MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, MARCH 11, 2019
LINCOLN CENTER, MANCHESTER, CT

Board of Education Meeting **7:00 P.M. - Hearing Rm.**

A. ***OPENING***

1) Call to order
2) Pledge of Allegiance
3) Secretary's Welcome
4) Board of Education Minutes 2-25-19 A - 4
5) Presentation of DFC (Distinguished Friend of Education) Award to Josh Beaulieu, Battalion Chief / EMS Officer, Manchester Fire-Rescue-EMS - Presented by - Mrs. Katelyn Miner, Principal, MHS and Ms. Tiffany Caouette, CAS (Connecticut Association of Schools), Representative

B. ***COMMITTEE REPORTS*** **–**

1) Curriculum & Instruction Committee Minutes - 2-25-19 B - 1

C. ***CONSENT CALENDAR***

1) Personnel Information C - 1

D. ***REPORT FROM STUDENT REPRESENTATIVE*** **–**

1) Student Representatives Patrick Doherty and Krista Myrie

E. ***PUBLIC COMMENTS (any item before the board)***

F. ***SUPERINTENDENT'S REPORT***

1) Closer Look at District Assessments - Humanities - Dr. Amy Radikas, Deputy Superintendent and Special Services, Diane Sheehan-Burns, Director of Teaching & Learning - Humanities
2) Update on the State of Connecticut Next Generation Accountability Report - Mr. Matthew Geary - Superintendent of Schools

G. ***UNFINISHED BUSINESS*** **-**

1) **Policy Recommendation:**
The Policy Committee submits to the full Board its recommended policy revisions for a **second** reading and adoption in accordance with its policy on policy changes:
   1a) Policy 9000 Bylaws G - 1a
   1b) Policy 6180 Revised G - 1b

H. ***NEW BUSINESS*** **-**

1) **Recommendation:**
The Manchester Board of Education approve and adopt the attached Educational Specifications dated January 9, 2019 for a roof replacement at Manchester Regional Academy. H - 1

I. ***PUBLIC COMMENTS*** **- (comments limited to items on tonight's agenda)**

J. ***COMMUNICATIONS*** ***- None***

K. ***ITEMS FOR FUTURE AGENDAS***

Monday, March 25, 2019	Closer Look at District Assessments - STEAM/MHS Update - RISE/Barr
Monday, April 8, 2019	MRA School Improvement Plan
Monday, April 22, 2019	Update on Equity Informed School Climate Assessment
Wednesday, May 8, 2019	Budget Workshop #1 - Room 293 - MHS

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 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.***

C&I Subcommittee Minutes
February 25, 2019

In attendance: Peter Conyers, Jason Scappaticci, Tracy Maio, Amy Radikas , Diane Burns and Pari Ghetia.

Items discussed:

District Reading and Math Data: Information shared regarding district reading unit assessments. Committee reviewed the text provided to students at various grade levels, corresponding questions/tasks for each reading assessment and rubrics used to score the unit assessments.

In the area of math the committee reviewed pacing guides, skills being addressed by each unit and questions, scoring process, feedback mechanism for unit assessments to support potential changes for the following school year and planning process for teachers after data is collected.

Winter data reviewed by school - questions that arose: Why is there a disparity between certain schools? Are rubrics being used in same manner - calibration of scoring? Where do students fall on F&P benchmark in comparison to the reading assessments? How does fluency data compare to math unit assessments? How is the time provided in the pacing calendar for "reteaching" being used? Do teachers have an opportunity to learn from their colleagues in other schools? What type of vertical work is being done throughout the district?

Discussed use of school visits by Superintendent and Deputy Superintendent, District Improvement Teams and Directors of Teaching and Learning as vehicles for monitoring teaching and learning.

Meeting adjourned at 6:30 p.m.
Respectfully submitted,
Dr. Amy F. Radikas

PERSONNEL ACTION

APPOINTMENTS

RESIGNATIONS

Ms. Kylie Cariddi, Art Teacher at Keeney Street Elementary School has submitted her letter of resignation for personal reasons, effective February 22, 2019. Ms. Cariddi has been with Manchester Public Schools since August 29, 2018. It is recommended that her resignation be approved.

Mrs. Michelle Lorentz, Special Education Teacher at Martin Elementary School has submitted her letter of resignation, effective March 15, 2019. Mrs. Lorentz has been with Manchester Public Schools since January 18, 2018. It is recommended that her resignation be approved.

BYLAWS **9000**

Article I

ROLE OF THE BOARD OF EDUCATION AND ITS MEMBERS

Section 1 - General Duties

A. The Manchester Board of Education (the "Board") represents the residents of the Town in carrying out the mandates of the General Statutes pertaining to education.

B. The Board shall establish policy to be employed in the conduct of the schools. Such policies shall be broad enough to indicate a plan of action to be taken by the Superintendent in meeting a variety of problems of a similar nature.

C. The Board shall concern itself with questions of policy and not with administrative details.

D. In determining school policy it shall:

(1) hear and consider facts and recommendations, (2) adopt a plan, policy or course of action, and (3) authorize the Superintendent of Schools, its chief executive officer, to carry out its policy.

Section 2 - Specific Powers and Duties

The Board shall have authority to take all action necessary or advisable to meet its responsibilities under state statute and the Charter of the Town of Manchester, including but not limited to the following:

A. Create, abolish, modify, and maintain such positions, schools, divisions, and classifications as may be necessary for the efficient administration of the educational enterprise.
B. To elect and evaluate the Superintendent of Schools in accordance with state statutes.
C. To consider and adopt an annual budget, prepared by the Superintendent of Schools.
D. To determine the number, classification, duties and remuneration of employees.
E. To establish policies for employment, promotion and dismissal of personnel in accordance with the state statutes.
F. To provide for the appraisal of the efficiency of personnel.
G. To initiate and approve the acquisition and disposition of school sites, and to initiate and approve plans for school buildings.
H. To consider any specific recommendations made by the Superintendent of Schools.
I. To keep the citizenry informed of purposes, values, conditions and needs of public education in the Town.
J. To consider, revise and adopt any changes in the curriculum.
K. To take any other actions required or permitted by law.
L. To make reasonable provision to implement the educational interests of the State, as defined by law, so that
    i. each child shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experiences;

ii. the school district shall finance at a reasonable level an educational program designed to achieve this end;
iii. the school district shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic and economic backgrounds; and
iv. the mandates in the General Statutes pertaining to education within the jurisdiction of the State Board of Education shall be implemented.

Article II

ORGANIZATION AND MEETINGS OF THE BOARD OF EDUCATION

Section 1 - Membership of the Board of Education

The Board shall consist of nine (9) members elected for three (3) year terms, as provided in the Charter. Board members shall take office on the second Monday of November in the year in which their term begins.

Members of the Board of Education shall, before entering upon their official duties, take the oath of office provided in Connecticut General Statutes Section 1-25.

Section 2 - Annual Organizational Meeting of the Board

The Board annually shall organize in November at its first meeting after the start of the new terms of Board members commence. The Superintendent or his/her designee shall call the meeting to order and preside until a new Chair is chosen. At the annual meeting the Board of Education shall vote to reaffirm the Board mission, vision, and priorities.

Section 3 - Election of Officers

Not later than one month after the date on which the newly elected members take office, the Board shall elect a Chair and then shall elect a Secretary and may prescribe their duties. The votes of each Board member cast in such election shall be reduced to writing and made available for public inspection within 48 hours, excluding Saturday, Sunday or legal holidays, and shall also be recorded in the minutes of the meeting at which taken, which minutes shall be available for public inspection within a reasonable amount of time.

