

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, APRIL 23, 2018
LINCOLN CENTER

**Personnel & Finance Committee Mtg.
Board of Education Meeting**

**5:30 P.M. – Director’s Rm.
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 3-26-18 A – 4
- B. COMMITTEE REPORTS –**
1) Policy Meeting Minutes 3-26-18 B – 1
- C. CONSENT CALENDAR**
1) Personnel Information C – 1
2) Transfer of Funds C – 2
3) Establish an appropriation for FY17/18 for the School Accountability – Summer School Grant, in the amount of \$148,647 C – 3
4) Establish an appropriation for FY17/18 for the Alliance District Grant, in the amount of \$3,821,324 C – 4
5) Establish an appropriation for FY17/18 for the Priority School District Grant, in the amount of \$415,188 C – 5
- D. REPORT FROM STUDENT REPRESENTATIVE -**
Nabila Hoor Un Ein and Patrick Doherty
- E. PUBLIC COMMENTS (any item before the board)**
- F. SUPERINTENDENT’S REPORT**
1) Teacher Evaluation Update – Ms. Vonetta Romeo-Rivers, Dir., Perf/Eval/Talent F - 1
2) Update on the 2018-2019 Budget – Mr. Matthew Geary, Superintendent of Schools
3) Update on School Uniforms – Mr. Matthew Geary, Superintendent of Schools
- G. UNFINISHED BUSINESS –**
1) **Policy Recommendation:**
The Policy Committee submits to the full Board its recommended revision for a first reading and approval in accordance with its policy on policy changes:
Policy Revisions:
a) Policy 6164 – Drug and Alcohol Use By Students G – 1a
b) Policy 5141.1 – Revised Student Accident Policy G – 1b
c) Policy 5118.1 – Homeless Students G – 1c
- H. NEW BUSINESS – None**

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

J. **COMMUNICATIONS** - None

K. **ITEMS FOR FUTURE AGENDAS**

Monday, April 30, 2018	BOE Retreat	Central Office Board Rm. A
Monday, May 14, 2018	Lincoln Center	Update on Building Projects
Monday, May 30, 2018	BOE Retreat	Central Office Board Rm. A
Monday, June 11, 2018	Lincoln Center	Adult Education Update
Monday, June 25, 2018	Lincoln Center	Spring Data Update
Monday, July 9, 2018	Lincoln Center	Close of School Update
Monday, August 27, 2018	Lincoln Center	Opening of School Update

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.***

Manchester Public Schools
Board of Education
Policy Committee Minutes
Monday, March 26, 2018
Conference Room - Highland Park School

Members Present: Peter Conyers, Tracy Maio

Others Present: Matt Geary

The meeting convened at 5:30.

The committee approved the revisions to the following policies and will send the revisions to the full Board of Education for a first reading on April 23, 2018:

Drugs / Alcohol Policy

Removes Tobacco as part of the policy

[Drug and Alcohol Policy Redline](#)

Student Accident Policy

Changes Business Manager to Office of Finance and Management

[Redlined Student Accident Policy](#)

Homeless Students

Must provide homeless students (any not in custody of phys. custody) with full access to educational & medical records

Records must be accessible to incarcerated parents unless he/she is a sexual offender or his/her rights are restricted by court order (or substance issues which already restricted any parent already)

Court appointed attorneys representing students accused of abuse have immediate access to records of students they represent

[Homeless Students Policy Redline](#)

The committee approved the deletion of the following policy and will send the deletion to the full Board of Education for a first reading on May 14, 2018

Non Instructional Operations

[Non-instructional Operations Policy # 3541](#)

The committee approved the following new policies and will send the new policies to the full Board of Education for a first reading on May 14, 2018.

Restraint and Seclusion of Students

Documents restraint and seclusion procedures

[Physical Restraint and Seclusion of Students - Proposed Clean copy](#)

IDEA - Alternative Assessments

Allows for Alternative Assessments for Students with Disabilities as determined by PPT

[Proposed new policy IDEA Alternative Assessments](#)

The committee discussed school uniforms and reviewed the following survey information. Discussion of School uniforms will be added to the agenda for the full Board of Education meeting on April 23, 2018.

[Staff Survey](#)

[Parent Survey](#)

[Student Survey](#)

The committee tabled discussion of the following policies until their June meeting.

Health Assessments and Immunizations
Administration of Medicine by School Personnel

Respectfully Submitted,
Matt Geary
Superintendent of Schools

PERSONNEL ACTION

APPOINTMENTS

Donna Peterson to be an Art teacher at Washington Elementary School. Ms. Peterson received a Master in Learning & Thinking at The Graduate Institute. Ms. Peterson resides in New Britain. It is recommended that her appointment be approved effective May 7, 2018 (MA/Step 3, \$52,769).

RESIGNATIONS

Kimberly Loveland, Elementary Principal at Waddell Elementary School has submitted a letter of resignation for personal reasons effective July 1, 2018. Ms. Loveland has been with Manchester Public Schools since July 1, 2015. It is recommended that her request be approved.

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: March 27, 2018

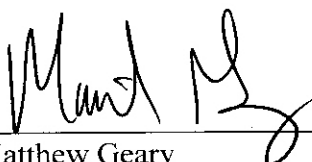
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2017-2018 Budget.

Discussion/Analysis: Transfer from Washington Elementary School Administration Office Supplies and Materials in the amount of \$288. Transfer to Washington Utilities Telecommunications Equipment in the amount of \$288.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2017-2018 Budget.


Matthew Geary
Superintendent of Schools
Manchester, Connecticut
April 23, 2018

S - 4/4/18
el DC *kle*

Manchester Public Schools
Manchester, Connecticut

RECEIVED

APR 04 2018

BY ACCOUNTS PAYABLE

To: Accounting Department

Date: 3/27/18

School: Washington

Principal's Signature: *K. Gray*

Date of Approval: 3/28/18

JUSTIFICATION (Required Field): Funds for K. Gray phone replacement

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER

DECREASE In whole dollars only:

\$ 288 Account # 423142405680 Description: office supplies

\$ _____ Account # _____ Description: _____

\$ _____ Account # _____ Description: _____

\$ 0288 TOTAL DECREASE

INCREASE In whole dollars only:

\$ 288 Account # 421142605532 Description: Communications equip.

\$ _____ Account # _____ Description: _____

\$ _____ Account # _____ Description: _____

\$ 0288 TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes ☒ No ☐

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: April 5, 2018

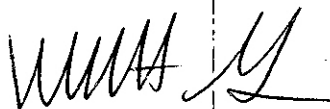
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2017-2018 Budget.

Discussion/Analysis: Transfer from Waddell Social Studies Field Trips in the amount of \$380.
Transfer to Waddell Social Studies Dues and Fees in the amount of \$380.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2017-2018 Budget.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
April 23, 2018

RECEIVED

APR 09 2018

BY ACCOUNTS PAYABLE

Manchester Public Schools
Manchester, Connecticut

To: Accounting Department

School: Waddell

Date: 4/5/2018

Principal's Sign: [Signature]

Date of Approval: 4/6/18

JUSTIFICATION (Required Field) :

Move funds into the appropriate Social Studies line for Essex Field Trip Admission Fees

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER:

DECREASE In whole dollars only:

\$ 380 Account # 14213270 SS12 Description: Transportation/Field/Athletics
\$ _____ Account # _____ Description: _____
\$ _____ Account # _____ Description: _____
\$ _____ TOTAL DECREASE

INCREASE In whole dollars only:

\$ 380 Account # 14213100 5810 Description: Wad Social Studies
\$ _____ Account # _____ Description: Dues/Fees
\$ _____ Account # _____ Description: _____
\$ _____ TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes ☒ 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 School Accountability – Summer School Grant FY17/18
Date: March 30, 2018

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

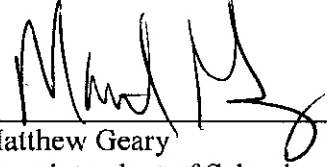
Discussion/Analysis: School Accountability – Summer School Priority School District funding will be used to assist funding of Summer Academy Advantage of Manchester (SAAM). SAAM is a summer program that is held for students in need of reading acceleration. The program is an effort to reduce the summer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

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for FY17/18 for the School Accountability – Summer School Grant in the amount of \$148,647.

Attachments: Award letter and budget.


