester Preschool Center. Ms. Keeley received her Master's in Early Childhood Education from the University of Hartford and currently resides in Feeding Hills, MA. It is recommended that her appointment be approved effective March 15, 2021 (Master's / Step 2, $56,332.00).

RESIGNATIONS

Dr. Mary Lou Ruggiero-Colwell, Principal of Bowers Elementary School, has submitted her letter of intent to retire at the end of the 2020-2021 School Year. Dr. Ruggiero has been with Manchester Public Schools since November 15, 2004. It is recommended that her letter of retirement 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 17, 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 Plant Operations Other Purchased Services in the amount of $1,225.00. Transfer to System-wide Plant Operations Professional Development in the amount of $320.00 and transfer to System-wide Plant Operations Dues and Fees in the amount of $905.00.

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
March 8, 2021

Manchester Public Schools
Manchester, Connecticut

TO: Accounting Department **School/Department: Plant Operations**

Date of Request: 2/17/2021 **Approver: Lindsey Boutiler**

Date Approved: 2/23/2021

JUSTIFICATION (Required Field): Th renew ISSA membership for David Grande and Certified Pool Operator registration for Ronald Pinney, Jr.

SUBJECT:
TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER

DECREASE - In whole dollars only:

$ 1,225.00	**Account #42099260 5590**	**Description: P.O. Other Purchased Services**
$	**Account #**	**Description:**
$	**Account #**	**Description:**

$ 1,225.00 TOTAL DECREASE

INCREASE - In whole dollars only:

$ 320.00	**Account #42099260 5330**	**Description: P.O. Professional Development**
$ 905.00	**Account #42099260 5810**	**Description: P.O. Dues and Fees**
$	**Account #**	**Description:**

$ 1,225.00 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 CROSS Grant FY20-22

Date: February 18, 2021

Background:
The Connecticut Recovery Oriented Support System for Youth Grant is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) 2017 State Targeted Response to the Opioid Crisis grant (STR). The Department of Mental Health and Addiction Services (DMHAS) has contracted with the Department of Children and Families (DCF) to develop and implement a statewide substance use recovery support system specifically oriented to the needs of youth ages 16-24 years. This initiative will design, develop and implement youth recovery supports in CT. Wheeler Clinic, Inc. will have a full-time statewide youth recovery support coordinator who will lead this initiative.

Discussion/Analysis:
These funds will be used to continue supporting the SMART Recovery group for youth ages 16-19 and SMART Recovery Family & Friends group, as well as offer a variety of safe alternative peer group prosocial activities in recovery ages 16-18. The funds will be used from March 1, 2021 - March 1, 2022.

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 FY20-22 CROSS Grant in the amount of $5,000.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
March 8, 2021

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Increase in Appropriation - FY20-22 General Improvements to Alliance Districts' School Buildings Grant Program

Date: March 1, 2021

Background: Public Act 15-1 created the General Improvements to Alliance Districts' School Buildings Grant Program to help maintain or repair school buildings in Alliance Districts. The program goal is to assist districts unable to keep up with ongoing demands of maintaining and updating their facilities.

Discussion/Analysis: This grant is intended to fund projects in FY20-22 that would not otherwise qualify as school construction grant projects under Chapter 173 of the Connecticut General Statutes. All projects must be completed by August 31, 2021.

Financial Impact: There is no financial impact to the town. The total final grant award for FY20-22 is **$1,080,000**.

Other Board/Commission Action: None

Recommendations: The Superintendent recommends that the Board of Education request the Board of Directors increase the appropriation **$848**, for the final grant award for FY20/22 General Improvements to Alliance Districts' School Building Grant Program bringing the total amount to **$1,080,000**.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
March 8, 2021

Manchester High School

Board of Education Update
March 8, 2021

High Expectations ~ High Support
Every Child Seen and Known
Collective Responsibility for All

VISION

All students will develop the tools necessary to become productive, responsible members of society

MISSION

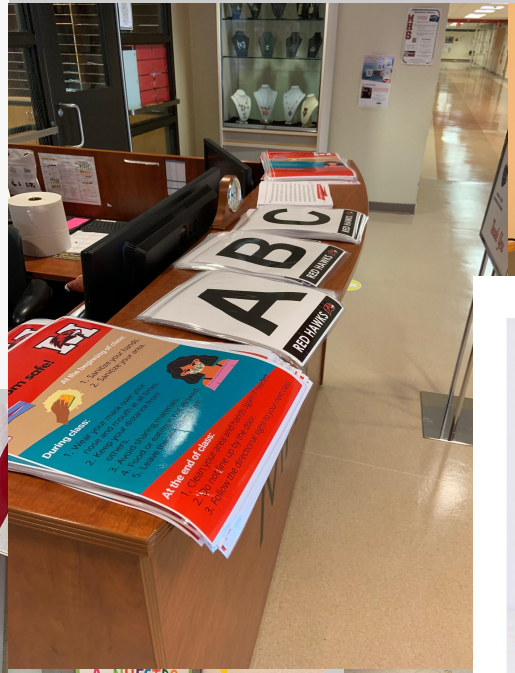
As a school community we are committed to:

- Living our Core Values of Respect, Responsibility, Integrity, Kindness and Perseverance
- Ensuring a high quality education for all
- Continuously improving practices to maximize learning for all
- Fostering positive partnerships among students, parents, families, school personnel and the community
- **Maintaining a safe and inclusive school where equity is the norm and excellence is the goal**

“Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.”

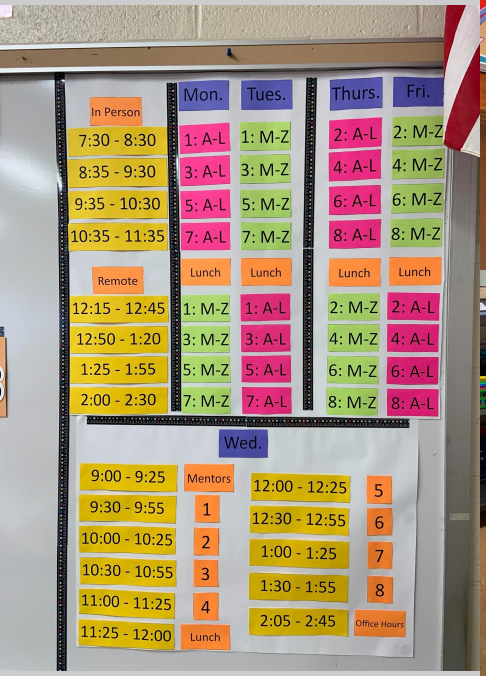
Arundhati Roy, ‘The Pandemic is a Portal’

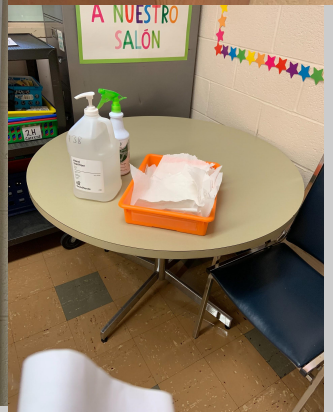


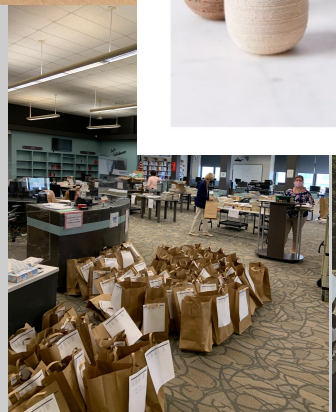

ABC
RED HAWKS



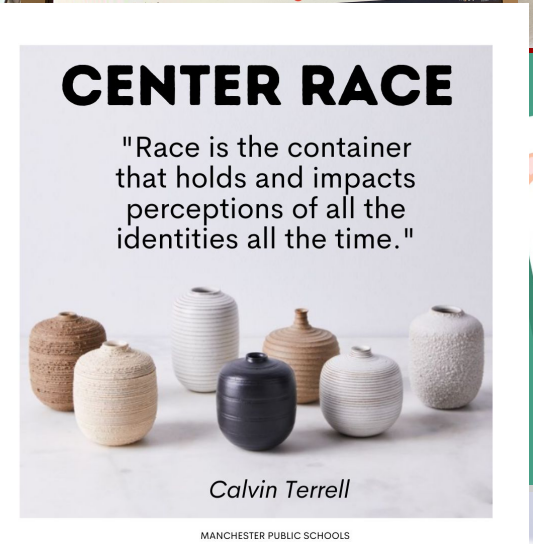



Mon.
Tues.
Thurs.
Fri.
In Person
7:30 - 8:30
1: A-L
1: M-Z
2: A-L
2: M-Z
8:35 - 9:30
3: A-L
3: M-Z
4: A-L
4: M-Z
9:35 - 10:30
5: A-L
5: M-Z
6: A-L
6: M-Z
10:35 - 11:35
7: A-L
7: M-Z
8: A-L
8: M-Z
Lunch
Remote
12:15 - 12:45
1: M-Z
1: A-L
2: M-Z
2: A-L
12:50 - 1:20
3: M-Z
3: A-L
4: M-Z
4: A-L
1:25 - 1:55
5: M-Z
5: A-L
6: M-Z
6: A-L
2:00 - 2:30
7: M-Z
7: A-L
8: M-Z
8: A-L
Wed.
9:00 - 9:25
Mentors
12:00 - 12:25
5
9:30 - 9:55
1
12:30 - 12:55
6
10:00 - 10:25
2
1:00 - 1:25
7
10:30 - 10:55
3
1:30 - 1:55
8
11:00 - 11:25
4
2:05 - 2:45
11:25 - 12:00
Lunch
Office Hours