The Chair and the Secretary shall take office immediately upon election. All officers of the Board shall hold office for a term of one year and until their successors are duly elected.

Whenever there is a vacancy in the office of Chair or Secretary, at the next regular meeting the Board shall elect a new officer to fill the vacancy for the unexpired term of office.

Section 4 - Duties of Board Officers

The Chair is the presiding officer at all Board meetings and may exercise such additional powers as are

granted by the General Statutes, the Charter, and these bylaws. The Secretary shall maintain a record of all Board proceedings, and may attest to any action taken by the Board. The Secretary shall, in the absence of the Chair, preside at Board meetings.

Section 5 - Regular Meetings of the Board

Regular meetings of the Board shall be held in the Hearing Room, Lincoln Center, 494 Main Street at 7:00 p.m., on the second and fourth Monday of each month, except for July, August and December, when only one regular meeting shall be held. Regular meetings may be held in such other place and at such other time as the Board may determine after sufficient notice has been given to all members. Board meetings may be cancelled by majority vote provided there is at least one meeting in every month. The Board shall hold at least two professional learning sessions per year. In compliance with the General Statutes of the State of Connecticut, the Board shall file the calendar of its regular meeting with the Town Clerk on or before January 31.

Section 6 - Special Meetings of the Board

Special meetings of the Board shall be called by the Chair upon written request of three members or whenever deemed necessary by the Chair or the Superintendent. Notice of all special meetings shall be given to Board members and the Town Clerk at least twenty-four hours prior to the time the meeting is to convene. The notice shall indicate the purpose of the special meeting. No other business shall be transacted at such meeting, except upon the unanimous vote of the Board members present at such special meeting.

When a majority of the members agree that an emergency exists which has made a timely notice impossible, such a meeting may be called at a time or place which may be most convenient. In case of such emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk no later than seventy-two (72) hours following the holding of such a meeting.

Section 7 - Executive Session Meetings of the Board

The public may be excluded from meetings of the Board of Education that are declared to be executive sessions.

Executive sessions may be held on a two-thirds vote of the members present and voting taken at a public meeting stating the reasons for such executive session. Executive sessions may be held for any reasons permissible under the provisions of the Freedom of Information Act, as it may be amended from time to time, including one or more of the following purposes:

i. Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee, provided that such individual may require that discussion be held at an open meeting.
ii. Strategy and negotiations with respect to pending claims and litigation to which the Board or a member of the Board, because of his or her conduct as a member of the Board, is a party until such claims or litigation have been finally adjudicated or otherwise settled.
iii. Matters concerning security strategy or the deployment of security personnel,

or devices affecting public security.

iv. Discussion of the selection of a site or the lease, sale or purchase of real estate when publicity regarding such site, lease, sale, purchase or construction would cause a likelihood of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning same have been terminated or abandoned.

v. Discussion of any matter which would result in the disclosure ofpublic records or the information contained therein described in Conn. Gen. Stat. §1-210(b).

No votes shall be taken at an executive session meeting.

It is understood that all communications between and to Board members at executive sessions are considered to be confidential, and shall not be released to or discussed with any members of the public.

Section 8- Electronic Mail [Email Communications]

Board members shall not use email as a substitute for deliberations at public Board meetings, to discuss policy matters, or vote informally on any issues. Any e-mail communications by and among Board members shall be considered public documents subject to disclosure unless a specific exemption from disclosure applies (e.g., attorney-client communication).

Section 9 - Board Actions

The Board may exercise its authority only when acting as a Board. Individual Board members have no authority except at Board meetings or when discharging an assignment delegated to the Board or Board member. Unless otherwise provided, all Board actions shall be by a majority vote of the members present at a duly convened regular or special meeting of the Board.

Section 10 - ~~Amendment to Bylaws~~ Formulation, Adoption, Amendment, or Deletion of Bylaws

~~Amendments to these bylaws must be proposed in writing, with action being taken at a subsequent meeting of the Board. A two-thirds vote of the members, present and voting, shall be necessary for adoption of amendments to these bylaws.~~

Bylaw proposals and suggested amendments to, revisions of, or deletions of existing bylaws shall normally be submitted to all members of the Board of Education by the Superintendent in writing prior to a regular Board of Education meeting in which such proposed bylaws, amendments, revisions or deletions thereof shall be read and discussed.

Except for emergency situations, bylaws will be adopted, amended, or deleted after consideration at two regular meetings of the Board of Education. The agenda shall be marked to indicate such matters.

When a bylaw is placed on the agenda for the second consecutive meeting, a motion either to adopt or not to adopt the policy or the proposed bylaw changes is necessary for discussion. If the discussion

results in a suggestion for change, such changes will be included in the second reading of the bylaw prior to adoption.

Any bylaw of the Board may be adopted, amended or deleted at any regular meeting by a two-thirds vote of all members of the Board, provided that such proposal shall have been given to the Board at the previous regular meeting.

Section 11 - Quorum and Voting Procedures

1. A majority of the members of the Board shall constitute a quorum. A quorum is necessary for the transaction of business at any regular or special meeting of the Board.

2. Voting Procedures:
   a. No member can vote on a question in which he/she has a direct personal or pecuniary interest.
   b. Members may vote for themselves for any office or other position.
   c. While it is the duty of every member who has an opinion on a question to express it by vote, he/she cannot be compelled to do so.
   d. A member may abstain from voting (with the knowledge that the effect is the same as if he/she had voted on the prevailing side).
   e. The votes of each member of the Board upon any issue before the Board shall be recorded in the minutes of the session at which taken.
   f. Any Board member shall have the opportunity to explain his/her vote for recording in the minutes.

3. Procedures for Participation By Means of Electronic Equipment

   A. Board members may participate in meetings by means of electronic equipment (*e.g.*, telephone, video conference) under the conditions set forth herein. When such conditions are met, any Board member participating by means of electronic equipment shall be counted for the purpose of constituting a quorum. Conditions for participation are as follows:

      I. The facility that is made available to the public that wishes to attend the meeting must be located where the greatest number of Board of Education members are located;
      II. Any physical or demonstrable material that is used in the course of the proceedings must be present in the place where the public is located; and
      III. All those in attendance at the meeting, at whatever location, must be able to hear and identify all participants in the proceeding, including their individual remarks and votes.

   B. When a Board member is participating in a meeting by means of electronic equipment, the Chairperson shall take the necessary steps to ensure that the three conditions

enumerated above are met. In addition, the Chairperson shall take the necessary steps to ensure that a Board member participating by means of electronic equipment has adequate opportunity to express himself/herself in Board discussion, including the opportunity to take the floor and make motions.

Section 12- Method of Filling Vacancies

Whenever a vacancy occurs in the office of any member of the Board of Education, it shall be filled by the remaining members of the Board until the next regular Town election, at which election a successor shall be elected for the unexpired portion of the term. Nominations to fill such vacancy shall be made by any Board member that is a registered member of the same political party as the departed member. If no remaining member is a member of such political party, then any member may make such nomination.

Section 13 - Committees

The Board shall act as a committee of the whole on all matters coming before it except that special committees for the consideration or investigation of certain problems, or for the performance of certain Board functions, may be created by vote of the Board. Any committee created by the Board shall be subject to the provisions of the Freedom of Information Act.

a. Standing Committees.

The Board may authorize committees to be convened and direct them to carry out purposes so designated by the Board.

Standing committees may include, but shall not be limited to, those listed below. At or promptly after the annual organizational meeting, the Chair shall appoint two (2) or four (4) members to the standing committees.

The appointments shall be made in a manner that assures equal minority party representation on each standing committee. The Chair will solicit Board member interest in serving on a standing committee before the Chair makes appointments.