Matthew Geary
Superintendent of Schools
Manchester, Connecticut
April 23, 2018



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

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

4 Award Information

Grant Type: STATE
Statute: C.G.S. 10-265m
CFDA #: None
SDE Project Code: SDE0000000000002

Grant Number: 077-000 11000-17043-2018-82055-170002

2 Grant Title

SCHOOL ACCOUNTABILITY - SUMMER SCHOOL

5 Award Period

7/1/2017 - 6/30/2018

3 Education Staff

Program Manager:
Michael Kent

Payment & Expenditure Inquiries:
Jeffrey Lindgren 860-713-6624

6 Authorized Funding

Grant Amount: \$148,647

Funding Status: Final

7 Terms and Conditions of Award

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

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2017 and June 30, 2018 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2018. For grants awarded for two-year periods beginning July 1, 2017, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2019. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

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

Funds that support this contract may be provided by various Federal agencies, including but not limited to the U.S. Department of Health and Human Services through a number of grants, block grants, and grants-in aid, including, but not limited to the Child Care and Development Fund (CCDF) and/or the Temporary Assistance for Needy Families Block Grant (TANF). Each federal block grant has a federal Catalog of Federal Domestic Assistance requirements specific to each block grant. The CFDA numbers are as follows: CCDBG-93575 and TANF-93.558. The Contractor shall communicate the above language to all subcontractors that perform services as delineated in a subcontract agreement. The contractor also shall maintain, and require all subcontractors to maintain any necessary data and documentation required for the auditing of any of the grant funds.

This grant has been approved.

3/28/2018

Desi Nesmith

BUDGET FORM

Created On: 3/28/2018

ED 114

Fiscal Year: 2018
Grantee Name: MANCHESTER
Grant Title: SCHOOL ACCOUNTABILITY - SUMMER SCHOOL
Project Title:
Fund: 11000 SPID: 17043 Year: 2018 PROG: 82055 CF1: 170002 CF2:
Grant Period: 7/1/2017 - 6/30/2018
Project Code: SDE000000000002

Funding Status: Final
Vendor ID: 00077
Authorized Amount: \$148,647

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$148,647

CODES	DESCRIPTIONS	BUDGET
100	PERSONAL SERVICES - SALARIES	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
300	PURCHASED PROF/TECH SERVICES	
400	PURCHASED PROPERTY SERVICES	
500	OTHER PURCHASED SERVICES	
600	SUPPLIES	148,647
700	PROPERTY	
800	MISCELLANEOUS	
	TOTAL	\$148,647

Original Request Date: 12/13/2017

This budget was approved by Michael Kent on 3/27/2018

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Matthew Geary, Superintendent of Schools
Subject: Item for Appropriation Alliance District Grant FY17/18
Date: March 27, 2018

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

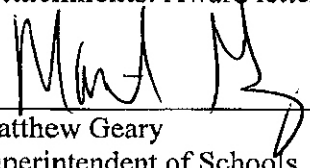
Discussion/Analysis: Alliance District's receipt of designated ECS funding is conditioned upon district submission and Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent plans on an annual basis and approved plans aligned to the goals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

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for FY17/18 for the Alliance District grant in the amount of \$3,821,324.

Attachments: Award letter and budget.


Matthew Geary
Superintendent of Schools
Manchester, Connecticut
April 23, 2018



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

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

4 Award Information

Grant Type: STATE
Statute: C.G.S. 10-262k
CFDA #: None
SDE Project Code: SDE000000000002

Grant Number: 077-000 11000-17041-2018-82164-170002-SDE00005

2 Grant Title

ECS - ALLIANCE DISTRICT FUNDING

5 Award Period

7/1/2017 - 6/30/2018

3 Education Staff

Program Manager:
Michael Kent

Payment & Expenditure Inquiries:
Jeffrey Lindgren 860-713-6624

6 Authorized Funding

Grant Amount: \$3,821,324

Funding Status: Final

7 Terms and Conditions of Award

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

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2017 and June 30, 2018 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2018. For grants awarded for two-year periods beginning July 1, 2017, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2019. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

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

This grant has been approved.

3/26/2018

Desi Nesmith

BUDGET FORM

Created On: 3/26/2018

ED 114

Fiscal Year: 2018
Grantee Name: MANCHESTER
Grant Title: ECS - ALLIANCE DISTRICT FUNDING
Project Title: ALLIANCE DISTRICT FUNDING
Fund: 11000 SPID: 17041 Year: 2018 PROG: 82164 CF1: 170002 CF2: SDE00005
Grant Period: 7/1/2017 - 6/30/2018 Authorized Amount: \$3,821,324
Project Code: SDE0000000000002

Funding Status: Final

Vendor ID: 00077

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$3,821,324

CODES	DESCRIPTIONS	BUDGET
100	PERSONAL SERVICES - SALARIES	3,078,206
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	150,618
300	PURCHASED PROF/TECH SERVICES	292,500
400	PURCHASED PROPERTY SERVICES	
500	OTHER PURCHASED SERVICES	60,000
600	SUPPLIES	60,000
700	PROPERTY	150,000
800	MISCELLANEOUS	30,000
	TOTAL	\$3,821,324

Original Request Date: 2/9/2018

This budget was approved by Michael Kent on 3/26/2018.

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Matthew Geary, Superintendent of Schools
Subject: Item for Appropriation Priority School District Grant FY17/18
Date: March 27, 2018

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

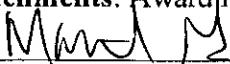
Discussion/Analysis: Priority School District funding may be used to focus on the following initiatives: (1) the creation or expansion of programs or activities related to dropout prevention; (2) alternative and transitional programs for students having difficulty succeeding in traditional education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

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for FY17/18 for the Priority School District grant in the amount of \$415,188.

Attachments: Award letter and budget.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
April 23, 2018



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

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

4 Award Information

Grant Type: STATE
Statute: C.G.S. 10-266q
CFDA #: None
SDE Project Code: SDE000000000002

Grant Number: 077-000 11000-17043-2018-82052-170002-SDE00005

2 Grant Title

PRIORITY SCHOOL DISTRICTS

5 Award Period

7/1/2017 - 6/30/2018

3 Education Staff

Program Manager:
Michael Kent

Payment & Expenditure Inquiries:
Jeffrey Lindgren 860-713-6624

6 Authorized Funding

Grant Amount: \$415,188

Funding Status: Final

7 Terms and Conditions of Award

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

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2017 and June 30, 2018 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2018. For grants awarded for two-year periods beginning July 1, 2017, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2019. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

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

Funds that support this contract may be provided by various Federal agencies, including but not limited to the U.S. Department of Health and Human Services through a number of grants, block grants, and grants-in aid, including, but not limited to the Child Care and Development Fund (CCDF) and/or the Temporary Assistance for Needy Families Block Grant (TANF). Each federal block grant has a federal Catalog of Federal Domestic Assistance requirements specific to each block grant. The CFDA numbers are as follows: CCDBG-93575 and TANF-93.558. The Contractor shall communicate the above language to all subcontractors that perform services as delineated in a subcontract agreement. The contractor also shall maintain, and require all subcontractors to maintain any necessary data and documentation required for the auditing of any of the grant funds.

This grant has been approved.

3/26/2018

Desi Nesmith

BUDGET FORM

Created On: 3/26/2018

ED 114

Fiscal Year: 2018
Grantee Name: MANCHESTER
Grant Title: PRIORITY SCHOOL DISTRICTS
Project Title: PRIORITY SCHOOL DISTRICTS BASE GRANT
Fund: 11000 SPID: 17043 Year: 2018 PROG: 82052 CF1: 170002 CF2: SDE00005
Grant Period: 7/1/2017 - 6/30/2018
Project Code: SDE0000000000002