A NUESTRO SALÓN






CENTER RACE
"Race is the container that holds and impacts perceptions of all the identities all the time."
Calvin Terrell
MANCHESTER PUBLIC SCHOOLS


priority's
1
2
3



Every Student
Graduates with a Post-Secondary Plan -
Graduate with Optimism and Confidence in their Choices



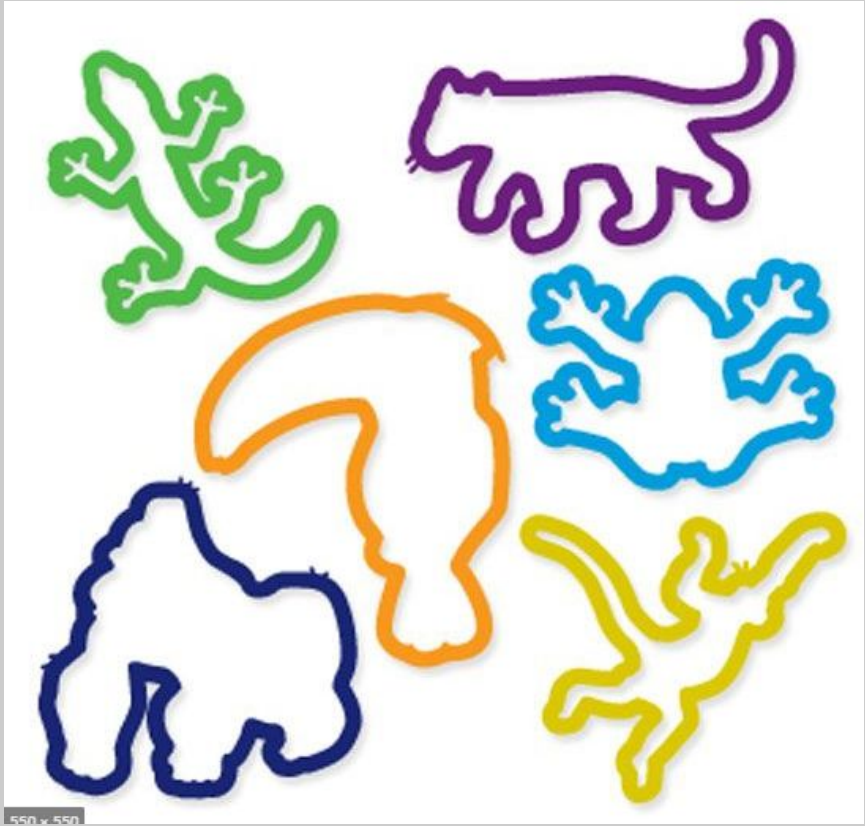








Apply Lessons Learned

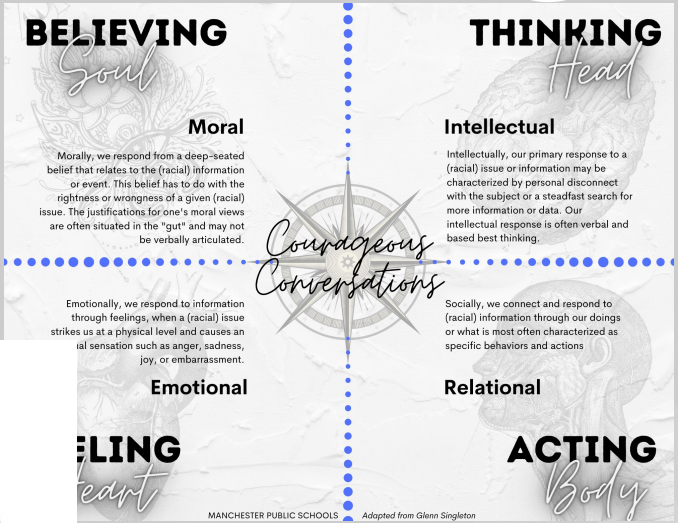


Race and Equity



PERSONAL
Archeological Dig of Self

- Reflecting on what you have been taught to believe about the world and your race
- Looking at core beliefs, ideology
- Biases
- Trust
- Commitment to students
- Relationships
- Expectations
- Commitment to equity
- Shared ownership
- Values about family partnerships



CENTER RACE

"Race is the container that holds and impacts perceptions of all the identities all the time."



Calvin Terrell

“

GET COMFORTABLE BEING UNCOMFORTABLE

”

FOCUS ON THE PERSONAL

The Future of Learning

Today we are not just looking for problem solvers. We are looking for problem-finders, people with diverse interests — art, literature, science, anthropology — who can identify things that people want before people even know they want them.

In the future, postsecondary education will be a hybrid ecosystem of company platforms, colleges and local schools, whose goal will be to create the opportunity for lifelong radical reskilling. Radical reskilling means I can take a front-desk hotel clerk and turn him into a cybersecurity technician. I can take an airline counter agent and turn her into a data consultant.

Today, companies like Infosys, IBM or AT&T are all creating cutting-edge in-house universities — Infosys is building a 100-acre campus in Indianapolis designed to provide their employees and customers not just-in-case learning' — material you might or might not need to master the job at hand — but just-in-time learning,' offering the precise skills needed for the latest task.

Ravi Kumar, President, Infosys



- Wellness and Mental Health of Students and Staff
- Impact of Race
- Use of Time and School Schedules
- Planning for Student Interventions
- Mentor - Primary Person Models
- Mastery Based Diploma Assessment
- Graduation Requirements
- Course Offerings
- What and How we Teach

Applying Lessons Learned

Focus Areas for this Presentation

- Updates- NEASC, Facilities, Class of 2021, April 19 Return
- Imagining the State Required 25th Credit Mastery Based Diploma Assessment

  Amanda Navarra, Instructional Coach
- Predictive Power of Grade 9 On Track

  Roy Roberts, Assistant Principal, Freshman Academy
- Primary Person Models - Red Hawk Talks and Wednesday Mentor

  Owen Carroll, Assistant Principal, MCA/STEM
- Senior Post-Secondary Planning

MHS Accreditation Update

Update Letter to NEASC Visiting Team

Letter from NEASC

NEASC Final Report

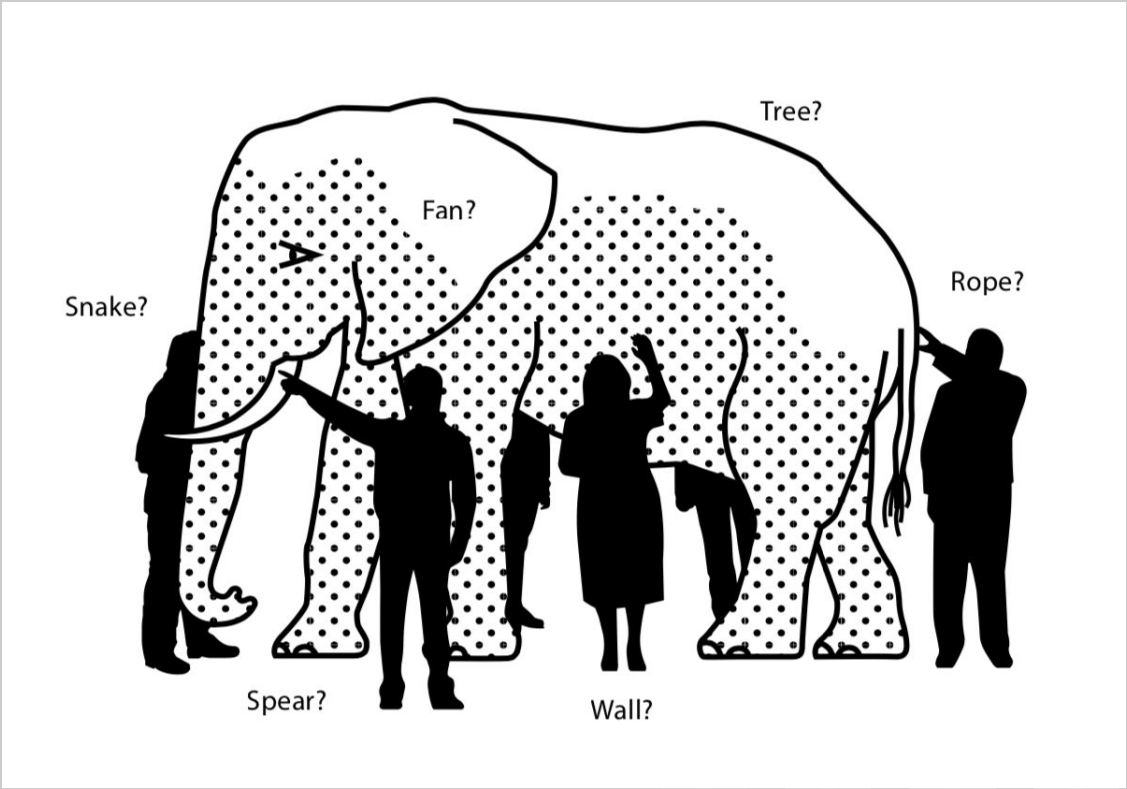
Facility Upgrades

- Replacement of Rooftop air handling unit Bentley
- Removal of Brookfield St. stairs
- Addition of concrete pad to accommodate storage
- Replacing 2 of the 3 burners
- Roof - solar panels work
- Replacement of lighting with new fixtures and LEDs
- Bailey Auditorium lobby
- Cover and wrap concrete on sides of building
- Exterior building painting and signage
- Painting and signage in gym
- Manufacturing Space - Academy Spaces