The standing committees are:

1) Buildings and Sites

2) Community Relations

3) Curriculum and Instruction

4) Personnel and Finance

5) Policy

6) Transportation and Residency

Building and Sites Committee

This committee has responsibility for the oversight of the maintenance and operation of all school buildings and school building sites.

Specific responsibilities of this committee include:

- Develops and recommends to the Board a maintenance schedule for buildings and grounds;
- Reviews needed repairs and maintenance based on the administration's
- inspection of school facilities;
- Assists with the planning for new construction, major renovations, or major improvements of school buildings and grounds;
- Recommends to the full Board additions, deletions, or changes to school facilities needed to support school programs;
- Conducts periodic inspection of school facilities and reports to the Board at least annually; and
- Working through the administration, conducts studies and otherwise works with the administration on matters related to security, space, and community use of the school buildings and grounds.

Community Relations Committee

This committee works to ensure that the Board builds strong and strategic relationships with the community and maintain a positive image of the school district within the community.

Specific responsibilities of this committee include:

- Works with administration to develop a community relations plan that identifies formal and informal mechanism to engage in dialogue with the community;
- Works with administration to develop key messages articulated to the community;
- Assists the administration in creating marketing efforts that support school
- district's mission and goals; and
- Evaluates the Board's stakeholder relationships

Curriculum and Instruction Committee

This committee reviews major areas of curriculum development, regular and special education services and programs, student assessment, long term curriculum review and revisions.

Specific responsibilities of this committee include:

- Periodically reports to the Board on the status of curriculum implementation and monitors areas in need of study or improvement;
- Periodically reviews, evaluates and reports to the Board on student progress and results on standardized test results;

- Studies and recommends textbook usage; and
- Recommends budget changes required to support curriculum and instruction.

Personnel and Finance Committee

This committee has responsibility with the preparation of the budget and periodic reviews of expenditures and oversees the policies and practices associated with the employment of school district personnel.

Specific responsibilities of this committee include:

- Reviews and reports to the Board on accounting and purchasing procedures;
- Recommends the annual budget to the full Board;
- Represents the Board during various stages of budget development;
- Reviews and recommends to the Board evaluation system for school employees and the superintendent;
- Assists, as requested by the superintendent, in determining the creation and elimination district positions; and
- Provides the administration with feedback on new or revised job descriptions.

Policy Committee

This committee oversees district policies and regulations.

Specific responsibilities of this committee include:

- Works with the superintendent to review, update, create, or update district policies and required regulations;
- Evaluates suggestions for board policy that come from Board members, the public, and the administration; and
- Presents proposed policy changes to the full Board for discussion (First Reading) and tentative action (Second Reading).

Transportation and Residency Committee

This committee will conduct hearings at the request of the administration or parent/guardian regarding transport transportation requests and complaints, and residency and school attendance zone matters.

Standing committees will meet at the request of the Board. Each committee will report to the Board at the directive and discretion of the Board.

b. Special Committees. With the consent of the Board, the Chair may appoint a special committee of the Board to deal with any topic or matter not within the jurisdiction of a standing committee. The Chair will solicit Board member interest and appoint Board members to serve on negotiating committees for administrator and teacher contracts. Only Board members shall serve on a special committee.

c. Advisory Committees. With the consent of the Board, the Chair may appoint advisory committees

to provide advice or recommendations to the Board on any matter within the jurisdiction of the Board. An advisory committee may include Board members, staff and community members, as deemed appropriate.

d. Committee Authority. Committees may advise the Board and do not determine or interpret policy. A standing or special committee may exercise the authority of the Board to the extent explicitly provided by these bylaws.

Section 14- Meeting Conduct

Meetings of the Board shall be conducted by the Chair in a manner consistent with the provisions of the Freedom of Information Act and the adopted bylaws of the Board. All meetings of the Board of Education for the official transaction of business shall be open to the public except that the Board may, by the affirmative vote of two-thirds of the members present and voting, meet in executive session for the purposes specified in Conn. Gen. Stat. §1-225, as described in Section 7 above.

All Board meetings shall commence at or as close as practicable to the stated time, provided there is a quorum.

All regular and special Board meetings shall be guided by an agenda which will have been prepared by the Chair in consultation with the Superintendent and delivered in advance to all Board members and other designated persons. By a two-thirds vote of those members present and voting, items may be added to the agenda of a regular meeting.

Construction and Posting of Agenda

1. Construction of Agenda
    a. The Superintendent in cooperation with the Chairperson of the Board of Education and Minority Leader shall prepare an agenda for each meeting.
    b. In addition to those items listed by the Chairperson of the Board, any member of the Board may contact the Chairperson or the Superintendent and request that an item be placed on the agenda.
        i. This request must be made no later than seventy-two (72) hours prior to the legally required public posting of the agenda.
        ii. At least 3 Board members must agree to the additional agenda item before it will be placed on the agenda.
    c. Town residents and/or taxpayers may request that the Board place an item on the agenda of a regular meeting. To do so they must:
        i. Take their request in writing to the Secretary of the Board, with a copy of the request to the Superintendent of Schools.
        ii. The Secretary of the Board will present the written request to the Board at its next regular meeting.

iii. If at least three Board of Education members agree to the additional agenda item, it will be placed on an agenda for a future regular meeting of the Board of Education.

iv. The Board of Education will decide at which future regular meeting date the item will appear on the agenda.

2. Posting of Agenda
   a. At least twenty-four (24) hours prior to the time of the regular [or special] meeting, an agenda will be constructed and posted by the Superintendent of Schools for the Board of Education.
   b. An agenda will be posted at [Town Hall and] the Administrative Offices of the Board of Education.
   c. The Board may add items to the agenda of any regular meeting by a two-thirds vote of those Board Members present and voting.

Robert's Rules of Order shall govern the proceedings of the Board except when those rules are in conflict with these bylaws or the Board's established customs and practices.

Smoking will not be permitted in any room in which a meeting of the Board of Education is being conducted, or during the time immediately prior to the meeting. A sign notifying the public that no smoking is allowed in the place designated for the meeting will be prominently posted.

If at any point in the meeting the Board of Education should not maintain a quorum, the Board Chair shall adjourn the meeting and declare the time and place of the resumption of the meeting, which shall be reflected in a written order of adjournment. A copy of the written order of adjournment will be posted on or near the door of the place where the meeting was held within twenty-four hours after the time of adjournment.

Section 15 - Minutes

A complete and accurate set of minutes of each meeting shall be recorded in the Minute Book of the Board. The Minute Book shall be maintained at the Board's Administrative Offices. A copy of the minutes of each meeting shall be sent by mail to each Board member not later than thirty days following each meeting.

The minutes shall constitute the official record of proceedings of the Board and shall be open to public inspection at all reasonable times.

The minutes shall include the following:

- The time, place and date of each meeting.
- The names of those members in attendance.
- The disposition of all matters on which action was recommended.
- All motions and resolutions and their disposition, listing all votes, abstentions and absentees.
- All decisions concerning future meetings and agendas.

By request, a brief statement of a Board member may be included.

A record of votes taken at each meeting shall be reduced to writing and made available for public inspection within forty-eight hours of the conclusion of the meeting at which the votes were taken. Votes taken shall also be reflected in the minutes of each meeting, and the minutes shall be made available for public inspection within seven days of the date of the meeting to which they refer.

Section 16 - Pledge of Allegiance

After the Call to Order, and prior to the Approval of Minutes at regular Board meetings, all in attendance will be invited to join the Board in reciting the Pledge of Allegiance, to be led by the Chair or the Chair's designee.