Funding Status: Final
Vendor ID: 00077
Authorized Amount: \$415,188

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

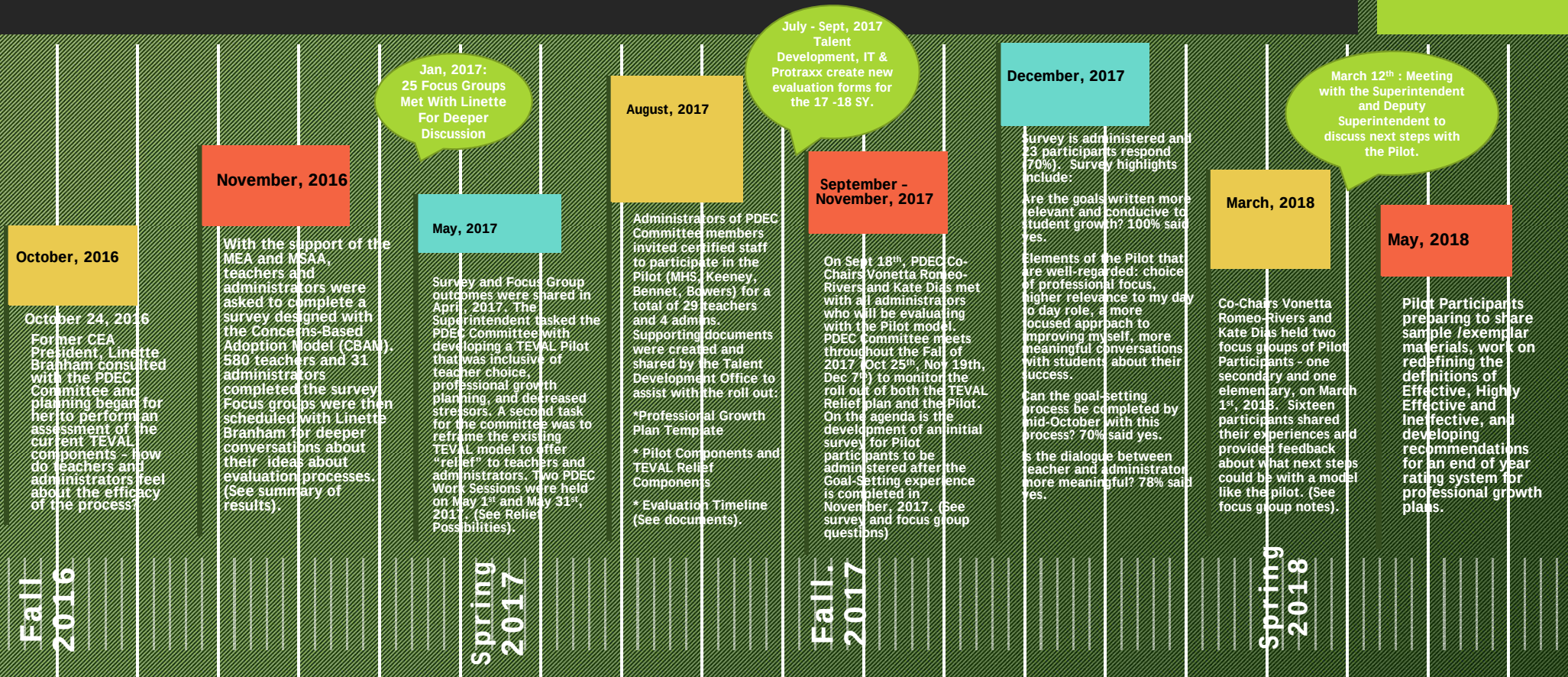
CURRENT DUE: \$415,188

CODES	DESCRIPTIONS	BUDGET
100	PERSONAL SERVICES - SALARIES	257,623
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
300	PURCHASED PROF/TECH SERVICES	
400	PURCHASED PROPERTY SERVICES	
500	OTHER PURCHASED SERVICES	
600	SUPPLIES	27,565
700	PROPERTY	130,000
800	MISCELLANEOUS	
917	INDIRECT COST	
	TOTAL	\$415,188

Original Request Date: 12/13/2017

This budget was approved by Michael Kent on 3/26/2018.

MPS Teacher Evaluation Pilot 2017 - 2018



CBAM Survey and Focus Group Participation (Nov, 2016 – Jan, 2017)

A total of 611 surveys were completed by teachers and admins.

	Teachers	Administrators
Bennet	44	2
Bowers	32	2
Bentley	10	1
Buckley	34	2
Highland	22	1
Illing	75	1
Keeney	27	1
MHS	140	10
MPC	14	1
MRA	17	1
Martin	25	1
Robertson	33	2
Verplanck	34	2
Waddell	39	1
Washington	32	2
Central office	1	1
Itinerant	1	
TOTALS	580	31

25 Small Focus Groups held with Linette Branham, subsequent to the survey.

Big-Picture Take Aways:

- ☐ Consistent pattern of intensity of concerns around evaluation among *all* groups.
- ☐ Challenges with using evaluation system processes fall into three categories & relate to current structure: the confines of the evaluation framework, the implementation of the framework, other factors that impact teaching.
- ☐ Teachers feel like they're "jumping through hoops" with limited ways to show student growth, with a focus on academics primarily when there are SEL growth goals too.
- ☐ Teachers still resistant to ratings and being a "score".
- ☐ To "prove" effective performance, teachers feel they must submit copious amounts of paperwork that do not necessarily show efficacy.
- ☐ Little connection between teacher growth goals, student growth goals and classroom observations.

- ❑ Too much variation in evaluation implementation amongst administrators (quality of written feedback, goal approval process, following the evaluation timeline).
- ❑ Teachers do not want to be rated on students they do not teach (broad parent feedback goals).
- ❑ It is a very time-consuming process, labor intensive in Protraxx, and there is not enough time with all of the initiatives that are also a part of daily instructional life, including the increase in professional responsibilities outside of instruction.
- ❑ A lot of time used for for assessments.



PDEC PILOT WORK SESSION MAY 1, 2017

CURRENT STRUCTURE

Teacher Practice 50%

- (i) Observation of Teacher Practice (informal/formal observations, reviews of practice in all 14 attributes) 40%
- (ii) Whole School Parent Feedback (from selected item in annual parent feedback survey) 10%

Student Outcome Indicators 50%

- (i) Student Growth and Development (1 SLO w/ 2 IAGDs or 2 SLOs w/ 2 IAGDs predominantly in ELA or Math) 45%
- (ii) Whole School Learning Goal (identified from data based on a whole school need) 5%

POSSIBLE CHANGES IN STRUCTURE THAT ARE INCLUSIVE OF TEACHER CHOICE/INPUT

(options highlighted in green are areas where we can provide “relief” to all teachers and admins in the 2017 -2018 SY while a pilot is being tried with a small group).

Teacher Practice 50%

- (i) Observation of Teacher Practice by administrators (informal/formal observations, reviews of practice) 25%
 - For Year 1 and Year 2 teachers, the 10 hours working with TEAM Mentor can be used as a Review of Practice
 - The Mid-Year Conference can serve “double-duty” as a review of practice
 - 14 attributes within the 4 teacher practice domains can be observed over a 3-year cycle, instead of all 14 in one year
 - Informals can be used as a “thermometer” that maintains the teacher’s performance if the teacher has earned “Effective” Ratings the previous year. An Informal can be an observation anywhere from 15 - 30 minutes. If the admin observes several attributes that are still Effective, then *a brief statement of efficacy is written about what was observed that maintains the teacher’s Effective Rating.*
- (ii) Teacher Self Evaluation with supporting evidence **15%** (currently not included in the summative calculation)
- (iii) Teacher CHOICE between parent feedback OR peer feedback (10%)
 - Whole school parent feedback goal from school survey, or
 - Individual teacher parent feedback from survey sent to parents on class lists, or
 - Peer feedback based on information/feedback gathered from colleagues about participation in **multiple professional engagements**: PLCs, instructional coaching opportunities, Pupil Services contributions, Dept. collaboration, TEAM Mentorship, Learning Walk team membership, SIP or School Climate Committee membership.

Student Outcome Indicators 50%

(i) Teacher Professional Growth Goals 45% **** See Linette's Power Point Slide #6**

District goal(s) (What DIP goal am I supporting with my teacher growth goal?) :

School goal(s) (What SIP goal am I supporting with my teacher growth goal?) :

What student needs /skills have I identified that will be addressed through my growth goal? :

Teacher growth goal (What skill or capacity do I need to develop to effectively advance student growth?) :

Anticipated short- and/or long-term impact on student growth :

Duration of the teacher growth goal : _____ 1 year _____ 2 years

- Teacher growth goals can be developed to be a 1-year or 2-year goal with teachers speaking to the progression towards the goal, instead of creating a new goal each year.
- Teacher and Administrator develop the growth indicators together at the Goal Setting Conference and monitor the goal/progress throughout the year. Evidence-based discussions throughout.
- For Year 1 and Year 2 teachers, their teacher growth goal can be the same as their TEAM module goals.

(ii) Whole School Learning Goal (identified from data based on a whole school need) 5%

END OF YEAR SUMMATIVE OPTION

Lyle Kirtman has already discussed this option with all SIPs when he met with them at their schools in the Fall and the response was quite positive: **TEACHERS RATE THEMSELVES** and provide evidence to support their end of year summative rating.

PILOT PARTICIPATION

Can members of the PDEC Committee be anchors for the pilot - working with their grade-level or subject area teams at their buildings (if a teacher) or with a small group in one grade-level or dept. to evaluate (if an admin)?