Imagining the State Required 25th Credit Mastery Based Diploma Assessment

Cohesion and “Seeing the Elephant”





25th Credit Planning

Mastery-Based Diploma Assessment: *Culminating Demonstration of Learning, with Opportunity for Reflection and Feedback*	**Senior Story** - elements include: - Panel Conversation - 15 min max story, 5 min follow up questions - Students can invite 1-2 guest - MHS Profile and Personal Narrative are submitted in advance for panel review - Students present artifacts demonstrating strengths in cross disciplinary capacities and speak to their post-seconday plan

Redesign Work

A STRONGER, CLEARER, MORE FLEXIBLE 9-12 PATH

TRANSFORMATIONAL LEARNING
and Curriculum-Embedded Learning Opportunities Aligned to the VoG

SHIFTING FROM TRANSACTIONAL TO TRANSFORMATIONAL LEARNING
Springpoint Observation, ReDesign Feedback, Hybrid Prioritization

OPPORTUNITY MAPPING
& Identifying Cornerstone Tasks

9-12 ALIGNMENT
to Vision of Graduate 21st Century Capacities

POSITIVE YOUTH DEVELOPMENT
Connections, Agency, and Building Strengths-Based Learner Narratives

STUDENT PROFILE
Ongoing Reflection Grades 9-12

PRIMARY PERSON MENTORSHIP MODEL

TELLING MY STORY
Freshman Seminar, "I used to think / Now I think," College Essay or Personal Narrative Senior Story

FLEXIBLE STUDENT PATHWAYS
Moving Beyond "One-Size-Fits-All"

STUDENT CHOICE & VOICE
Identifying Artifacts of Their Learning

ACADEMIES
and Academy-Aligned Experiences Courses, Electives, Seminars Broad Course Offerings

EXTERNAL LEARNING
Career Exploration, Industry Recognized Credentials Courses for College Credit Passion Projects Internships Certifications



25th Credit Planning

Manchester students will participate in a comprehensive, student-centered, four-year experience to meet the expectations of our 1 credit, Mastery Based Diploma Assessment, as required by CT state law. This experience is driven by Manchester High School's belief that the following tenets of positive youth development, when practiced by the school community consistently, enable the personal development necessary for students to achieve and excel academically:

- Students need caring, trusting, and supportive relationships with adults and with their peers.
- Students need and respond to high expectations.
- Students need rigorous, authentic learning experiences that intentionally engage their interests, prepare them for success beyond high school, and include feedback that enables them to succeed and reflect.

Learning activities to support the MDAP credit will begin with Red-Hawk Talks that focus on goal setting and reflection in 9th grade and end with students presenting their "Senior Story" during a panel conversation in which students demonstrate an understanding of their strengths using artifacts as evidence of their mastery of MHS's cross-disciplinary capacities. Learning activities and required demonstrations of learning are indicated below. They are designed to help students develop a deep understanding of self and the relationship between individual strengths and their post-secondary plans.

Grade, Theme, and Focus (Vision of a Graduate)	"Small Moments" (Learning Experiences)	Earning Badges! (Demonstration of Learning)	Capacity Aligned Badges
GRADE 9 **Self Direction and Process Monitoring** How do I know that I know something? What am I wondering about myself, high school, course content, my community / the world, my future? How does new learning shift my current thinking?	• Red Hawk Talks - Goal Setting, Progress Monitoring, Reflection (Nov, Dec, Feb) • Freshman Seminar Course - Creation of student profile document • Completion of Academy Selection Process - includes identifying personal strengths, career cluster exploration, and reflection.	**Must do:** Grade 9 Reflection - What learning from this year has prompted you to ask the most questions about the world? What are they? Why is this important to you? **Could be:** Freshman Seminar Final Exam Academy Selection Reflection	SELF DIRECTION
GRADE 10 **Communication** Now that I know what I know, what is it I am most passionate about? What issues in the world make me want to rant? How does this inform my career aspirations?	• Academy themed Red Hawk Talk - Did I make the right choice? What is my pathway the next two years? (Spring) • Academy aligned Reverse Job Shadow (midyear) • Student Profile update, reflection and artifact collection.	**Must do:** Communication Task - What experience lit a fire under you? What product demonstrates this? **Could be:** Biology Project Video Production Final Project Sophomore English Rant/Spoken Word	COMMUNICATION
GRADE 11 **Critical Thinking or Problem Solving** I know what I care most about, now how do I develop a critical consciousness in exploring different perspectives, values, and experiences related to that topic? How can I craft arguments and support them with evidence? What issues or problems have I noticed and how might I solve them?	• Personal Narrative Brainstorm • Community Based Learning Experience (Internship, Apprenticeship, Job Shadow, Passion Project, etc.) • Integration of Student Profile and Naviance Brag Sheet • College Application Boot Camp	**Must do:** Problem Solving or Critical Thinking Artifact - Best evidence of critical thinking/argumentation OR problem solving (choice from approved tasks from variety of courses) **Could be:** History Day Project Argumentative Essay or Op-Ed Socratic Seminar Reflection World Language Project	CRITICAL THINKING PROBLEM SOLVING
GRADE 12 **Student Voice and Choice** What learning experiences have impacted my thinking? What has my learning taught me about myself? What am I most proud of? What am I great at?	• Personal Narrative & College Essay Writing Unit • Completion of / Feedback on Personal Narrative • Community Based Learning Experience (Internship, Apprenticeship, Job Shadow, Passion Project, etc.)	**Must do:** Select and reflect on an artifact you are proud of that is aligned with a cross-disciplinary capacity of your choosing. **Could be:** Passion Project Civics Project Community Service and Learning Exhibition	COMMUNITY
Mastery-Based Diploma Assessment: *Culminating Demonstration of Learning, with Opportunity for Reflection and Feedback*	**Senior Story** - elements include: **- Panel Conversation** **- 15 min max story, 5 min follow up questions** **- Students can invite 1-2 guest** **- MHS Profile and Personal Narrative are submitted in advance for panel review** **- Students present artifacts demonstrating strengths in cross disciplinary capacities and speak to their post-seconday plan**		

Cornerstone Tasks



Freshman Seminar

- Helps students transition to MHS and is intentionally aligned with the Mastery Based Diploma Assessment in grade 12
- Course designed and continually revised based on student feedback, teacher and administrator input, data, and research
- Adults listening to student stories

Predictive Power of Grade 9 On Track

TRANSITION

MIDDLE SCHOOL STAFF AND SUPPORT:

- MARCH- MEET WITH **MIDDLE SCHOOL SUPPORT STAFF MEETINGS** AND DISCUSS UPCOMING FRESHMEN STUDENTS.
  - *GET AHEAD OF ISSUES*