Section 17- Formulation. Adoption. Amendment or Deletion of Policies and Administrative Regulations

Formulation, Adoption, Amendment, or Deletion of Policies

In the absence of any written policy, administrative regulations will be used to guide and administer the effective operation of the school district.

Suggestions for either new policies or policy changes would normally come to the Board of Education from any of the following:

- Board of Education Members
- Superintendent
- Statute
- Matters of law
- Citizens
- Students

The Superintendent will prepare a draft policy statement for consideration and for the development by the Board of Education.

Policy proposals and suggested amendments to, revisions, or deletions of existing policies shall normally be submitted to all members of the Board of Education by the Superintendent in writing prior to a regular Board of Education meeting in which such proposed policies, amendments, revisions or deletions thereof shall be read and discussed.

Policies that deal with matters of an emergency nature may be introduced at any regular or special Board meeting.

Policies that affect students shall become effective at the beginning of the next school year following adoption unless the policy provides otherwise.

Except for emergency situations, policies will be adopted, amended, or deleted after consideration at two regular meetings of the Board of Education. The agenda shall be marked to indicate such

policy matters.

When a policy is placed on the agenda for the second consecutive meeting, a motion either to adopt or not to adopt the policy or the proposed policy changes is necessary for discussion. If the discussion results in a suggestion for change, such changes will be included in the second reading of the policy prior to adoption.

The formal adoption or deletion of policies and the adoption of policy changes shall be by majority vote of all members of the Board, and the action shall be recorded in the minutes of the Board.

Only those written statements so adopted as policy and so recorded shall be regarded as official policy of the Board.

Formulation, Adoption, Amendment, or Deletion of Administrative Regulations

1. The Superintendent is responsible for the formulation, adoption, amendment and deletion of administrative regulations to implement the policies of the Board.

2. The Superintendent shall bring to the attention of the Board all new, revised or deleted administrative regulations.

3. The Board reserves the right to review and direct revisions or deletions of administrative regulations should they, in the Board's judgment, be inconsistent with the policies of the Board. If the Board directs the Superintendent to adopt, amend, or delete administrative regulations, it shall do so upon majority vote of all members in attendance at a meeting, provided that prior notification of such proposed revision has been described in writing in the call of the meeting, or upon majority vote of all members of the Board when no such written notice has been given.

Suspension of Bylaws, Policies, and Administrative Regulations

1. Policies and bylaws of the Board shall be subject to suspension for a specified purpose and limited time by:
    a. A majority vote of all members of the Board in attendance at a meeting, and
    b. Provided that prior notification of such a proposed suspension has been described in writing in the call of the meeting.

2. Policies of the Board of Education shall be subject to suspension for a specified purpose and limited time upon a majority vote of all members of the Board when no such written notice has been given.

3. Bylaws of the Board of Education shall be subject to suspension for a specified purpose and limited time upon a two-thirds votes of all members of the Board when no such written notice has been given.

4. Administrative regulations of the Board may be suspended for a specified purpose and limited time:
    a. By the Superintendent, who shall give notice to the Board of the reason for the suspension and the time period of the suspension.
    b. The Board may direct the Superintendent to suspend administrative regulations for a specified purpose and limited time upon majority vote of all members in attendance at a meeting, provided that prior notification of such proposed suspension has been described in writing in the call of the meeting, or upon majority vote of all members of the Board when no such written notice has been given.

Section 18 - Removal of Board Officers

It is the policy of the Manchester Board of Education that an officer of the Board will:

- adhere to all Board policies, rules and regulations;
- conduct himself or herself in a fair and impartial manner; and
- carry out the duties of his or her respective office in accordance with law.

An officer of the Board may be removed for cause by a majority vote of the entire Board. A vote to remove a Board officer shall only take place at a regular meeting or a special meeting called for that purpose. "Cause" includes, but is not limited to, any conduct that:

- specifically relates *to* and affects the administration of the office in a manner deemed *to* be deleterious *to* Board operations;
- negatively and directly affects the rights and interests of the public;
- violates Board policies, rules and regulations; or
- conduct that interferes with the orderly and efficient operation of the
- Board.

Procedures for Removal:

Prior to any vote to remove a Board officer for cause:

1) The Board may review the performance and/or conduct of the Board officer in open or executive session (as determined by the Board and the Board officer) prior to taking any formal action.

2) If the Board determines that formal action is necessary, the Board officer shall be provided with reasonable notice of the Board's intent to consider possible removal from office (such notice to be given in writing after being authorized by Board vote at a prior meeting of the Board).

3) Upon the written request of the Board officer within 7 days of such action, he/she shall be provided with an opportunity for a hearing before the Board of Education before the Board votes on removal.

4) At any such hearing, the Board officer shall have the right to be represented by counsel at his/her own expense and to present relevant evidence to the Board.

Standard for Removal:

Service as a Board officer is a privilege, not a right, the purpose of which is to assist the Board in conducting its business in an appropriate, orderly, and efficient manner. Therefore, any Board member serving as an officer shall have no legally protected right to continue in that position. A decision that there is cause for removal shall be made by a majority of board members present and voting, provided that no less than a majority of the board membership as a whole shall be required for removal.

Section 19 - Code of Conduct for Board Members

It is the policy of the Manchester Board of Education that a member of the Board will:

1. adhere to all Board policies, rules and regulations;
2. conduct himself or herself in a fair and impartial manner;
3. refrain from interfering with the implementation of a Board policy decision by the administration;
4. refrain from interfering with the duties of any school district official;
5. refrain from divulging to anyone any aspect of matters considered and discussed in executive session; and
6. refrain from engaging in slanderous, discriminatory, obscene or threatening conduct or communications toward any student and/or any school district official, in any manner and/or using any medium.

Each member of the Board will act in complete accordance with the provisions and tenor of this policy. Should any member of the Board fail to so act, such failure will constitute cause for censure or other such action as deemed appropriate by the Board.

Procedures for Censure:

Prior to any vote to censure a Board Member for cause:

1. The Board may review the performance and/or conduct of the Board member in open or executive session (as determined by the Board and the Board member) prior to taking any formal action.
2. If the Board determines that formal action is necessary, the Board meme r shall be provided with reasonable notice of the Board's intent to consider possible censure (such notice to be given in writing after being authorized by Board vote at a prior meeting of the Board).
3. A vote to censure a Board member shall only take place at a regular meeting or a special meeting called for that purpose.
4. Such censure may be enacted for cause by a majority vote of all Board members.

Section 20 - Board of Education Updates and Self-Evaluation

The Board of Education shall receive annual updates on the following updates:

- Buildings / Maintenance
- Technology
- Teacher and Administrator Evaluation
- Teaching and Learning
- Pupil Services

The Board of Education shall conduct a formal self-evaluation on a bi-annual basis.

The Board of Education shall review the mission and vision of Manchester Public Schools every three years.

Article III

DUTIES AND AUTHORITY OF THE SUPERINTENDENT

Section 1 - General Duties

The Superintendent shall be the chief executive officer of the Board and shall serve as its professional advisor. In accordance with the policies of the Board and the General Statutes, the Superintendent shall be responsible for administering and supervising the schools and all other activities under the control of the Board.

Section 2 -Authority

All individuals employed by the Board shall be responsible to the Superintendent. The Superintendent shall make such rules and give instructions to school employees as may be necessary to implement Board policy.

Section 3 - Delegation of Authority

The Superintendent, in his/her discretion, may delegate to other employees of the Board the exercise of any power and the discharge of any duties imposed upon the Superintendent. The delegation of such powers or duties, however, shall not relieve the Superintendent of responsibility for the actions taken under such delegation.