Sample Size:

- Two elementary teams (1 admin and 3 - 5 teachers making up a team at each school)
- One team at Bennet (1 admin, one team/cluster)
- One team at Illing (1 admin, one team/cluster)
- One team at MHS (1 admin with a dept, or PLC already evaluating)

At any of the locations, we must have at least one special area teacher, special education teacher, a school counselor, SW, Speech Path, and School Psychologist participating.

No more than 30 - 35 people in the pilot.

Teacher Evaluation Process Timeline 2017 - 2018

By September 15th

- School, grade-level, band and cohort student performance data made available for review/analysis.
- Principals Identify and share with staff the Whole School Parent Feedback Goal. **(10%)**
- Teachers are privy to the name of his/her evaluator for the school year and where he/she falls in the 3-year evaluation cycle (# of formals or informals, Year 1,2,3,4 or Tenured teacher). **(40%)**
- Principals share their school's 3-Year Evaluation Cycle with the PETD Office.
- Revise any IAGD rating and summative ratings from prior year as needed

By September 30th

- Principal shares the school's Whole School Learning Objectives and IAGDs, based on analysis of student performance data. Certified Staff will incorporate into Goal Setting forms. **(5%)**

By November 15th

- Principals complete *Orientation to Evaluation Process* for certified faculty.
- Evaluators complete goal setting conferences with teachers and approve teacher goals in Protraxx .
- Goal-setting conferences can be held with evaluators as a PLC, Grade-level Team, or Individually.
- Goal-Setting Conferences include a dialogue between Evaluator and Teacher about how SLOs meet the criteria (priority of content, quality of indicators, and rigor of indicators), the selection of students within teacher's Representative Sample, and how progress towards the teacher-selected goals will be measured. **(45%)**
- Teachers' determine if they will participate in an individual class or whole-school Parent Feedback Goal.

By February 28th (This date may be modified by the PDEC Committee based on the district evaluation calendar)

- Evaluators complete Mid-year conferences and review the teacher's submitted mid-year self-assessment form.
- Teacher completes self-assessment 2 school days prior to midyear conference; administrator reviews SLOs, teaching strategies, student work samples, and student data with teacher at the conference, adds feedback. Both sign after the conversation about progression of the goal.
- SLO, identified strategies and Representative Sample adjustments can be made at the mid-year conference.

By Last Day of May (This date may be modified based on the district evaluation calendar)

- The principal's summative ratings for the Whole School Student Learning Objectives and the school's parent feedback goal must be determined and shared with the teachers.

No later than 5 School Days Before the Last Day of School

- **Goal Plan Scoring Completion by Evaluator**
- **End-of-Year Summative Teacher Evaluation** (administrator completes, teacher signs)

During school year

Teacher Group	Observations and Reviews
(a) Non-Tenured Year 1 and Year 2 Teachers (b) Teachers in their first year in the district	▪ Three formal observations, one complete by December 31st ▪ All three with pre-conferences



(c) Teachers rated overall Ineffective or Developing in previous school year	▪ Post Observation Conferences recommended ▪ One Review of practice, additional as needed
(d) Non-Tenured Year 3 and Year 4 Teachers rated Effective or Highly Effective in previous school year	▪ One formal observation with pre-conference ▪ One informal observation ▪ Post Observation Conferences recommended ▪ One Review of Practice, additional as needed
(e) Tenured Teachers rated Effective or Highly Effective (on a 3-year evaluation cycle)	▪ One formal observation with pre- and post-conferences once every three years ▪ Three informal observations in all other years. ▪ Post Observation Conferences recommended ▪ One Review of Practice every year of the 3-year cycle, additional as needed.
(f) Non-Tenured teachers in danger of non-renewal (g) Teachers on a Teacher Assistance Plan	▪ Two formal observations with pre- and post-conferences completed by December 31st.



PILOT COMPONENTS

40% of a teacher's evaluation SHALL be based on observation of teacher practice and performance. Reduced Rating Requirements, carry over of ratings from year to year, less Informal observation documentation, removal of Teacher Self Assessment Form during the Mid-Year and End of year - replaced with conversation around the Teacher's Professional Growth Plan.

- ☐ ONLY rate the 4 Domains, NOT individual attributes, but still use the rubric to support the determination of the rating in the Domain (Highly Effective, Effective, Developing, Ineffective). All 4 Domains rated each year. (RELIEF)
- ☐ The overall rating for a Domain MAY be carried over into the following school year if no significant change is observed for teachers in the Informal observation cycle. (RELIEF)
- ☐ The definition of an Informal Observation: Observations should be in-class and long enough (recommended 15 minutes) to establish the learning target for the lesson, understand the task designed by the instructor and to gauge the classroom environment. Multiple, short informal observations may provide a more accurate picture of teacher performance. These observations may be unannounced. The written feedback can be provided to teachers in a post-observation conference, or through the submission of the observation form only if there are no observed concerns and the teacher agrees to electronic sharing.
- ☐ The Teacher Self-Assessment form currently required **will no longer be**, as the conversation around the Teacher Growth Plan and its progression will take its place at the Goal Setting, Mid-Year and Summative conferences. (RELIEF with adjustment to Goal Setting form)
- ☐ For Year 1 and Year 2 teachers, both TEAM Mentees and Mentors can choose to have their TEAM Mentorship log hours as a Review of Practice. (RELIEF)

10% of a teacher's evaluation SHALL be based on parent or peer feedback, including surveys. Teacher choice. Pilot participants will make recommendations at the end of the pilot on how to rate this (based on participation or reflection).

- ☐ PARENT FEEDBACK OPTIONS: Individual or Whole School results around a common goal involving parents.

OR

- ☐ PEER FEEDBACK OPTIONS: information/feedback gathered from colleagues about level of contribution and performance in multiple professional engagements where peer feedback is **routinely provided**. Examples of feedback opportunities for teachers: - PLCs, instructional coaching opportunities, Pupil Services contributions, Dept. collaboration, TEAM Mentorship, Learning Walks, SIP or School Climate Committee, or a peer review (choose 3 colleagues for feedback). The peer feedback should be aligned with the teacher's area of focus within the Professional Growth Plan.

45% of a teacher's evaluation SHALL be based on attainment of goals/objectives for student growth, using multiple indicators of academic growth and development to measure those goals/objectives. Newly proposed Professional Growth Plan With a 2-year Duration

- ☐ Teacher choice regarding the number of students impacted by the Growth Plan - a whole-class, a representative sample or individual case studies.
- ☐ Add a column in the Growth Plan template for Peer or Parent Feedback Opportunities.
- ☐ Professional Growth Plans can span a 1- or 2-year duration.
- ☐ Evidence of progress towards objectives should be developed at the goal setting conference with collaboration between teacher and evaluator. The progress must be well articulated and measurable based on the duration of the Professional Growth Plan, i.e. what does progress within a 2-year plan look like and what student development goals can be identified to determine growth throughout the two years.

5% of a teacher's evaluation SHALL be based on whole-school student learning indicators or student feedback. Remains the same.

**** No non-tenured teachers in Years 1 and 2 will participate in the pilot.**

PILOT PARTICIPANTS AFTER REDUCTION IN #S (Pilot participation has been discussed with all appropriate administrators):

Keeney Elementary Principal , Grade 4 team, SW and SLP (approx. 6 people)

Bowers Elementary Principal, Grade 1 team, 1 SPED, 1 PDEC member (approx. 6 people)

Bennet Academy Principal, 1 academic team (approx. 5 people)

MHS Principal with 1 - 2 Dept. Chairs, MCA/STEMD AP with some of the MCA academy teachers (approx. 10 people)

Approximate number of participants: 27 teachers/administrators

Protraxx Supports:

Vonetta met with Justin Firth on Monday, June 26th and July, 3rd

Vonetta and Justin met with the Protraxx technicians on July, 5th.