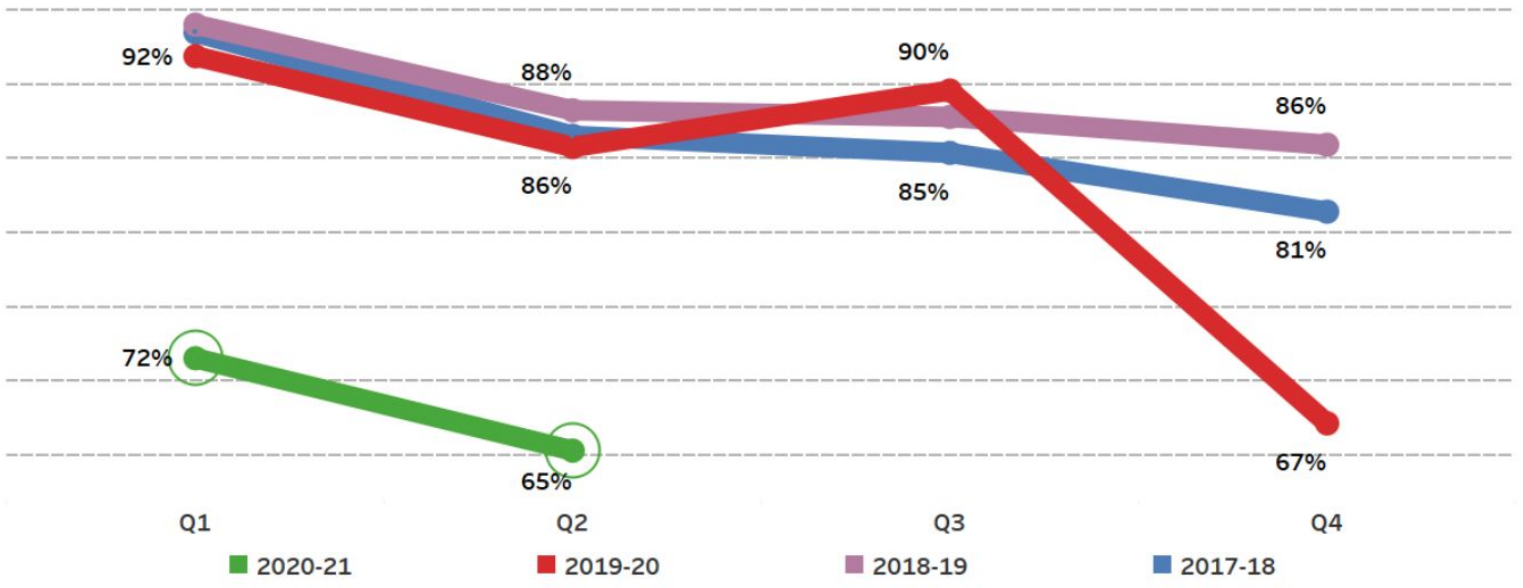
STRATEGIC SCHEDULING

- (*VERY, VERY IMPORTANT*)
- IF THERE WAS ONE THING THAT CHANGED THE CULTURE OF OUR FRESHMEN CENTER
- TEACHERS APPRECIATED IT
- STUDENTS AND FAMILIES APPRECIATED IT
- DISCIPLINE BECAME DIFFERENT

FRESHMAN TRANSITION PROGRAM- JUMPSTART- SUMMER

- HALF CREDIT TOWARD GRADUATION
- 4 WEEK PROGRAM- TAKE ALL CLASSES, COMPLETES PROGRAM
- SOCIAL STUDIES, ENGLISH, MATH, SCIENCE, LEADERSHIP
- TAUGHT BY FRESHMEN TEACHERS
- AT-RISK STUDENTS
- MOST IMPORTANTLY TO GET STUDENTS ACCLIMATED TO HIGH SCHOOL AND CONNECTED WITH AT LEAST 1 ADULT COMING INTO THE HIGH SCHOOL.

1. Grade 9 On-Track Rates by Quarter[1]



3. Historical End of Year On-Track Rates

	2016-17	2017-18	2018-19	2019-20
Students Earning 5 or More Credits	86% (341)	87% (356)	89% (391)	89% (371)

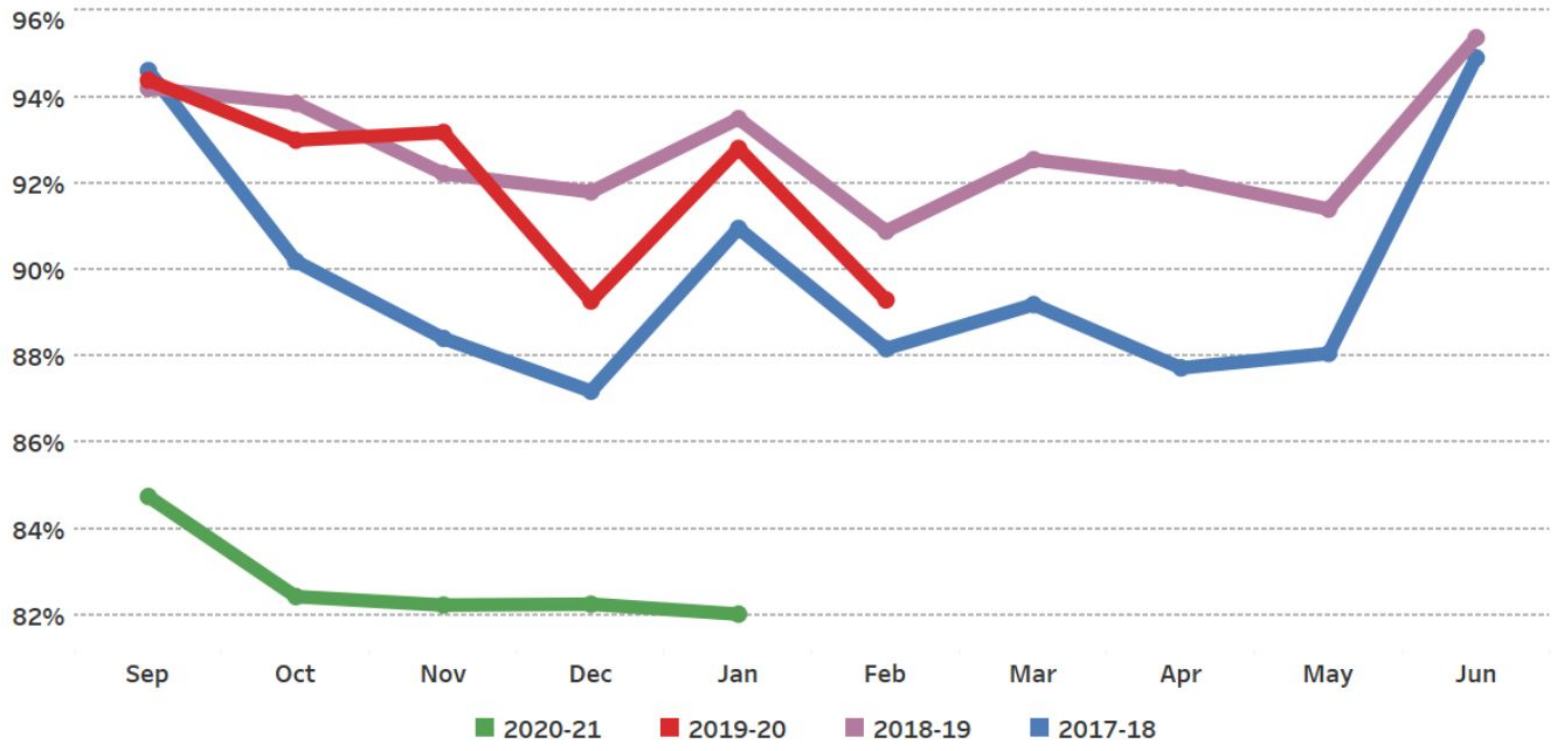
2. 2020-21 Q2 Grade 9 On-Track Rates by Subgroup[2]

	Q1	Q2	Q3	Q4
All Students	72% (302/422)	65% (279/427)		
Repeater	31% (11/36)	22% (8/36)		
Not Repeater	75% (291/386)	69% (271/391)		
ELL	62% (20/32)	53% (17/32)		
Not ELL	72% (282/390)	66% (262/395)		
SpEd	55% (35/64)	53% (34/64)		
Not SpEd	75% (267/358)	67% (245/363)		
Asian	90% (27/30)	83% (25/30)		
Black or African American	66% (67/102)	60% (63/105)		
Hispanic or Latino	61% (91/148)	57% (85/149)		
White	84% (115/137)	75% (104/138)		
Blue	77% (57/74)	77% (57/74)		
Green	69% (52/75)	63% (48/76)		
Orange	77% (66/86)	64% (56/88)		
Red	85% (60/71)	82% (60/73)		
Yellow	72% (55/76)	63% (48/76)		
RL	64% (110/173)	58% (102/175)		
No DL Status	77% (192/249)	70% (177/252)		

5. Grade 9 2020-21 YTD Attendance Patterns by Subgroup[3]

	ADA > 95%	95% ≥ ADA > 90%	90% ≥ ADA > 80%	ADA ≤ 80%
All Students (430)	42% (180)	14% (61)	13% (56)	31% (133)
Repeater (38)	5% (2)	3% (1)	5% (2)	87% (33)
Not Repeater (392)	45% (178)	15% (60)	14% (54)	26% (100)
ELL (32)	25% (8)	6% (2)	19% (6)	50% (16)
Not ELL (398)	43% (172)	15% (59)	13% (50)	29% (117)
SpEd (64)	25% (16)	12% (8)	12% (8)	50% (32)
Not SpEd (366)	45% (164)	14% (53)	13% (48)	28% (101)
Asian (30)	53% (16)	23% (7)	13% (4)	10% (3)
Black or African American (105)	37% (39)	14% (15)	14% (15)	34% (36)
Hispanic or Latino (151)	30% (45)	14% (21)	17% (26)	39% (59)
White (139)	58% (80)	12% (17)	7% (10)	23% (32)
Blue (75)	45% (34)	15% (11)	19% (14)	21% (16)
Green (76)	43% (33)	16% (12)	12% (9)	29% (22)
Orange (88)	44% (39)	18% (16)	11% (10)	26% (23)
Red (73)	56% (41)	16% (12)	11% (8)	16% (12)
Yellow (76)	41% (31)	11% (8)	16% (12)	33% (25)
RL (177)	44% (77)	12% (21)	12% (21)	33% (58)
No DL Status (253)	41% (103)	16% (40)	14% (35)	30% (75)