Section 4 - Duties in Relation to Board Meetings

Except when matters pertaining to the Superintendent's salary or reappointment are being considered, the Superintendent, or his/her designee, shall be present at all meetings of the Board. The Superintendent shall submit to the Board recommendations relative to matters requiring Board action. The Superintendent shall, at all times, keep the Board informed relative to the educational

programs and activities operating under the Board's authority. The Superintendent shall provide a quarterly budget update to the Board.

Section 5 - Specific Duties and Responsibilities

All employees, except in cases where special authorization is given by the Board, shall be hired by the Board only upon the nomination of the Superintendent, except insofar as the Superintendent may delegate this responsibility regarding specific categories of employees. The Board may authorize the Superintendent to offer contracts to new teachers.

ARTICLE IV

Standards of Ethical Conduct For Members of the Board of Education

Section 1 - Purpose.

The proper operation of the Board of Education and the school system of the Town of Manchester requires that Members of the Board of Education be independent, impartial and responsible to the people; that decisions and policy be made by the Board of Education through proper channels of the governmental structure; that public office not be used for personal gain; and that the public have confidence in the integrity of its elected leaders. In recognition of those goals, these Standards of Ethical Conduct are established with the purpose of setting forth guidelines, standards and limitations for conduct of Members of the Board of Education that are consistent with the best interests of the Town of Manchester and its school system.

Section 2 - Definitions.

As used in these Standards, the words and phrases stated below shall have the following meanings:

"Business" means any corporation, partnership, sole proprietorship, firm, enterprise, franchise, association, organization, self-employed individual, holding company, joint stock company, receivership, trust, investment property or any legal entity through which business is conducted for profit or not for profit.

"Close Relative" means the spouse, domestic partner, parent, child, step-child or sibling of any Member of the Board of Education.

"Confidential Information" means any information concerning the property, business or affairs of the Town of Manchester that is obtained solely by reason of one's participation in Town government as a Member of the Board of Education and which is not readily accessible to or ascertainable by any other member of the public through alternative means.

"Conflict of Interest" means an action, a Financial Interest, or a Personal Interest that a reasonable person would find to be incompatible with the proper discharge of the duties of a Member of the Board of Education or that a reasonable person would find likely to impair one's independence of judgment in the performance of the duties of a Member of the Board of Education. Without limiting the foregoing definition, a "Conflict of Interest"

A conflict of interest shall be deemed to exist if a Member of the Board of Education or a Close Relative:

1) Has a Financial Interest or Personal Interest in any sale, purchase or lease of real estate, materials, supplies or services to the Board of Education or by the Board of Education;

2) Is an employee, officer, partner, director or consultant of any Business that provides materials or services to the Board of Education, purchases materials or services from the Board of Education, or otherwise contracts with the Board of Education;

3) Has a Substantial Ownership Interest in any Business that provides materials or services to the Board of Education, purchases materials or services from the Board of Education, or otherwise contracts with the Board of Education;

4) Has a Financial Interest or Personal Interest in any legislation or other matters coming before the Board of Education.

5) Has a Financial Interest or Personal Interest in any real property located within the Town (excluding a personal residence), the use or development of which may be subject to regulation by the Town for purposes related to use by the Board of Education.

6) Has accepted any service, gift or favor from any person or business having any dealings with the Board of Education.

7) Is employed by or renders services for private interests under circumstances where such employment or service would bring into question his or her independence of judgment in the performance of his or her official duties or permit the inference that he or she has used or disclosed confidential information acquired by him or her in the course of his or her official duties.

"Financial Interest" means that the outcome of a discretionary action by the Board of Education can reasonably be expected to yield an exclusive economic benefit or specific pecuniary gain, beyond that which is available to every other business or individual within the Town, for a Member of the Board of Education or a Close Relative, or for a Business in which a Member of the Board of Education or Close Relative holds a Substantial Ownership Interest or has an ongoing business relationship as a client or customer.

"Gift" means anything of intrinsic value which is received, and for which consideration of equal or greater value is not given, including tangible goods, payments, loans, subscriptions, advances, services, entertainment, food, beverage, travel and lodging. Gifts do not include:

1) Any item, regardless of value, which is offered to the Town or the Board of Education, is accepted on behalf of the Town or the Board of Education, and

becomes and remains the property of the Town or the Board of Education.

2) Any item, regardless of value, received from a Close Relative.

3) Items, including cash, with a value not to exceed $100.00, which are customarily tendered on gift-giving occasions, including Christmas, Hanukkah, birthdays, the birth or adoption of a child, weddings, confirmation or bar/bat mitzvahs, provided the total value of such gifts in any calendar year received from any one individual do not exceed $250.00.

4) Items received by individuals at the time of departure from office or at public occasions held to honor a Member of the Board of Education.

5) A certificate, plaque or other ceremonial award or recognition costing less than one hundred ($100.00) dollars.

6) An honorary degree bestowed upon a Member of the Board of Education by a public or private university or college.

7) The waiver or payment of a registration or entrance fee to attend a civic or philanthropic event to which a Member of the Board of Education has been invited to participate in his or her official capacity.

8) A complimentary meal provided at a civic or philanthropic event to which Member of the Board of Education has been invited to participate in his or her official capacity.

9) A meal provided in the home by an individual.

10) Contributions or donations to a charitable cause made in the name of a Member of the Board of Education.

11) A loan made on terms that are commercially reasonable and not more favorable than loans made in the ordinary course of business.

12) A political contribution otherwise reported as required by law. g.

"Person" means an individual, sole proprietorship, trust, business, corporation, union, association, firm, partnership, limited liability company, committee, club or other organization or group of persons.

"Personal Interest" means that the outcome of a discretionary action by the Board of Education can reasonably be expected to yield a material benefit, special consideration, treatment or advantage to a Member of the Board of Education or Close Relative beyond that which is available to every other citizen of the Town.

"Substantial Ownership Interest" means control of, legal ownership of, or a beneficial interest in a Business that exceeds five percent of the outstanding securities of the Business or, if the Business is

unincorporated, exceeds five percent of the net worth of such Business.

"Town" means the Town of Manchester and the Manchester Board of Education and the Manchester school system.

Section 3- Conflicts of Interest.

Conflicts of Interest are not, in and of themselves, a sign of unethical or improper conduct. They are an innocent consequence of the fact that, outside of their service to the Town, Members of the Board of Education possess a wide array of professional pursuits, financial interests and personal relationships. However, it is expected that Members of the Board of Education will be acutely sensitive to the existence of possible Conflicts of Interest and, when a possible Conflict of Interest arises, that they will conduct themselves in a manner that will eliminate any question as to the integrity and impartiality of the Manchester Board of Education.

Members of the Board of Education that are deemed to have a Conflict of Interest shall be subject to and abide by the following standards of conduct:

a) Any Member of the Board of Education having a Conflict of Interest with respect to any matter to be acted upon or coming before the Board of Education shall make a full disclosure of that interest and shall consider whether the Conflict of Interest rises to the level that the Member feels that he or she cannot render an objective and impartial decision and therefore shall disqualify himself or herself from participating in any deliberation and decision making with respect to that matter.

b) A Member of the Board of Education with a Conflict of Interest shall not directly participate in the delivery of any Board of Education service, nor attempt to influence anyone concerning the delivery of services, to that particular person or Business that gives rise to the Conflict of Interest.

c) A Member of the Board of Education with a Conflict of Interest shall not directly participate in the awarding of Board of Education contracts, nor attempt to influence anyone concerning the awarding of Board of Education contracts, to that particular person or Business that gives rise to the Conflict of Interest.

d) No Member of the Board of Education shall appear on behalf of a private concern or otherwise represent a private concern (other than himself or herself or except as a witness under subpoena) in any state or federal litigation or administrative proceeding to which the Board of Education is a party, where such representation would be against the interest of the Board of Education.