TEVAL Pilot Participants 2017-2018

	Name	School & Administrator	Role
1.	Tom Nicholas	Keeney (Martin-Beaulieu)	Social Work
2.	Stephanie Borcea	Keeney	Grade 4
3.	Chelsea Gordon	Keeney	Grade 4
4.	Lara Wallmark	Keeney	Grade 4
5.	Larry Deptula	Bowers (Ruggiero-Colwell)	Grade 4, PDEC
6.	Martha DiGiovanni	Bowers	Special Education
7.	Christina Litrico	Bowers	Grade 1
8.	Cathie Roy	Bowers	Grade 1
9.	Cecilia Sabatelli	Bowers	Grade 1
10.	Joan Tluck	Bowers	Grade 1
11.	Gina Carrese	MHS (Ruede)	World Language, Department Chair
12.	Jeff Labasi	MHS	Science
13.	Julie Dumeer	MHS	Science
14.	Elizabeth Raynor	MHS	Science
15.	Nickole Staves	MHS	Technology Education
16.	Chris Prytko	MHS	Technology Education
17.	Michael Bergeron	MHS	Technology Education
18.	D'Andre Sims	MHS	Math
19.	Patricia Gibbons	MHS	Language Arts
20.	Shawn McClory	MHS	Math
21.	Cathy Mazzotta	MHS	Math, Department Chair, PDEC
22.	Jake Skrzypiec	MHS	Social Studies
23.	Fellicia Ayers	Bennet (Chella)	Grade 6: ELA, Team Leader, DIP
24.	Georgianne DiCenso	Bennet	Grade 6: Math
25.	Tina Fioriello	Bennet	Grade 6: Science
26.	Joe Rispoli	Bennet	Grade 6: Social Studies
27.	Pat Cerins	Bennet	Grade 6: Special Education
28.	Shelley Carlson	Bennet	Grade 6: DLC
29.	Yolanda Feliciano-Bedard	Bennet	School Counselor

Student needs /skills I have identified which will be addressed through my professional growth goal? :

Teacher growth goal (What skill or capacity do I need to develop to effectively advance student growth?) :

School goal(s) (What SIP goal am I supporting with my teacher growth goal?) :

District goal(s) (What DIP goal am I supporting with my teacher growth goal?) :

Anticipated short- and/or long-term impact on student growth :

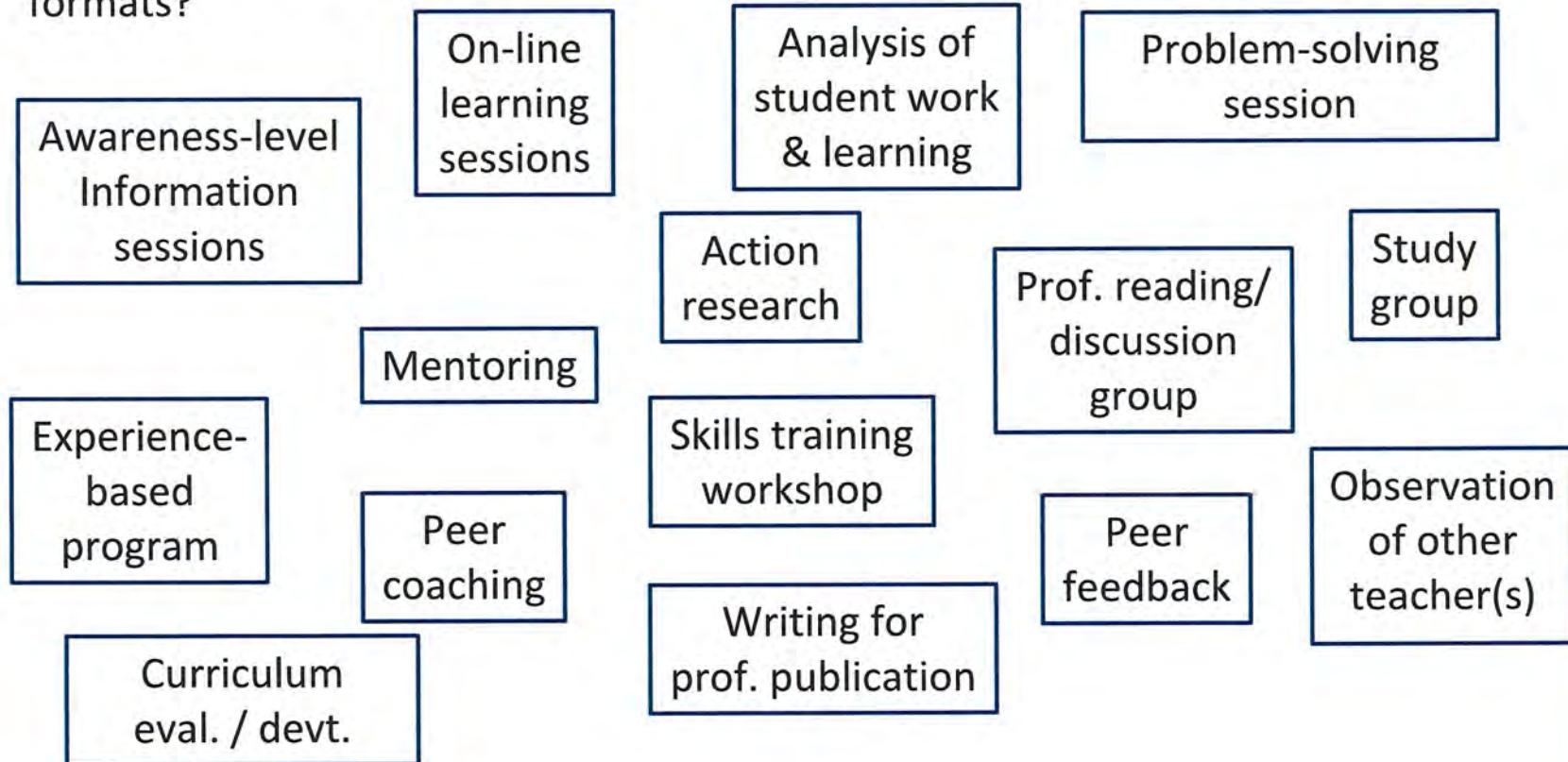
Duration of the teacher growth goal : _____ 1 year _____ 2 years

Learning Objective(s)	Learning Activities	Peer/Parent Feedback Opportunities	Impact on Students and Evidence of Progress Toward Objectives. *	Timeline for Growth Indicators	Resources Needed

* Evidence of progress should be anchored in student growth with indicators aligned with the SIP, DIP or the MPS Data Dashboard

Select learning format(s) for each objective

- ☐ How do I learn best?
- ☐ What learning formats are most effective & efficient for me to use to reach the learning objectives?
- ☐ How can I use peer feedback and other current district structures as learning formats?



**Determine resources needed for each objective/activity,
how to use current district structures**

- ☐ Time during school day
- ☐ Time outside of school day
- ☐ Funding for workshops, online courses, etc.
- ☐ Materials – books, periodicals, classroom materials for use in instruction
- ☐ Common work time with colleagues in other schools
- ☐ Access to outside experts?

- ☐ District professional development time
- ☐ PLC time
- ☐ Coaching cycles
- ☐ Department / grade level meeting time
- ☐ District technical support

Decide what evidence will be gathered

- ☐ What evidence will I gather to show progress made toward reaching, or having reached, the objectives?
- ☐ How will this include information about the impact on practice & student growth and/or development?
- ☐ How can I use classroom observations (& perhaps peer feedback) to show impact on practice?

Choose pieces of evidence that.....

- Are readily available (when possible)
- Can be used for more than one objective
- Are both quantitative & qualitative, as appropriate
- Show connections between teacher learning & instruction / instruction & impact on students
- Show patterns and trends over time

Limit evidence to a reasonable amount

Set a reasonable timeline, given the depth and duration of the goal

Consider.....

- ☐ Whether learning is done as a group or alone
- ☐ Degree of 'newness' of what is to be learned
- ☐ Amount of practice / feedback / relearning that might need to be done
- ☐ Diversity in learning needs and styles of students impacted
- ☐ Other professional responsibilities
- ☐ Other personal responsibilities

Other thoughts.....

- ☐ Work with colleagues whenever possible to set common goals
- ☐ Use current district structures as learning opportunities
- ☐ Expect trial-and-error to take time
- ☐ Focus first on learning and handling mechanical aspects....
proficiency in use comes over time
- ☐ For both reflection and evaluation purposes, focus on what progress made toward **teacher and student** growth 'looks like' and the expectation of providing evidence for "how do you know?"

TEVAL Pilot Participant Survey Questions: November, 2017:

1. This approach is more *teacher-growth centered*, than student-data centered. Do you feel these goals you've written are more relevant to your growth as a teacher?
2. What have you liked about this growth plan development process thus far?
3. What **didn't** you like about this growth plan development process thus far?
4. After experiencing your goal-setting process this year, do you think it is a reasonable expectation that these goals are set by mid-October?
5. Were you and your evaluator able to have a meaningful conversation about your goal-setting?
6. If needed, were you able to access supports for the growth area you selected?
7. Can you make any recommendations (if you can at this time) that would improve the goal-setting process as it is designed in the pilot?

TEVAL Pilot Focus Group on March 1, 2018: Guiding Questions: (questions will be shared in advance with the group)

1. How can we provide supports to teachers to facilitate goal-setting/SLO development? Timeline of supports?
2. As you've experienced your mid-year meeting/reflection, how has that process gone for you? What went well? Hiccups?
3. How have the action steps of your professional growth goals had an impact on students?
4. How has your professional goal had an impact on your teaching?
5. Have you started thinking about student growth differently? Do you have multiple ways of measuring student growth?