4. Grade 9 Average Monthly Attendance by Month



DATA IS IMPORTANT BUT ALL CHARTS AND GRAPHS DON'T TELL THE WHOLE STORY

(SOME)

STUDENT SURVEY - power of student voice, feedback from students

Survey

Student Support Freshman Year

- School Counselors, Social Worker, Student Academic Impact Coordinator
- Magic # Sheets
- D.A.P.S.- Credit Recovery Mid Year
- Red Hawk Talks
- Teams
- Team Meetings W/ Otc's Tasked With Discussing Students And How We Can Help Them
- Freshmen S.A.T. Meetings- Otc's, Counselors, Social Workers, Student Coordinator, - Victory & Work In Progress
- Student Systems- Eschool- How To Access It
- Every Quarter Midway And At End, We Run An F-list
- Belief In Consistent Family Communication
- On-track Conferences
- Guidance Success Plans-scheduling
- If It Is Important.....Then It Is Important And Make Time For It

College and Career Supports - Grade 12

Every Student Seen and Known

Goal: Every student can name at least one adult who is their "go to" person

Wednesday Mentor and Red Hawk Talks 9-12

Social Emotional Learning - Strengths Based Approach

Build Positive Relationships

Academic Check-ins

Space for Open, Honest Discussions

College and Career Readiness Activities

Pause, Reflect, Goal-Setting - GAB Sheets, Student Profile

MHS Profile #1

Student #2

MCA
student2@mpspride.org
134 Home Rd.
555-555-5555

MANCHESTER HIGH SCHOOL
CLASS OF 2022

I DREAM TO ONE DAY...

become a medical reporter to bridge the gap between the medical community and public needs and perceptions.

WHO I AM...

MY STRENGTHS ARE...

- Problem Solving
- Self Direction/Process Monitoring
- Cultural Global Competence

AS EVIDENCED BY...

- My Community Mural Passion Project, in which I identified a community need, designed a solution, and evaluated the effectiveness of my solution
- Designing, creating, and presenting my History Day Documentary on scientific exploration and culture in the CT Senior Individual contest
- An argumentative research paper in which I advocate for creating diverse care delivery models to reduce disparities of care among different populations such as racial and ethnic minorities, the poor, and the elderly who continue to face inequities in health care

WHAT I DO...

IN MY CLASSES/SCHOOL

- **Soccer, Varsity Soccer Captain** - I play on the varsity soccer team, and this year am stepping into a new leadership role as I have just been named captain
- **Broadcast Journalism Project Manager** - Conceived of and pitched story ideas, assigned jobs and deadlines to production team, managed and prioritized work completion
- **EPSA Character Award Recipient** - Received an award for my hard work and willingness to push myself academically and approach new skills and ideas with a growth mindset

IN MY HOME/COMMUNITY

- **Meals on Wheels** - I have collected over 1,500 meals and and helped raise $5,000 for the cause; I also recruited 13 new members to our community's chapter
- **Church Youth Group** - Coordinated over 100 youth members for a 2-week mission trip
- **Restaurant Busperson**- I work occasional weekends at a local restaurant busing tables in order to help my family financially and save money for college

WHO KNOWS ME BEST...

Mr. Navarra	Ms. Kennedy	Mr. Garcia
Psychology Teacher	Soccer Coach	Youth Group Director
b11gnava@mpspride.org	kkennedy@mpspride.org	bgarcia@hartfordyouth.org
(Academic Reference)	(Academic/External Reference)	(External /Extracurricular Reference)

Date Printed: 11/18/2020

Student Transcript

Page: 1 of 1

Manchester High School
134 E Middle Tpke
Manchester, CT 06040

Katelyn Miner
(860) 647-3521
CEEB# 070380

Graduation Date:

Year: 2018 Grade: 09
Building: Manchester High School

Course	LV	FIN	Credit
Language Arts	2	A-	1.000
Spanish 1	2	A-	1.000
FR health	0	A+	0.250
Algebra 1	2	A-	1.000
Undrstd Gbl Comm	9	A+	0.250
Img Collg Career	9	P	0.250
Intro to PE	0	A+	0.250
Physical Sci	2	A	1.000
Roots of Civil	2	A	1.000
Video Prod 1	2	A	0.500
Studio Prod	3	A-	0.500
Auto 1	3	A+	0.500
		Credits:	7.500

Year: 2019 Grade: 10
Building: Manchester High School

Course	LV	FIN	Credit
Pers Finance	3	A	0.500
Soph English	2	B	1.000
Bake Shop I	3	B	0.500
Spanish 2	2	B	1.000
Geometry	2	C	1.000
Team Sports	0	A	0.250
Biology	2	B+	1.000
Invst Hlth Career	0	A-	1.000
AP World History	1	B	1.000
Sports Broadcasting	2	A-	0.500
		Credits:	7.750

Year: 2020 Grade: 11
Building: Manchester High School

Course	LV	FIN	Credit
Uconn Am Lit	2	B-	1.000
Spanish 3	2	B	1.000
JR Health	0	A+	0.250
Algebra 2	2	A-	1.000
Phys Ed	0	A+	0.250
Phys Ed	0	A+	0.250
Chemistry 1	2	A-	1.000
AP US History	1	B	1.000
UCON Human Rights	2	A-	0.500
Broadcast Jrnlm	2	A-	1.000
		Credits:	7.250

Year: 2021 Grade: 12
Building: Manchester High School

Course	LV	FIN	Credit
Sr Health	0		0.000
Uconn Sr Eng	2		0.000
Ucon Concp Stat	2		0.000
Medical Terminology ECE	2		0.000
AP Psychology	1		0.000
Forensics Scien	3		0.000
Law & Order	3		0.000
Broadcast Jrnlm	2		0.000
		Credits:	0.000

Type	Rank
Rank in Class (weighted) :	45 / 380
Total Credits :	22.500
Unweighted GPA (4.3 Scale) :	3.6105

LEVELS

1 = AP
2 = HONORS
3 = COLLEGE PREP
4 = POST SEC PREP
5 = GEN STUDIES
8 = MULTI-LEVEL
9 = UNLEVELED

Supports for Senior Post-Secondary Planning

Imagine College

Junior Survey

College Essay Summer Assignment and Support

3 Senior Counselor Meetings prior to Dec 1

9-12 CCR Awareness

CTE Fair

Senior List Meetings and Data Monitoring

Support Sessions : Common App, Scholarships, FAFSA 101, College Decisions

Summer College App Bootcamp for Rising Seniors

What's Next?

New and Improved School Profile

Integration of CARA resources into curricula and Mentor Program

Planned promotional and awareness events at certain times of year

Improved FAFSA support and coaching for students and families

Indicator	Grade levels	2015-16	2016-17	2017-18	2018-19	2019-20
High School Graduation Rate (MHS) ***Note: Credit Requirements increased in 18-19 to 24 credits from 22***	12	89.2	90.8	88.8	88.8	87.9
College and Career Readiness Rate (2.0 GPA or better / ≥ 1000 SAT)	12	27.0	42.0	46.0	45.0	45.0

Graduation Data

Of students who did not graduate with their 4 year cohort in June 2020

9% Have graduated since June 2020

25% Currently enrolled at e-credit / MHS

23% Still enrolled at MHS

4% Everyday 2

23% Enrolled at Adult Ed

4% Moved and never enrolled in new district

9% Withdrew

AP

Indicator	Grade levels	2015-16	2016-17	2017-18	2018-19	2019-20
Percent of students at or above grade level on the SAT Reading	11	33.9	34.1	38.2	36.2	
Percent of students at or above grade level on the SAT Math	11	26.4	32.5	37.4	42.2	
Total Number of AP Students	10-12	197	198	233	248	203
Total Number of Exams	10-12	316	294	339	395	326

Uconn ECE

Indicator	Grade levels	2015-16	2016-17	2017-18	2018-19	2019-20
MHS Number of Uconn ECE Courses	11-12	13	14	14	14	14
MHS Number of Uconn ECE Students	11-12	227	264	268	307	277
Number of Uconn ECE Students County Mean	10-12	68	72	80	76	
Number of Uconn ECE Students DRG Mean	10-12	76	74	72	80	
Number of Uconn ECE Students School Size Mean	10-12	108	114	114	120	

MANCHESTER HIGH SCHOOL PROFILE

Manchester Connecticut

2020-2021 HIGHLIGHTS

#2 High School in the UConn's ECE program with 277 students enrolled and 1,838 UConn credit hours completed

CollegeBoard National Recognition Programs: African American Scholar for Excellence in Academic Achievement

Indoor Track: All-State Champions High Jump/1600m

Scholastic Writing Awards: Silver Key/Honorable Mention

Connecticut Student Writers (UConn): Multiple Honorable Mentions, Silvers, a Platinum, and a Publication

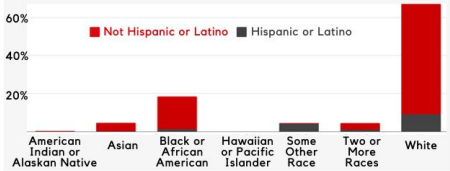
National YoungArts Foundation: YoungArts Winner

COMMUNITY

Manchester occupies 27.6 square miles ten miles east of the Capitol City Hartford. With a population of 56,000 Manchester has evolved into a small city which is a service, retail, employment and residential center. Manchester has more than 1,000 acres of park land, a range of housing, attractive neighborhoods, performing arts organizations and friendly, community-spirited residents.