Section 4- Preferential Treatment Prohibited.

No Member of the Board of Education shall seek for himself, or grant to any other person, any special consideration, treatment or advantage beyond that which is available to every other citizen of the Town.

Section 5- Soliciting or Accepting Inducements Prohibited.

No Member of the Board of Education, or candidate for nomination or election to the Board of Education, shall solicit or accept anything of value from any person based upon an understanding that any specific vote or official action will be influenced thereby.

Section 6 - Gifts.

Members of the Board of Education and Close Relatives shall not accept any gift from any person or business that has business dealings with the Board of Education, or has an interest in any matter that is pending or to be presented before the Board of Education. If it is impossible or inappropriate to refuse an unsolicited gift or offering, the gift shall be accepted on behalf of the Board of Education, shall be delivered to the Superintendent of Schools and shall become and remain the property of the Board of Education.

Section 7 - Incompatible Employment.

While engaged in the performance of their official duties, Members of the Board of Education owe a duty of undivided loyalty to the interests of the Board of Education and the Manchester school system. Therefore, no Member of the Board of Education shall engage in or accept private employment or render services for a Person or Business when he knows or has reason to know that such employment or service could impair his or her independence of judgment in the performance of his or her official duties, or possibly require him to disclose confidential information acquired by him in the course of his or her official duties, or possibly require him to take any other action which might be antagonistic to the interests of the Board of Education and the Manchester school system.

Section 8- Doing Business with the Board of Education.

No Member of the Board of Education shall engage in any private business transaction with the Board of Education without prior written notice to the Superintendent of Schools. No Member of the Board of Education shall enter into any contract with the Board of Education.

Section 9 - Disclosure or Use of Confidential Information.

Members of the Board of Education shall not disclose or otherwise disseminate any confidential information or divulge personal matters pertaining to others that do not bear upon the discharge of official duties.

Whether or not it shall involve disclosure, no Member of the Board of Education shall use or permit the use of confidential information to advance his or her own financial or personal interests or to advance or damage the financial or personal interests of any other business or individual.

Section 10 - Use of Town or Board of Education Property, Assets and Resources.

Town-owned or Board of Education-owned equipment, supplies, property, labor and resources shall be used only for the conduct of approved Town business. No Member of the Board of Education shall

knowingly use or permit the use by others of Town property or Board of Education property for personal convenience or personal profit. However, Members of the Board of Education may use Town property or Board of Education property, assets and resources to the extent they are made available to the public generally or to the extent that such use is consistent with established policies and procedures governing the use of Town owned or Board of Education-owned vehicles or communication devices.

Section 11 - Former Members of the Board of Education.

A person who has served at any time as a Member of the Board of Education shall not appear before the Board of Education on behalf of any person or Business (other than himself or a Close Relative) until at least twenty-four (24) months have passed from the termination of his or her elected service on the Board. Nothing in this restriction shall be construed to inhibit a former Board Member's right to publicly express his or her personal views upon an issue before the Board of Education or advocate on his or her own behalf for a particular decision on a matter before the Board of Education.

A person who has served at any time as a member of the Board of Education shall not privately lobby on behalf of any person or in any way attempt to influence the judgment or decision of any Member of the Board of Education on behalf of any person or Business (other than himself or a Close Relative) until at least twenty- four (24) months have passed from the termination of his or her elected service on the Board. Nothing in this restriction shall be construed to inhibit a former Board Member's right to publicly express his or her personal views upon an issue before the Board of Education or advocate on his or her own behalf for a particular decision on a matter before the Board of Education.

A person who has served at any time as a Member of the Board of Education shall not represent anyone other than the Board of Education concerning any particular matter in which he or she participated personally and substantially while serving as a Member of the Board of Education.

A person who has served at any time as a Member of the Board of Education shall not disclose or use confidential information acquired in the course of any by reason of his or her official duties, for the financial gain for himself or herself or others.

Section 12 - Censure

The Board of Education may, by Resolution of Censure, express its sense that the conduct of one or more of its Members has not conformed to these Standards of Ethical Conduct.

Upon a written request to the Chairman containing the full text of the Proposed Resolution of Censure and no less than seven (7) signatures of the Members of the Board, the Board shall consider such Resolution of Censure.. All Members of the Board, including any Member who is the subject of the Resolution of Censure, may be heard on the question. Passage of the Resolution of Censure shall require a unanimous vote of all members present and eligible to vote. Any Member who is the subject of a Resolution of Censure shall not be permitted to vote on the question.

A Resolution of Censure shall not be in order, and shall not be considered under any circumstances, while a hearing, investigation, prosecution, or any other proceeding arising from the same conduct is pending before the Ethics Commission of the Town of Manchester or before any other agency,

commission, department or court with jurisdiction over said conduct.

Section 13- Use of the Board of Education-Issued ~~device Tablets~~ Devices

In order to avoid unnecessary copying and printing, to reduce the district's printing and copying costs, and to make information readily available electronically for all Board members, the Manchester Board of Education ("Board"), are issued ~~device tablets~~ devices. While the use of the devices promises to increase efficiency, reduce costs and help in preserving the environment, Board members have an obligation to comply with the Freedom of Information Act (the "FOIA"), Conn. Gen. Stat.§§ 1-200 through 1-241, which represents Connecticut's commitment to open government and a strong policy in favor of public access to meetings and records.

The following guidelines govern the use of the Board of Education-issued devices by Board members:

1. The devices are the property of the Manchester Board of Education. Accordingly, the devices may only be used for Board-related business. Board members should not have any expectation of personal privacy with regard to the use of the devices. Personal and/or private use of the devices is prohibited. The devices are to be used only by Board members, and not by any other persons. Board members may not download and/or utilize any applications, software or any program onto the devices for personal and/or private use.

2. All information contained on any device (including, but not limited to e-mails or other interactive communications) is subject to disclosure under the FOIA, unless a specific statutory exemption applies to such information.

3. The devices should not be used for the transmission and/or storage of confidential or privileged materials (including, but not limited to, materials that will be discussed in executive session).

4. Personal and/or private e-mail accounts are not to be loaded onto or accessed through the devices. Any and all emails sent by way of an device must be sent through the Manchester Board of Education email system. In addition, Board members should not use private email accounts to conduct public business, whether through use of the device or otherwise.

5. Any type of interactive communications or series of communications (including in person communications, telephonic communications and electronic communications of any sort) relating to school district business and involving a quorum of the Board or a committee of the Board will likely be deemed to constitute a "meeting" under the FOIA. Such communications violate the provisions of the FOIA for several reasons, including the failure to post notice of the meeting and the failure to allow access to the meeting by members of the public. Accordingly, Board members must take care to ensure that their

interactive communications, via device or otherwise, do not constitute a meeting under the FOIA.

6. Board members are prohibited from sending or receiving electronic messages through the device or otherwise during Board meetings and committee meetings.

7. Board members must take care to safeguard the devices. Board members may be held financially responsible for the loss of or damage to an device.

8. In order to protect the security of information contained in the device, each Board member shall be issued a password by the district for the use of the device. Such passwords will not be modified by Board members.