TEVAL Pilot Focus Group Discussion March 1, 2018

Session 1: Secondary Participants (10 People In The Focus Group)

- How can we provide supports to teachers to facilitate goal-setting/SLO development? Timeline of supports?
- As you've experienced your mid-year meeting/reflection, how has that process gone for you? What went well? Hiccups?
- How have the action steps of your professional growth goals had an impact on students?
- How has your professional goal had an impact on your teaching?
- Have you started thinking about student growth differently? Do you have multiple ways of measuring student growth?

Hiccup: The mid-year reflection form still requires folks to align their efficacy with the 4 Domains and we have some people who are writing paragraphs, while others are being less. The questions are still student-outcome based and they have not been changed to reflect the teacher goals.

The redesign is simpler, more straight forward. The piece of personal professional development is more meaningful. Coupled with observations, it is a more valuable experience.

It's not a "one more thing" - it's a replacement. My SLOs in the past were not connected to what I do everyday. Not so much with the pilot - it's more connected.

It's a lot about buy-in - if you buy-in it actually feels like it's a meaningful.

Should there be anything about student growth explicitly stated as a measurement, or should it be understood that if a teacher gets better then students should get better? How will we connect the level of teacher growth to student growth. What type of evidence are we going to show that what you are doing is having an impact on students? The hardest thing measurement wise so far (as an admin) is how we measure student engagement.

There are 2 components of eval - the observations and the professional reflection. The huge quantitative piece that we've used in the past is going to be less and less a component (feels artificial) and the reflective piece that moves adult behavior to increase student performance, will be more meaningful.

I feel empowered to try new things - I trust that mark can keep me grounded in my efforts. He knows where I want to go from the beginning, so I ask him to come in to see me all the time to see what I'm trying. The student level of engagement is higher. I feel like I'm growing and I get more of the support I need. If students are more aware of the teacher's growth goal, they can become more engaged with the growth process and become partners in the process.,

But what is being used as evidence (for the above) to determine Effective vs Highly Effective?? And what does that look like in the Semester courses and in the Special Areas?

In Tech Ed - the goals are connected to the curriculum. There is an advantage here with semester classes because it's about the professional growth of the teacher, regardless of the kids registered in the class - does not matter if kids disenroll.

This is a dual impact model - your work has to be mirrored by what happens with the kids. Consider - what are we going offer as a part of roll out of this model. We can't just say, "fill out Protraxx differently." We will need to roll

out in small group. We will need to have exemplars, maybe from the pilot participants. We have to train people to think differently. We have to think about our least flexible people and think of how we appeal to them. Can there be a hybrid? A little bit of both worlds? (Discussion) Offering a hybrid would be more work.

Last year for mid year, I needed all these data points and if some of my data didn't look good I was afraid to show it. But now, no matter what the data said I ALSO had to show how I and the kids have grown. It makes me have to discuss the evolution of my practice. As a new teacher it aligns with how I'm growing my practice - it's like the TEAM model about reflection. It's not about "let me only show you what the students are good at."

The two-year goal option really allows for a deeper implementation of the goals. When we talk about big-ticket goals and changes in practices, the two-year goal allows for a deeper, and less superficial implementation of an instructional strategy.

This is more meaningful, but if you're doing it right, it's also more work. BUT IT'S NOT MORE ARTIFICIAL WORK. Growth is not picking a wide goal, but being more targeted with something that will have a significant impact.

How do we sell this - there is a personalized approach, every teacher knows what areas of weaknesses are and you can select personal professional goals based on you. What would I like to get better at? What would I like to try? The person who doesn't know where to start, your previous evaluative feedback is the perfect place to start, and you're not at ground zero. This reinforces what you should be doing anyway with our teaching practice. There's ownership, not because someone told me to do it, or, "oh crap, I need a data point!" The conversations about teaching and learning are SO MUCH more meaningful with the admin. And for Year 1 and Year 2 teachers - can they use their TEAM module indicator as their TLO and turn it into a year-long practice instead of something they move on from when it's time for another module.

Session 2: Elementary and Bennet Participants (6 People in the Focus Group)

- How can we provide supports to teachers to facilitate goal-setting/SLO development? Timeline of supports?
- As you've experienced your mid-year meeting/reflection, how has that process gone for you? What went well? Hiccups?
- How have the action steps of your professional growth goals had an impact on students?
- How has your professional goal had an impact on your teaching?
- Have you started thinking about student growth differently? Do you have multiple ways of measuring student growth?

There's so much more flexibility with the development of the goals. When we were doing DBQ growth from Q1 to Q2, that was hard to buy in to that dry, numerical goal. The flexibility of selecting something that really matters to the day to day practice of teaching is

If I am becoming a better instructor, then it should benefit my kids. It would be hard for folks who need the measurability component locked in to determine they are Highly Effective if they are growing, but students are not. That's where the goal-setting conference comes in - what do you determine together is Effective and Highly Effective?

Start talking with teachers EARLY about professional growth ideas and by the time the goal setting conference happens, there is a draft. Do we start a roll out in JUNE so that people begin the thinking process for September.

There can be a team approach/ dept/ grade-level, etc. because we make more work than we need to by working in isolation - but how do you still maintain a personalized approach. How about people in the team/dept/grade, etc. put out what they are thinking about on a shared Google Doc and if you, too, are interested in growing in that area, you develop a team goal, not based on the grade or dept. but on the growth goal. Teacher Choice. It cannot be mandated to work as a team on a goal, but it can be a "menu option". It builds community of practice and reduces isolation.

What happens if someone wants to go outside of the MPS instructional framework and selects John Collins writing program vs Lucy? How do we weigh choice against fidelity to the MPS curriculum?

How are we going to use August PD to facilitate professional growth goal setting? There needs to be genuine investment of time if this is going to work - no matter what TEVAL plan we adopt. If collaboration is a key factor in teacher and student growth, then there has to be opportunity presented to collaborate on professional goals. The ULTIMATE PLC.

Why wait until June? What about the half day PD in April to start the reflective process about what the goals could be in September? Then start using work time conversations in the last quarter of the year to start sharing and thinking.

Having developed professional growth goals as a team, it has been super helpful with creating coherence in the team with students - students know what to expect because all teachers on the team are using the same language.

Really like the reflective piece - the pilot forces reflection every day as opposed to only when it's mid year.

The self-management piece in the K - 6 arena is a huge area of focus - how do people develop goals around this very necessary piece if we are to get students to have an academic focus? Goals need to be around what makes sense to the needs of the environment.

Matt's hope is that we can find a way to stay within the statute and still (1) decide what we can focus on as a growth goal, (2) how are we going to get there, and (3) how do we see this goal having a positive impact on students? SOUNDS LIKE THE PGAP FOR TEAM!!

STUDENTS 6164

Drug and Alcohol Use By Students

Policy Statement

The Board is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the use, sale, distribution or possession of controlled drugs, controlled substances or drug paraphernalia, as defined in C.G.S. Section 21a-240, alcohol, (or) tobacco, or performance enhancing substances on or off school property or during any school sponsored activity is prohibited. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the possession, distribution, sale or use of substances that affect behavior.

Each school having student athletic teams shall notify parents and student athletes of this policy and of the student athletic guidelines particular to that school annually.

Definitions

(1) **Controlled Drugs:** means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to C.G.S. Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. C.G.S. Section 21a-240(8).

(2) **Controlled Substances:** means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to C.G.S. Section 21a-243. C.G.S. Section 21a-240(9).

(3) **Performance Enhancing Substances:** means but are not limited to anabolic agents, androgenic agents, diuretics, peptide hormones and analogues, blood doping which is the intravenous injection of whole blood, packed red blood cells, or blood substitutes.

(4) **Professional Communication:** any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. C.G.S. Section 10-154a(a)(4).

(5) **Professional Employee:** means a person employed by a school who "(A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school." C.G.S. Section 10-154a(a)(2).

(6) **Drug Paraphernalia:** means any equipment, products and materials of any kind which are

used, intended for use or designated for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to all items specified in C.G.S. Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, crack cocaine vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances. C.G.S. Section 21a-240(20)(A).

(7) **Pupil Services Team:** means a team whose members may include a building principal, school nurse, school social worker, school psychologist and/or school counselor.

Procedures

(1) Emergencies.

If an emergency situation results from drug or alcohol use, the student shall be sent to the school nurse or medical advisor immediately. The parent or designated responsible person will be notified.

(2) Prescribed Medications.