MANCHESTER RESIDENT DEMOGRAPHICS

11.1% of Manchester residents were born outside of the United States with the most common birthplaces being India, Jamaica, and Mexico.

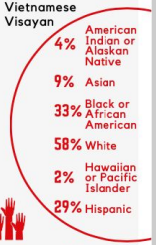


STUDENT BODY

Manchester High School has a diverse student body of 1,600 students.

Countries of Birth:
Barbados
Canada
Columbia
Dominican Republic
Ecuador
El Salvador
Eritrea
France
Ghana
Guatemala
Guyana
Haiti
Honduras
India
Italy
Jamaica
Korea
Mexico
Micronesia
Myanmar
Pakistan
Peru
Philippines
Russian Federation
Spain
Syrian Arab Republic
Togo
Trinidad and Tobago
Turkey
United Kingdom
Vietnam

Home Languages:
Akan
Amharic
Arabic
Bengali
Burmese
Cebuano
Creole-Haitian
French
Gujarati
Patois
Ponapean
Punjabi
Spanish
Tagalog
Turkish
Twi/Fante
Urdu
Vietnamese
Visayan



DIVERSITY

Learning in collaboration with people from different backgrounds and cultures helps prepare our students to navigate an increasingly multicultural future and contribute to a global society.

EVERY STUDENT, SEEN AND HEARD

134 Middle Turnpike East
Manchester, Connecticut 06040
(860) 647-3533
Fax (860) 646-3727
www.mpspride.org

Matthew Geary
Superintendent
Katelyn Miner
Principal
School Code #070-380

MANCHESTER HIGH SCHOOL PROFILE

Manchester Connecticut

CURRICULUM

Manchester High School offers an extensive array of programs and courses that challenge its diverse student population. Levels of study vary to meet student needs and include Advanced Placement (AP), Honors, College Preparatory, Post-Secondary Prep, and Multi-level. In addition, students can enroll in cooperative programs with local colleges and universities, including the University of Connecticut, Manchester Community College, and Goodwin College. Articulation programs are also available with area magnet schools and include the Greater Hartford Academy for Math and Science, and the Greater Hartford Academy for the Arts. Manchester High School provides a wide range of elective offerings to encourage student career exploration and the development of skills.

SCHOOL AND STAFF

Manchester High School is a comprehensive high school offering curricular and co-curricular programs to approximately 1,650 students in grades 9-12. Accredited by the New England Association of Schools and Colleges and the Connecticut State Department of Education, the school offers an extensive variety of courses to prepare students for a wide range of college and career opportunities.

Manchester High School is staffed by a dedicated and caring faculty, administration, and a cadre of support services personnel. The school employs 164 faculty members, twelve counselors, three school psychologists, four school social workers, a student advocate, twenty-four paraprofessionals, a principal and six assistant principals. Faculty members have been recognized for achievements such as Connecticut Family Consumer Science Teacher of the Year, Connecticut Counselor of the Year, and elections to Professional Association Leadership positions. The school counseling department has been recognized as an exemplary program in the state.

ACADEMIES

Grade 9 students are assigned to one of five Freshmen teams. Grade 10-12 students choose from five themed academies.

EPSA
Education and Public Service Academy

GSA
Global Studies Academy

MCA
Medical Careers Academy

PAC
Performing Arts & Communications Academy

STEM-D
Science, Technology, Engineering, Math & Design

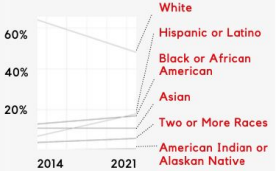
ECE UCONN

#2 HIGH SCHOOL IN THE UCONN'S ECE PROGRAM WITH 277 STUDENTS ENROLLED AND 1,838 UCONN CREDIT HOURS COMPLETED

UConn Early College Experience is a concurrent enrollment program. Students earn both high school and college credit for each UConn course taken at their high school. UConn ECE is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). Below are the courses currently offered.

MHS COURSE NAME	UCONN COURSE
UConn Sr. English	English 1010
UConn American Lit	English 1011
Human Dev. & Fam. Studies	HDFS 1070
AP/UConn Calculus AB	MATH 1131Q
UConn Elem Concepts of Stat	STAT 1100Q
Elementary Discrete Math	MATH 1030Q
American Studies	AMST 1201
AP/UConn US History	HIST 1501
AP/UConn US History	HIST 1502
Human Rights	HRTS 1007
UConn Spanish 5	Spanish 3178
Medical Terminology ECE	AH2001
UConn Latin Am History	LLAS1190

ECE REPRESENTATION



EVERY STUDENT, SEEN AND HEARD

134 Middle Turnpike East
Manchester, Connecticut 06040
(860) 647-3533
Fax (860) 646-3727
www.mpspride.org

Matthew Geary
Superintendent
Katelyn Miner
Principal
School Code #070-380

MANCHESTER HIGH SCHOOL PROFILE

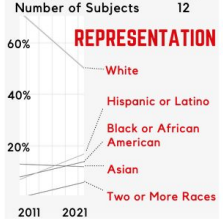
Manchester Connecticut

AP COURSES 2021

- Biology
- Calculus AB & BC
- Chemistry
- Computer Science Principles
- English Language
- English Literature
- Environmental Science
- European History
- Gov. & Politics
- Music Theory
- Physics 1
- Psychology
- Spanish Language & Culture
- U.S. History
- World History

AP PARTICIPATION

Number of Students	203
Total Tests Taken	326
Number of Subjects	12



AP SCORES: MAY 2020

Test Scores	5	4	3	2	1
Biology	0	2	5	4	0
Calculus AB	5	13	8	9	1
Calculus BC	8	0	1	0	0
Computer Sci Principles	0	2	3	2	0
English Language	6	7	5	2	0
English Literature	5	3	7	5	0
Environmental Science	2	4	1	3	3
U.S. Gov. & Politics	4	2	4	4	3
Physics	5	3	8	5	2
Psychology	5	13	5	3	4
Spanish Lang. & Culture	8	4	2	0	0
U.S. History	10	13	22	19	7
World History	6	13	18	6	0

CLUBS AND CIVIC ENGAGEMENT HIGHLIGHTS

- MHS TV Honored by The Student Television Network as The Best Weekly Student News Program in the North East
- Activities Planning Board, Young Men/Women's Leadership Groups, and National Honor Society run a variety of community events
- Many students complete service and passion projects for credit through the extended learning office
- All seniors complete a required community service project in Civics (in addition to community service projects in other courses)

CAREER AND TECHNICAL EDUCATION PROGRAMMING

In Manchester, Career and Technical Education (CTE) programs typically provide over a thousand students each year with opportunities to apply academic learning within exploratory or authentic, school based or external work-based environments. Such experiences allow students to practice and develop hands on, industry recommended skills that enable them to demonstrate competencies demanded by 21st century employers. Furthermore, research shows that CTE students are more likely to graduate on time and that they are generally more highly satisfied with opportunities to explore and pursue careers of interest compared to non-CTE students.

MANUFACTURING PARTNERSHIP-MANCHESTER COMMUNITY COLLEGE 3 COLLEGE ARTICULATED MANUFACTURING COURSES (22 STUDENTS)

INDUSTRY RECOGNIZED CREDENTIAL PROGRAMS:

- CNA Certificate Program (13 students)
- EMT Certificate Program (9 students)
- ServSafe Certification (N/A COVID)
- Volunteer Income Tax Assistance Volunteer (8 students)
- Manufacturing Tooling U Pre-apprenticeship Certification and OSHA 10 Credential (11 students)

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MANCHESTER HIGH SCHOOL RED HAWKS

MANCHESTER HIGH SCHOOL PROFILE

Manchester Connecticut

CLASS RANK

The Quality Point Average (QPA) determines class rank. All courses taken within the Manchester High School curriculum are recorded. Rank in class is computed at the end of each semester and is cumulative. The rank at the end of the first semester of the senior year is the basis for naming Manchester High School Scholars. Rank in class is weighted. The quality points assigned to the semester grades are used to compute class rank according to the table below. Class Rank was not calculated for semester two 2020 due to the shift to remote learning caused by school closure.