Section 14 - Reimbursement of Board Members' Expenses

1. Remuneration
   a. A member of the Manchester Board of Education shall receive no compensation for carrying out Board services.
2. Reimbursement
   a. Board members authorized to attend educational conferences, meetings or travel on
   b. Board business shall be reimbursed, upon submitting vouchers and supporting documentation for reasonable expenditures, transportation costs, and registration fees. Board members must have approval in advance from the Board to be eligible for a reimbursement.
   c. Each Board member that receives prior authorization for reimbursement of a Board of Education expense is expected to account for all expenditures incurred in connection with the performance of his/her Board duties.
   d. Receipts in general are required for:
      i. Lodging -- Lodging accommodations should provide normal comforts and services well located in relation to the area in which Board business will be conducted.
      ii. Meals --Reasonable expenditures are allowed for meals [IRS recommended guidelines]. Board members may submit appropriate explanatory information as needed, on a separate sheet of paper attached to the receipt. The Board will not reimburse Board members for the purchase of alcohol.
      iii. Taxi or Bus Fare
      iv. Parking Fees or Toll Charges (when applicable)

3. Registration Fees -- The Board will not pay any late registration fees without an explicit prior authorization.

Revised: January 9, 1995
December 13, 1999
November 27, 2000
December 12, 2007
September 22, 2008
May 27, 2014

REVISION 6180

The Manchester Public Schools curriculum and programs are designed to produce optimal student achievement for students Pre K- 12 and beyond. Based on a shared vision and mission, best practices in planning, instruction and assessing are implemented to accomplish excellence in all areas of student development. The evaluation of the MPS instructional program emphasizes the role that standards and curriculum frameworks play to inform curriculum development and outlines a five-year curriculum review process to ensure the curriculum is rigorous, achievable and aligned to the vision of the district.
Professional staff, including outside consultants will support the review and continual revision of curriculum and programs. The Superintendent and/or designees will inform the Board regarding new and revised curriculum and programs as it relates to the cycle of revision and evaluation.

Administrative Regulations

Defining Curriculum

Curriculum is defined broadly as the academic content taught in schools and within specific courses. Curriculum identifies the concepts; knowledge and skills students in a specific grade/academic discipline should know and be able to do as a result of their educational experience. A Manchester Public Schools curriculum document includes the national or state standards students will work toward, the units that teachers teach, the instructional pedagogy appropriate to the course or discipline, the learning materials used in the course, and various forms of assessment that provide evidence of student progress toward meeting course expectations. It is recommended that curriculums include Assured Learning Experiences (ALEs). The ALEs are common experiences that students engage in to demonstrate their progress in attaining the learning standards identified in the course.

The Role of Standards and Curriculum Frameworks

National and state standards inform the curriculum writing process. These standards are used as a foundation for MPS leaders to make decisions about what to include in an individual curriculum so that students can achieve the standards identified for a particular course or grade level. In addition to standards, curriculum frameworks are published by professional organizations representing the various academic disciplines and by the State Department of Education. Curriculum frameworks serve as an important influence for curriculum development as they provide a vision for the learner in each academic discipline as well as guidance on ways to implement standards through the use of highly effective pedagogical practices. Frameworks often provide a description of the standard at each grade level, or grade-level band, and snapshots of grade-level instructional practice. Curriculum frameworks also typically include suggestions for connections across and between courses and themes that can be used in instruction. Using standards and curriculum frameworks, curriculum writers have a wealth of information to guide the development of local curriculum documents that meet the needs of students.

Curriculum Design: Writing & Revision Process

The district's curriculum continually evolves to meet the needs of a changing society. The curriculum writing and/or revision process may initiate from a variety of sources including:

(1) newly adopted state and/or national standards (as was the case with CT's adoption of the Common Core State Standards, Next Generation Science Standards, and new PreK-12 social studies and arts standards)
(2) the five-year curriculum review process from which needs for curriculum revision emerge,
(3) requests for new or revised courses through the district's course request process, or
(4) the needs and interests of students and the community.

Key questions guide the curriculum writing process. These questions include, "what are the appropriate national or state standards for this course?", "what are the concepts and understanding students should address in this course?", "what are the most effective ways to structure learning experiences?", and "what are the most effective ways to assess learning?". The graphic below outlines this iterative process.

Five-Year Curriculum Review

The curriculum review process provides all PreK-12 departments with a consistent format and tools to review and assess curriculum on a regular basis. The entire PK - 12 program of all content area departments and related services programs are reviewed during the same year on a five-year cycle. The Curriculum Review process is based on five core indicators of effective curriculum design:

Indicator 1: Content Skills and Understandings What students are expected to know, understand, and be able to do is clearly defined, meaningful, focused on fundamental and relevant knowledge and skills necessary to succeed in a global community, and reflect high expectations for all.
Indicator 2: Maps, Units and Pacing Guide Development Written documents include key required components, including the scope or breadth of material, the sequence of material, and the method of instruction in order to provide an articulated curriculum across the grades.
Indicator 3: Assured Learning Experiences Key cognitive learning experiences (i.e., specific pedagogical strategies or instructional tasks) that help learners perceive, process, rehearse, store, and transfer new learning; tasks that create authentic experiences for all students to demonstrate proficiency with content and understandings specified; tasks that promote coherence and alignment across grades/courses and reflect high expectations for all students.
Indicator 4: Assessment and Data

Measures of content knowledge, process skills, and understandings; the specified assessments provide a means to determine the level of student learning as delineated in the curriculum documents. Both formative and summative assessments are specified, aligned, and represent high expectations.
Indicator 5: Curriculum Alignment Reflects a clear match between the written curriculum, taught curriculum, and tested curriculum (including local and state assessments) consistent with external and internal standards, assessments, and best practices, creating coherence within and across the grades.

Curriculum reviews are done on a five-year cycle. The first and most critical phase in the process is a self-assessment. A group representing PreK-12 educators work as a vertical team to complete an assessment of the district curriculum in a content area. The goal of the self-assessment is to provide an in-depth reflection of the status of curriculum. The self-assessment is framed by guiding questions for each of the five indicators named above. Following the self-assessment, a subset of the vertical team presents its findings to the district's Office of Curriculum, Instruction, and Assessment.

The next phase of curriculum review is implementation. Based on the self-assessment and feedback of the Office of Curriculum, Instruction, and Assessment vertical team leaders will prioritize areas of focus and define action steps within department and district development planning.

Following the curriculum review process, vertical teams address identified department priorities by developing and monitoring long-range plans for curriculum implementation. Action steps taken may include:

- Utilizing the self-assessment as well as feedback from the Office of Curriculum, Instruction, and Assessment to develop and monitor short and long-term strategic actions for curriculum implementation.
- Making recommendations to address professional learning needs.
- Ensuring and articulating vertical alignment of curriculum, instruction, and assessment (e.g., vocabulary, mathematical discourse) within each content area.
- Analyzing district-wide data to monitor outcomes and ensure effectiveness of curriculum implementation and professional learning.
- Soliciting feedback and respond to changes in a timely manner (e.g. new research, state mandates).
- Establishing ad hoc groups to address issues, challenges, or needs identified by the vertical team.

Each year, the DIrectors of Teaching and Learning shall submit end-of-year reports to the Deputy Superintendent summarizing their actions to implement and monitor curriculum and to support

teachers' professional learning. These reports, along with student performance data and feedback from the Office of Curriculum, Instruction, and Assessment inform plans for the subsequent school year.

Data and Artifacts Collected, Analyzed or Examined

	Indicator 1 Content Skills and Understandings	**Indicator 2** Maps, Units and Pacing Guide Development	**Indicator 3** Assured Learning Experiences	**Indicator 4** Assessment and Data	**Indicator 5** Curriculum Alignment
DATA					
ARTIFACTS					

Rubric - Evaluation of Instructional Program

Indicator 1: Content, Skills and Understandings: What students are expected to know, understand and be able to do is clearly defined, meaningful, culturally relevant and responsive, focused on fundamental and relevant knowledge and skills necessary to succeed in a global community, and reflects high expectations for all students.