The parent or guardian of any student who is required to take any prescribed medication during the school day shall so inform the school nurse or the person designated to act in the absence of a nurse. Such prescribed medication will then be administered to the student under the supervision of the school nurse or designee in accordance with C.G.S. Section 10-212a and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration.

Students taking improper amounts of a prescribed medication, or taking a prescribed medication without proper notification and supervision of the school nurse or designee will be subject to the procedures for improper drug or alcohol use outlined in this policy.

(3) Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral).

The following procedures will be followed when a student privately, and in confidence, discloses to a professional employee in a professional communication information concerning the student's use, possession, distribution or sale of a controlled drug, controlled substance, alcohol, or tobacco.

(a) Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student. In no event, however, will they be required to do so. C.G.S. Section 10-154a(b).

(b) Any physical evidence obtained from such student through a professional communication

indicating that a crime has been or is being committed by the student must be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student from whom the evidence was obtained. C.G.S. Section 10-154a(b).

(c) Any professional employee who has received a professional communication from a student may obtain advice and information concerning appropriate resources and refer the student accordingly, subject to the rights of the professional employee as described in paragraph (a) above.

(d) If a student consents to disclosure of a professional communication concerning the student's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student's name and problem to the school's building administrator or designee and the Pupil Services Team.

(e) If confirmation of drug use is required under the circumstances, the professional employee will send the student to the school nurse or medical advisor. The parent or designated responsible will then be notified.

(4) Involuntary Disclosure or discovery of Drug/Alcohol Problems.

When a professional employee obtains information related to a student who, on or off school grounds or at a school sponsored activity, is under the influence of or possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia, alcohol, or tobacco, from a source other than the student's confidential disclosure, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply.

(a) The professional employee will immediately report the information to the building administrator or designee. The building administrator or designee will then contact the school's Pupil Services Team.

(b) Any physical evidence (for example, alcohol, drugs or drug paraphernalia) obtained from a student indicating that a crime has been or is being committed by the student must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(b). Because such evidence was not obtained through a professional communication, the name of the student must be disclosed to the building administrator or designee.

(c) Search and Seizure of Students and/or Possessions: A professional employee who reasonably suspects that a student is violating a state/federal law or a school substance abuse policy must immediately report his/her suspicion to the building administrator or designee. The building administrator or designee may then search a student's person or possessions connected to that person, in accordance with the Board's policies and regulations if he/she has reasonable suspicion from the inception of the search that the student has violated or is

violating either the law of a school substance abuse policy.

Any physical evidence obtained in the search of a student, or a student's possessions, indicating that the student is violating or has violated a state or federal law must be turned over to the law enforcement officials as soon as possible, but not later than within three calendar days after receipt of such physical evidence, excluding Saturdays, Sundays

and holidays. C.G.S. Section 10-154a©. All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

(5) Consequences for the Use, Sale, Distribution or Possession of controlled Drugs, Controlled Substances, or Alcohol or Tobacco:

(a) Any student in the Manchester Public Schools using, possessing, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia, alcohol, (or) tobacco, or performance enhancing substances either on or off school property, or at a school-sponsored activity are subject to discipline up to and including expulsion pursuant to the Board's student discipline policy. (Refer to Discipline Policy #5144.)

(b) Student athletes may incur CIAC imposed sanctions beyond those imposed by the Board.

(c) Students found to be in violation of this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.

(d) A meeting may be scheduled with the pupil services team for the purpose of discussing the school's drug and alcohol policy with the student and parent or guardian.

(e) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia, or alcohol, or tobacco.

Legal References:

Connecticut General Statutes:

Section 10-154a

Section 10-212a

Section 21a-240

Section 21a-243

Adopted: August 26, 1974

Revised: October 22, 1990

Revised: November 23, 1998

Revised: September 24, 2007

STUDENTS

Drug and Alcohol Use By Students

Substance Abuse Guidelines for Athletes

Rule: During the season of practice or competition, a student shall not (regardless of the quantity) consume, possess, buy, sell or give away any beverage containing alcohol; ~~any tobacco product~~; "street drugs" such as marijuana, stimulants, heroin or cocaine; or any other controlled substances. It is not a violation for a student to be in possession of a legally defined specifically prescribed for the students' use by a doctor. The use and/or possession of alcohol, ~~tobacco products~~ or drugs during the season will result in an immediate suspension from all team activities. Remember: participation in athletics is a privilege, not a right!

PART I: PROCEDURES

Suspension: The athlete will be suspended for 2 weeks from all team activities. This includes practices, competitions and all other team functions. The offending athlete may be reinstated only after the following steps have been satisfactorily completed:

1. A meeting will be arranged with a school staff counselor.
2. A meeting will be arranged with the athlete, parents/guardians, coach, athletic director, and the principal or his/her designee.
3. A recommendation comes from the principal or designee for reinstatement.

PART II: MINIMUM PENALTIES

First Violation: When the principal or designee confirms, following an opportunity for the student to be heard, that a violation has occurred, the student will shall lose eligibility to compete for the next 3 weeks, which is in addition to the initial 2 weeks of suspension. During this 3-week period, the student may practice with the team, but may not compete. An exception will not be made for a student who becomes a participant in a treatment program. Some form of guidance will be provided by the school.

The sale or distribution of controlled substances within the school or community will result in the dismissal of the athlete for a period of one full calendar year from all athletic teams. This will be in addition to all other school related discipline and legal actions.

Second and Subsequent Violations:

When the principal or designee confirms, following an opportunity for the student to be heard, that a second or subsequent violation has occurred, the athlete will be dismissed for one full calendar year from all athletic teams. It is important to note that the implementation of these Substance Abuse Guidelines for Athletes will be in addition to the disciplinary action taken as a result of violating a school or Board of Education policy or regulation.

Guidelines adopted: September 24, 2007

STUDENTS 5141.1

All student accidents, which require medical attention or are questionable, shall be reported to the ~~Business Manager~~ Office of Finance and Management in the Central Office on the prescribed forms, giving details of the accident.

Adopted: March 25, 1974

Revised:

Administrative Guidelines

The Board of Education requires ~~an accident report to be filed with the Central Office Business Manager~~ that a copy, either paper, fax or electronic, of a "Student Accident Report" be filed with the Office of Finance and Management on all student accidents occurring in school, on school grounds, when students are going to and from school and/or off school grounds when participating in authorized school activities, which requires medical attention. ~~The same procedure should be followed on all questionable injuries. This report is to be completed in triplicate with two copies being sent to the Business Manager and the other copy filed in the school office. This report must be filed within twenty-four hours of the accident. A notification of the accident is to be made on the student's health record.~~ This report must be filed within twenty-four hours of the accident. The original form should be kept in the school office, specifically in the student's Cumulative Health Record.

STUDENTS
HOMELESS STUDENTS

5118.1

In accordance with federal law, it is the policy of the Manchester Board of Education to prohibit discrimination against, segregation of, or stigmatization of, homeless children and youth. The Board authorizes the Administration to establish regulations setting forth procedures necessary to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these administrative regulations, the provisions of law shall control.

Legal References:

State Law:

[Public Act 17-194, An Act Concerning Access to Student Records for Certain Unaccompanied Youths](#)

10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters

Federal Law:

The McKinney-Vento Homeless Education Assistance Act,
 42 U.S.C. §§ 11431 et seq., [as amended by Every Student Succeeds Act, Pub. L. 114-95.](#)

ADOPTED: April 28, 2003

REVISED: April 26, 2010 - [NEED NEW DATE](#)

In accordance with federal law, the Board of Education does not permit discrimination against, segregation of, or stigmatization of, homeless children and youth. The following sets forth the procedures to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these regulations with respect to homeless children and youth, the provisions of law shall control.

I. Definitions:

- A. **Enroll and Enrollment:** includes attending classes and participating fully in school activities.
- B. **Homeless Children and Youth:** means children and youth twenty-one (21) years of age and younger who lack a fixed, regular, and adequate nighttime residence, including children and youth who:
 - 1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
 - 2. Are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations.
 - 3. Are living in emergency or transitional shelters.
 - 4. Are abandoned in hospitals.
 - ~~5. Are awaiting foster care placement.~~
 - ~~5. 6.~~ Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
 - ~~6. 7.~~ Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
 - ~~7. 8.~~ Are migratory children living in the above described circumstances.
- C. **School of Origin:** means the school that a homeless child or youth attended when permanently housed or the school in which the homeless child was last enrolled. School of origin may include preschool administered by the District and, when a homeless child or youth completes the final grade level served by the school of origin, school of origin also includes the designated receiving school at the next grade level for all feeder schools..