Letter Grade	Numerical Equivalent	AP	Honors	College Preparatory	Post Secondary Preparatory
A+	100-97	10.4	10	8.8	7.6
A	96-93	10	9.6	8.4	7.2
A-	92-90	9.6	9.2	8	6.8
B+	89-87	9.2	8.8	7.6	6.4
B	86-83	8.8	8.4	7.2	6
B-	82-80	8.4	8	6.8	5.6
C+	79-77	8	7.6	6.4	5.2
C	76-73	7.6	7.2	6	4.8
C-	72-70	7.2	6.8	5.6	4.4
D+	69-67	6.8	6.4	5.2	4
D	66-63	6.4	6	4.8	3.6
D-	62-60	6	5.6	4.4	3.2
F	59 & below	0	0	0	0

Class of	2020	2019	2018	2017	2016
# in graduating class	341	393	328	359	332
% taking SAT	99	98	99	94	100
Mean Scores: Verbal/Critical Reading	489	490	495	487	423
Mean scores: Math	473	476	477	467	416

MARKING SYSTEM

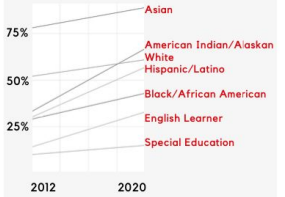
A+	(97 - 100)	C-	(70 - 72)
A	(93 - 96)	D+	(67 - 69)
A-	(90 - 92)	D	(63 - 66)
B+	(87 - 89)	D-	(60 - 62)
B	(83 - 86)	F	(0 - 59)
B-	(80 - 82)	P	(Pass)
C+	(77 - 79)	I	(Incomplete)
C	(73 - 76)	L	(Loss of Credit)

GRADUATION REQUIREMENTS

English	4.00	credits
Mathematics	3.00	credits
Social Studies	4.00	credits
Science	3.00	credits
Physical Education	1.00	credits
Fine Arts or Vocational Ed	1.00	credits
Health	0.75	credits
Personal Finance	0.50	credits
World Language	1.00	credits
Additional electives	5.75	credits
TOTAL CREDITS	24.00	credits

2/4 YEAR POST SECONDARY

ENROLLED, RETAINED, AND/OR GRADUATED



OVERALL, INCLUDING CAREER AND MILITARY

Class of	2020	2019	2018	2017	2016
% Attending 4 year College	41	43	44	45	48
% Attending 2 year College	36	33	33	38	29
% attending other education	5	10	6	6	6
% Attending Armed Services	1	3	4	3	6
% Entering Employment	4	8	12	5	7
% Other (Volunteering etc.)	12	2	1	3	5

COUNSELING DEPARTMENT - (860) 647-3533

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MANCHESTER HIGH SCHOOL RED HAWKS

MANCHESTER HIGH SCHOOL PROFILE

Manchester Connecticut

SCHOOL COUNSELING DEPARTMENT

The Manchester High School Counseling Department strives to help all students to develop: 1) Personal and social skills, 2) An understanding of the skills and abilities needed to maximize their high school experience, and 3) A plan to prepare for life beyond Manchester High School. The department works cooperatively to provide a comprehensive developmental school counseling program through classroom lessons, support groups, individual counseling, and large group formats.

The counselors service a specific caseload of students with whom they work within the Freshmen Center and, in grades 10-12, within the students' chosen academy. The counselors facilitate each student's success plan, provide academic, post- secondary and personal counseling, foster career decision making, and ensure that graduation requirements are being met.

LAST YEAR, 77% OF OUR GRADUATES WENT ON TO ATTEND EITHER 2 YEAR OR 4 YEAR COLLEGES IMMEDIATELY AFTER HIGH SCHOOL. BELOW IS A SAMPLING OF COLLEGES IN WHICH RECENT GRADUATES HAVE ENROLLED.

Alabama State University
Albertus Magnus College
Albright College
American International College
Andrews University
Arizona State University
Arkansas State University
Art Institute of Atlanta
Asnuntuck Community College
Assumption College
Bard College
Barry University
Bentley University
Berklee College
Berklee College of Music
Boston College
Bridgewater State University
Brigham Young University
Brown University
Bryant University
Buffalo State College SUNY
California Institute of the Arts
California State University, LA
Capital Community College
Central Connecticut State University
Champlain College
Clark University
Clark Atlanta University
Clarkson University
Clemson University
Colby-Sawyer College
Coppin State University
Culinary Institute of America
Curry College
Dartmouth College
Dean College
Delaware Valley University
Eastern Connecticut State University
Eastern Nazarene College
Elms College
Embry-Riddle Aeronautical University
Endicott College
Fashion Institute of Technology
Florida Atlantic University
Florida International University
Florida State University
Fordham University
Goodwin College
Gordon College
Harcum College
Harding University
Hartwick College
Hofstra University
Howard University
Iona College
Iowa State University
Ithaca College
Johns Hopkins University
Johnson and Wales University
Keene State College
Lasell College
Lincoln Technical Institute
Long Island University
Luther College
Lyme Academy of Fine Arts
Lyndon State College
Manchester Community College
Manhattan College
Marist College
Mass College of Art & Design
Mass College of Liberal Arts
Mass College of Pharmacy & Hlth Sci
Mass Maritime Academy
Mercy College
Miami Dade College
Missouri Southern State University
Missouri Univ. of Science & Tech
Mitchell College
Monroe College
Montclair State University
Morgan State University
Mount Ida College
Newbury College
New England College
New England Institute of Technology
New York University
Nichols College
Norfolk State University
North Carolina A & T University
Northeastern University
Norwich University
Ohio State University
Ohio Wesleyan University
Pace University
Penn State University
Plymouth State University
Post University
Providence College
Quinnipiac University
Reed College
Rensselaer Polytechnic Institute
Rhode Island School of Design
Rivier University
Rochester Institute of Technology
Roger Williams University
Rutgers University
Sacred Heart University
Saint John's University
Saint Leo University
Saint Michael's College
Salve Regina University
Shaw University
Simmons College
Southern Connecticut State University
Southern New Hampshire University
Springfield College
State College of Florida
Suffolk University
SUNY Buffalo State College
Susquehanna University
Syracuse University
Temple University
Texas A & M University
Thomas College
Trinity College
Tunxis Community College
University of Alabama
University of Arizona
University of Bridgeport
University of Central Florida
University of Charleston
University of Colorado
University of Connecticut
University of Delaware
University of Findlay
University of Hartford
University of Maine
University of Maryland
University of Mary Washington
University of Massachusetts
University of Minnesota
University of Mississippi
University of New England
University of New Hampshire
University of New Haven
University of N. Carolina at Asheville
University of Pennsylvania
University of Rhode Island
University of Saint Joseph
University of South Carolina
University of Southern Maine
University of Valley Forge
University of Vermont
Utah State University
Utica College
Vermont Technical College
Wagner College
Wellesley College
Western Connecticut State University
Western New England University
Westfield State University
Wheelock College
Williams College
Worcester Polytechnic Institute
Worcester State University

NATIONAL EDUCATION EQUITY LAB

MANCHESTER HIGH SCHOOL RED HAWKS

Yale University course, ***Psychology and the Good Life***, in partnership with University of Connecticut: *This course will teach students scientifically-validated strategies for living a more satisfying life.*

Howard University course, ***Principles of Criminal Justice***: *In this course, students will explore the key concepts of the criminal justice system and critically think about issues emerging in 21st century media.*

Howard University course, ***Environmental Studies and Justice***: *In this course, students will learn foundational knowledge of basic earth and environmental processes, through an environmental justice and community lens.*

Cornell University course, ***Big Data for Big Policy Problems***: *In this course, students will explore a dynamic set of today's most pressing social policy issues and incorporate data science and programming in R to analyze the types of data that help us better understand and shape these issues.*

Arizona State University/Harvard course, ***Poetry in America: The City from Whitman to Hip Hop***: *In this course, students will consider those American poets whose themes, forms, and voices have given expression to visions of the city since 1850. The course covers a wide range of poetic movements, including the Harlem Renaissance, the Beats, the New York School, the Chicago School, and others.*

Arizona State University course, ***Introduction to Engineering***: *This course will teach students the fundamentals of engineering.*