The district/school/department mission is effectively reflected in the selection of content and skills. There is clear and compelling evidence that state and/or national standards were used and/or prioritized to determine what students should know, understand and be able to do. A common language is articulated accurately and it reflects accepted practice within the discipline and/or current educational research and promotes the work of the discipline. Effective 21st century skills are integrated (embedded) throughout the curriculum in order to promote college and career readiness (flexibility and adaptability, initiative and self-direction, social and cross cultural skills, productivity and accountability, and leadership and responsibility), including problem solving, communication (communicating clearly, collaborating with others), critical thinking (reasoning effectively, using systems, thinking, making judgments and decisions), and adaptability. The specified content, skills and understandings provide opportunities to have student learning extend beyond the curriculum.

What did the data and/or artifacts reveal? What did you conclude?

Based on your vertical team priorities and data analysis, what emerged as strengths and needs in this area?

How did the data inform the vertical team priorities?

What level of priority has been identified for this indicator (high, mid-level, low-level)?

Indicator 2: Maps, Units and Pacing Guides Development: The written documents per grade include key required components, including the scope or breadth of material (how much of what is to be taught/ should be taught at that particular level within that particular context) and the sequence (the succession of when the information is presented) and how (i.e., spiral, systematic, selective emphasis), providing an articulated curriculum across the grades.

Comprehensive curriculum maps, units and pacing guides that define common expectations by grade level and course have been developed across the discipline. Maps are used by teachers to guide and sequence instruction where key content knowledge and skills, assessments and assured instructional experiences are evident. The units of study, with priority standards and supporting standards that are aligned with and are "unwrapped," are clearly identified. The units of study also detail the big ideas, essential questions, pre- and post-assessments, key vocabulary, interdisciplinary connections, 21st century learning skills, learning activities, and high-impact instructional strategies that address differentiation, enrichment and intervention (Ainsworth, 2010). The curriculum is balanced (i.e., appropriate amounts per grade, appropriate across the grades and increasingly rigorous—content is not over or under emphasized). A pacing guide is used by teachers for implementing the units of study to ensure all priority standards are taught, assessed, re-taught, and reassessed over the course of the school year (Ainsworth).

What did the data and/or artifacts reveal? What did you conclude?

Based on your vertical team priorities and data analysis, what emerged as strengths and needs in this area?

How did the data inform the vertical team priorities?

What level of priority has been identified for this indicator (high, mid-level, low-level)?

Indicator 3: Assured Learning Experiences: Key cognitive learning experiences (i.e., specific pedagogical strategies or instructional tasks) that help learners perceive, process, rehearse, store and transfer new learning or tasks that create authentic experiences for all students to demonstrate proficiency of the grade level content and understandings are specified. These tasks promote coherence and alignment across the grades/courses and reflect high expectations for all students.

The assured learning experiences are specified in the curriculum, including learning experiences that differentiate, bringing meaning to the content, standards and skills. Assured learning experiences employ best practices and reflect effective teaching strategies and standards for dynamic teaching that is student-centered, skillful, data-driven, engaging, reflective and collaborative, and personalized. Assured learning experiences are aligned with curriculum and assessments, reflect the standards and are highly engaging. Specified teaching strategies lead all students to understanding and promote high levels of performance.

What did the data and/or artifacts reveal? What did you conclude?

Based on your vertical team priorities and data analysis, what emerged as strengths and needs in this area?

How did the data inform the vertical team priorities?

What level of priority has been identified for this indicator (high, mid-level, low-level)?

Indicator 4: Assessment/Data: Given the need to measure content knowledge, process skills and understandings, the specified assessments provide the means to determine the level of student learning as delineated in the curriculum documents. Both formative and summative assessments are specified, aligned and represent high expectations.

Key assessments must be aligned with standards as well as be common across the school system. Assessment criteria are used to link/align assessments to standards. For common assessments, levels of performance are defined (e.g., proficiency, mastery) by stated criteria and exemplars are available to teachers. A range of assessments are represented (formative, interim, summative). Assessments should be varied in order to measure depth of knowledge, level of understanding and the ability to apply concepts in unique or practical settings. Finally, assessment data are collected, analyzed and used to assess student learning and inform Curriculum, Instruction and Assessment revisions.

What did the data and/or artifacts reveal? What did you conclude?

Based on your vertical team priorities and data analysis, what emerged as strengths and needs in this area?

How did the data inform the vertical team priorities?

What level of priority has been identified for this indicator (high, mid-level, low-level)?

Indicator 5: Curriculum Alignment: There is a clear match between the written curriculum, taught curriculum and tested curriculum (including local and state assessments) that is consistent with external and internal standards, assessments and best practices, creating coherence within and across the grades.

Curriculum alignment refers to the examination of the match between the written curriculum, taught curriculum and tested curriculum (including local assessment and state assessments). An aligned curriculum represents a curriculum that is consistent with external and internal standards, assessments and best practices. The curriculum is aligned between local learning expectations and state assessments, between local assessments and learning outcomes. Assessment is aligned with the written and taught curriculum.

What did the data and/or artifacts reveal? What did you conclude?

Based on your vertical team priorities and data analysis, what emerged as strengths and needs in this area?

How did the data inform the vertical team priorities?

What level of priority has been identified for this indicator (high, mid-level, low-level)?

MANCHESTER PUBLIC SCHOOLS

Agenda Item:	MRA Roof Replacement
Meeting Date:	March 11, 2019
To:	Matthew Geary, Superintendent
From:	Peter Staye, Facilities Director
Date:	March 6, 2019

Recommendation:

I recommended the following actions at the March 11, 2019 meeting of the Manchester Board of Education:

1. The Manchester Board of Education approve and adopt the attached educational specifications dated January 9, 2019 for a roof replacement at Manchester Regional Academy.

EDUCATIONAL SPECIFICATIONS FOR THE ROOF REPLACEMENT AT MANCHESTER REGIONAL ACADEMY
January 9, 2019

SECTION I – PROJECT RATIONALE
Manchester Regional Academy was constructed in 1976. A sheet metal style roof was installed over the original roof in 1997. The roof has reached its useful life. The 21,600 square feet of roof area requires replacement over the original building. Select portions of the roof have been leaking and managing the leaks during the past three years has become less effective.

SECTION II – LONG RANGE EDUCATIONAL PLAN
The primary goals of the Manchester School District are:

1. To improve the health and safety conditions of all schools.
2. To upgrade the school building to meet and exceed all applicable codes
3. To incorporate current technology into the classroom curriculum and build in infrastructure to support future technology.
4. To support education and creativity, student, and teachers must be in appropriate facilities and space.
5. To make alterations and modifications that are energy efficient, durable and conducive to ongoing maintenance.
6. To promote community accessibility to school facilities.
7. To improve accessibility for the disabled.

SECTION III – PROJECT'S RELATION TO EDUCATIONAL GOALS
To maintain an environment conducive to learning while eliminating the risk to health and safety that would result from a defective roof.

SECTION IV – CAPACITY DATA
The reroofing of this building will not alter the building's capacity.

SECTION V – LEARNING ACTIVITIES
The reroofing of the school will not increase or decrease instructional group size, number of teaching stations, number of individual learning stations or specialized instruction.

SECTION VI – THE PROJECT
The Manchester School District proposes the following components of its roof replacement project:

1. Test and identify for any hazardous materials in existing roofing system and adjacent construction.
2. Remove all roofing materials down to the deck and dispose of hazardous materials in the appropriate manner.
3. Inspect roof deck and replace problem areas as appropriate.
4. Install new insulation with 30 year 90 mil EPDM roofing system.
5. Install downspouts and gutters as necessary.
6. Install new metal flashings at all intersections.
7. Repair any masonry surfaces adjoining roof materials to prevent moisture migration.