Manchester High School



Manchester High School





Manchester High School







Manchester High School







Manchester High School



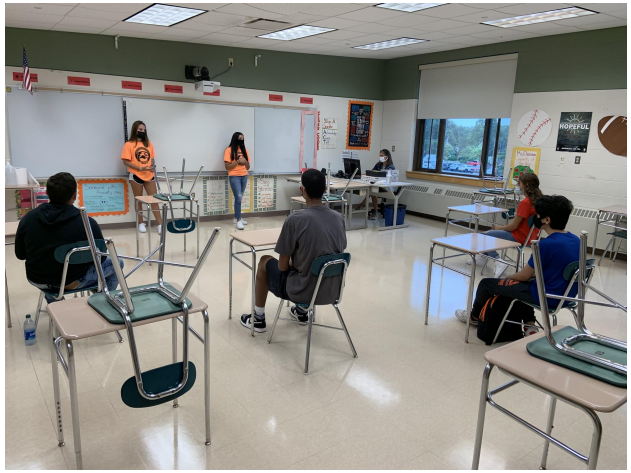


Manchester High School



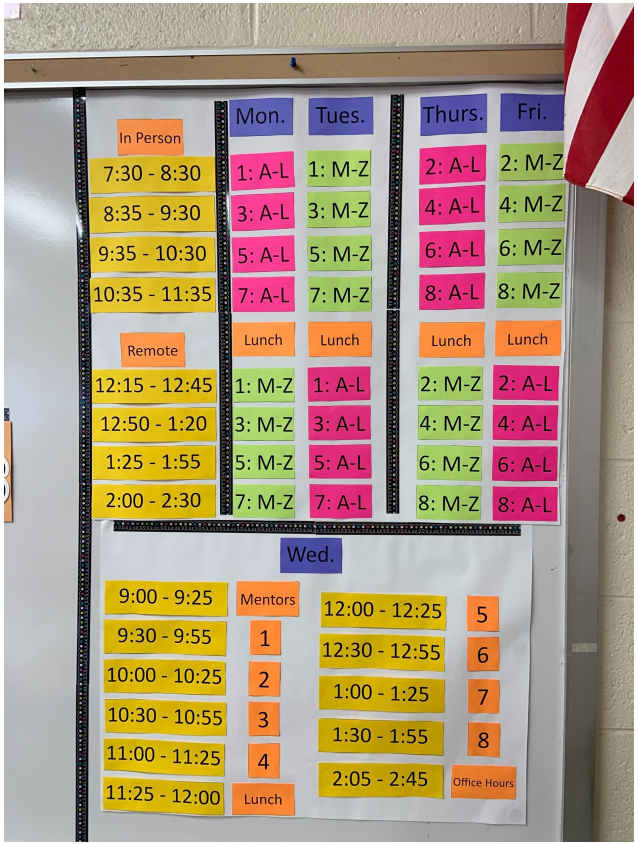


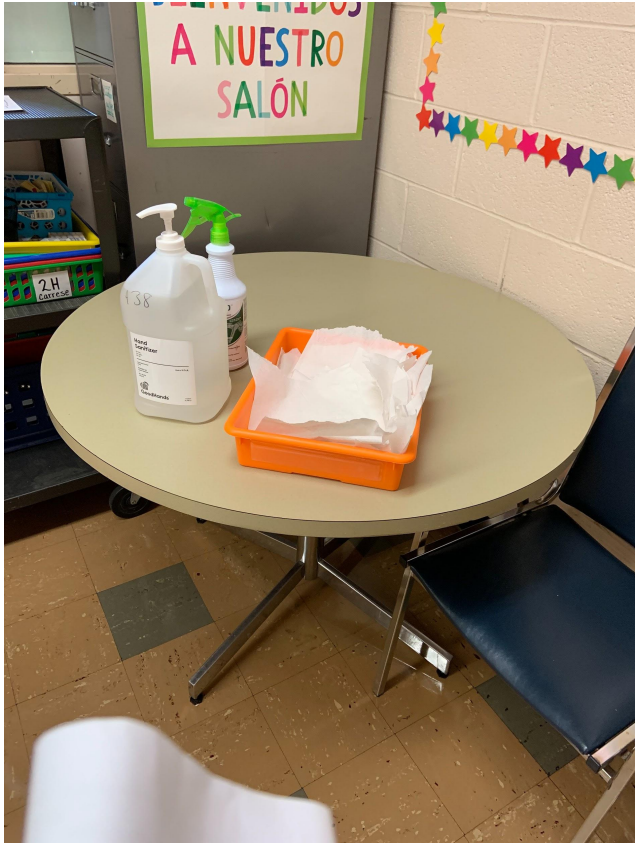
Manchester High School





Manchester High School





Manchester High School

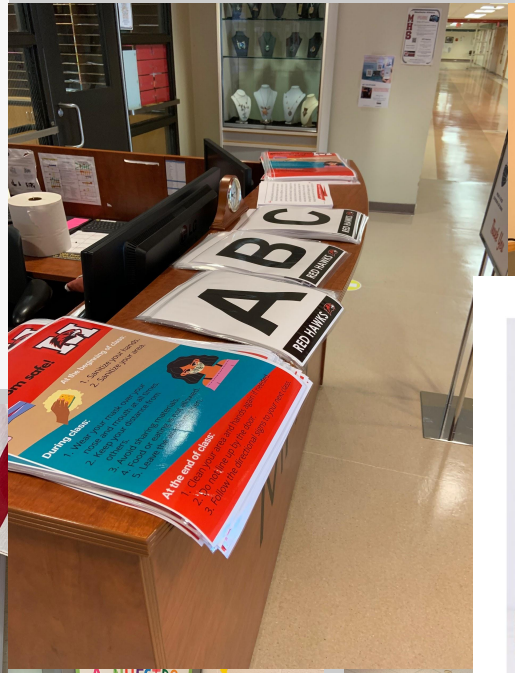


Manchester High School



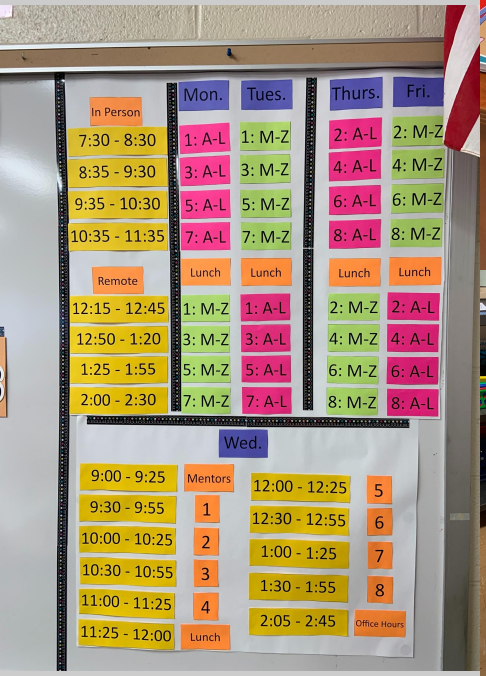


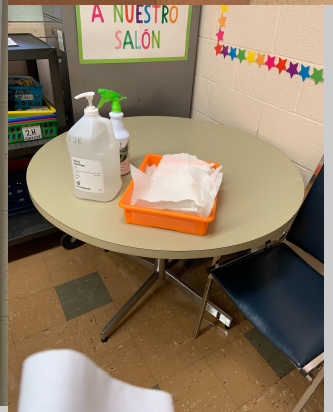


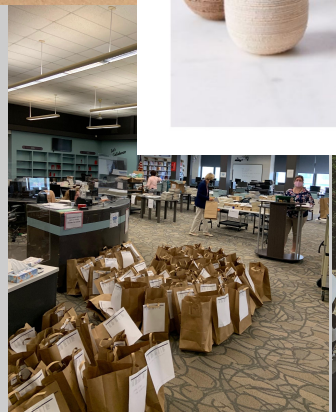

ABC
RED HAWKS



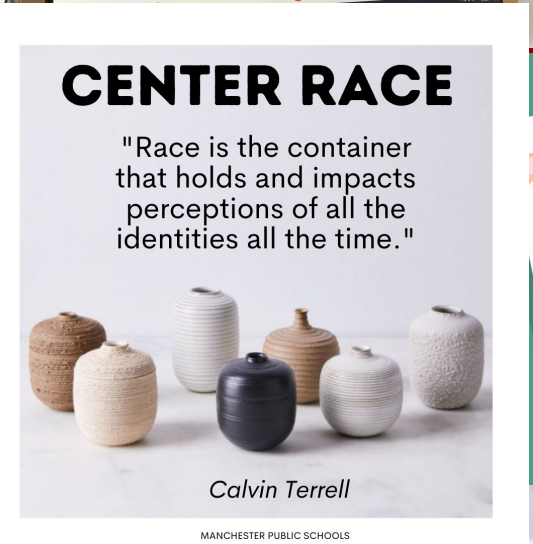



Mon.
Tues.
Thurs.
Fri.
In Person
7:30 - 8:30
1: A-L
1: M-Z
2: A-L
2: M-Z
8:35 - 9:30
3: A-L
3: M-Z
4: A-L
4: M-Z
9:35 - 10:30
5: A-L
5: M-Z
6: A-L
6: M-Z
10:35 - 11:35
7: A-L
7: M-Z
8: A-L
8: M-Z
Lunch
Remote
12:15 - 12:45
1: M-Z
1: A-L
2: M-Z
2: A-L
12:50 - 1:20
3: M-Z
3: A-L
4: M-Z
4: A-L
1:25 - 1:55
5: M-Z
5: A-L
6: M-Z
6: A-L
2:00 - 2:30
7: M-Z
7: A-L
8: M-Z
8: A-L
Wed.
9:00 - 9:25
Mentors
12:00 - 12:25
5
9:30 - 9:55
1
12:30 - 12:55
6
10:00 - 10:25
2
1:00 - 1:25
7
10:30 - 10:55
3
1:30 - 1:55
8
11:00 - 11:25
4
2:05 - 2:45
11:25 - 12:00
Lunch
Office Hours


A NUESTRO SALÓN






CENTER RACE
"Race is the container that holds and impacts perceptions of all the identities all the time."
Calvin Terrell
MANCHESTER PUBLIC SCHOOLS


priority's
1
2
3



Every Student
Graduates with a Post-Secondary Plan -
Graduate with Optimism and Confidence in their Choices









Manchester Public Schools 8002
Equity Policy

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 LBGTQ 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 LBGTQ 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?