- D. **Unaccompanied Youth:** means a homeless child or youth not in the physical custody of a parent or guardian.
- II. Homeless Liaison:
- A. The District's Homeless Liaison is the Director of Pupil Personnel Services.
- B. The duties of the Homeless Liaison include:
1. Ensuring that homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies.
 2. Ensuring that homeless children and youth enroll in, and have full and equal opportunity to succeed in, the District's schools; including ensuring that such homeless children and youth have opportunities to meet the same challenging State academic standards as other children and youths.
 3. Ensuring that homeless families, children, and youths receive educational services for which such families, children and youth are eligible; including services through Head Start and Even Start, early intervention services under Part C of the Individuals with Disabilities Education Act and preschool programs administered by the District.
 4. Ensuring that parents and guardians of homeless children and youth receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
 - ~~5.~~ 4. Ensuring that parents and guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children.
 - ~~6.~~ 5. Ensuring that public notice of the educational rights of homeless children and youth is disseminated in locations frequented by parents, guardians, and unaccompanied youth in a manner and form that is understandable to them. ~~places in which these children and youth receive services under the McKinney-Vento Act.~~
 - ~~7.~~ 6. Ensuring that enrollment disputes are mediated in accordance with the McKinney-Vento Act; including carrying out the initial dispute resolution process and ensuring that homeless students are

immediately enrolled pending resolution of any enrollment dispute.

8.7. Ensuring that parent(s)/guardian(s) of homeless children and youth or unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing those services.

9.8. Assisting homeless children and youth in enrolling in school and accessing school services and removing barriers to enrollment and retention due to outstanding fees, fines or absences.

10.9. Informing parent(s)/guardian(s) of homeless children and youth, school personnel, and others of the rights of such children and youth.

11.10. Assisting homeless children and youth who do not have immunizations or immunization/medical records to obtain necessary immunizations or immunization/medical records.

12.11. Assisting unaccompanied youth in placement/enrollment decisions, including considering the youth's wishes in those decisions, and providing notice to the youth of his or her right to appeal such decisions.

~~12. — Ensuring that homeless children and youth and unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over enrollment or placement.~~

~~13. — Collaborating and coordinating with State Coordinators for the Education of Homeless Children and Youth and community and school personnel responsible for providing education and related support services to homeless children and youth.~~ Ensuring that high school age homeless children and youth receive assistance from counselors to advise such youths on preparation and readiness for college, including informing such children and youths of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the district to receive verification of this status for purposes of the Free Application for Federal Student Aid (FAFSA).

14. Ensuring collaboration with community and school personnel responsible for providing education and related support services to homeless children and youth.

15. Collaborating with and participating in professional development and technical assistance activities offered by the

State Office of the Coordinator for the Education of Homeless Children and Youth.

16. Ensuring that school personnel providing services to homeless children and youths receive professional development and other technical assistance activities regarding the McKinney-Vento Act.

17. Ensuring that unaccompanied youth are enrolled in school and that procedures are implemented to identify and remove barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with State, local, and school policies.

17. With appropriate training, affirming that a child or youth who is eligible for and participating in a program provided by the District, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act.

III. Enrollment of Homeless Children and Youth:

- A. Enrollment of homeless children and youth may not be denied or delayed due to the lack of any document normally required for enrollment. However, administrators shall require the parent/guardian to provide contact information prior to enrollment.
- B. To facilitate enrollment, administrators:
 - 1. May permit parents/guardians of homeless children and youth to sign affidavits of residency to replace typical proof of residency.
 - 2. May permit unaccompanied youth to enroll with affidavits to replace typical proof of guardianship.
 - 3. Shall refer parent/guardian/unaccompanied youth to the Liaison who will assist in obtaining immunizations.
 - 4. Shall contact previous schools for records and assistance with placement decisions.

5. Shall maintain records so that the records are available in a timely fashion when the student enters a new school or school district.

IV. School Selection:

A. Standards for School Selection:

1. The District is required to make a determination as to the best interests of a homeless child or youth in making a determination as to the appropriate school of placement.
2. In making such a determination, the District is required to keep a homeless child or youth in his/her school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year, to the extent feasible, unless it is against the wishes of the parent or guardian. Otherwise, the homeless child or youth shall be enrolled in a public school that non-homeless students who live in the area where the child or youth is actually living are eligible to attend.

3. The District must presume that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian, or in the case of an unaccompanied youth, the youth. In considering the child's or youth's best interest, the District must consider student-centered factors related to the child's or youth's best interest, giving priority to the request of the parent or guardian or unaccompanied youth.

B. Procedures for Review of School Selection Recommendation:

1. The Principal or his/her designee of the school in which enrollment is sought review an enrollment request in accordance with the standards discussed above, and shall make an initial recommendation regarding same. If the Principal or his/her designee's recommendation is to select a placement other than the school desired by the parent(s) or guardian(s) of the homeless child or youth or the unaccompanied youth, then the Principal or his/her designee shall refer the matter to the Superintendent or his/her designee for review of the recommendation and the reasons therefore, and shall notify the District's Homeless Liaison of same.
2. The Superintendent or his/her designee shall review the matter and consult with the District Homeless Liaison concerning same. If the Superintendent or his/her designee agrees with the

recommendation of the Principal or his/her designee, and a dispute remains between the District and the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth about a school selection and/or enrollment decision; the Superintendent or his/her designee shall provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a written explanation of the District's decision regarding this matter, and the right to appeal such decision to the Board of Education.

C. Dispute Resolution Process:

1. The District's Homeless Liaison shall be responsible for promoting objective and expeditious dispute resolutions, and adherence to these administrative regulations.
2. If the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth disputes the school placement decision or enrollment, the District must immediately enroll the homeless child or youth in the school in which enrollment is sought, pending resolution of the dispute. The homeless child or youth shall also have the right to all appropriate educational services, including transportation to and from the school in which enrollment is sought, while the dispute is pending.
3. If necessary, the District Homeless Liaison shall assist parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with completion of the necessary appeal paperwork required to file for an appeal to the Board of Education, and provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a copy of Section 10-186(b).
4. Within ten (10) days of receipt of an appeal to the Board of Education by a parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth, the District shall hold a hearing before the Board of Education concerning such appeal, and such hearing shall be conducted in accordance with Section 10-186(b).
- ~~1.~~ 5. If the Board of Education finds in favor of the Superintendent or his/her designee, a parent or guardian of a homeless child or youth or unaccompanied youth may appeal the Board of Education's decision to the State Board of Education within twenty (20) days of receipt of the Board of Education's written decision, in accordance with Section 10-186(b). If necessary, the District Homeless Liaison shall assist a parent or guardian of a homeless child or youth or unaccompanied youth with filing the necessary appeal paperwork to the State Board of Education. The homeless child or youth or unaccompanied youth shall remain in his or her school of origin

pending ~~the determination~~ resolution of the ~~appeal~~ dispute,
including all available appeals.

V. Services:

- A. Homeless children and youth shall be provided with services comparable to those offered other students in the selected school including:
 - 1. Title I services or similar state or local programs, educational programs for students with disabilities, programs for students with limited English proficiency, and preschool programs.
 - 2. Transportation services.
 - 3. Vocational and technical education.
 - 4. Programs for gifted and talented students.
 - 5. School nutrition programs.
 - 6. Before and after school programs.
- B. The District shall coordinate with local social service agencies, other service providers, housing assistance providers and other school districts to ensure that homeless children and youth have access and reasonable proximity to available education and support services.

VI. Transportation:

- A. The District shall provide transportation comparable to that available to other students.

- B. Transportation shall be provided, at a parent or guardian's request, to and from the school of origin for a homeless child or youth. Transportation shall be provided for the entire time the child or youth is homeless and until the end of any academic year in which they move into permanent housing. Transportation to the school of origin shall also be provided during pending disputes. The Liaison shall request transportation to and from the school of origin for an unaccompanied youth. Parents and unaccompanied youth shall be informed of this right to transportation before they select a school for attendance.
- C. To comply with these requirements:
1. Parents/guardians, schools, and liaisons shall use the district transportation form to process transportation requests.
 2. If the homeless child or youth is living and attending school in this District, the District shall arrange transportation.
 3. If the homeless child or youth is living in this District but attending school in another, or attending school in this District and living in another, the District will follow the inter-district transportation agreement to determine the responsibility and costs for such transportation. If there is no inter-district transportation agreement, the District shall confer with the other school district's Homeless Liaison to determine an apportionment of the responsibility and costs.
 4. If no mutually agreeable arrangement can be reached, then the District shall:
 - (a) arrange transportation immediately;
 - (b) bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth; and
 - (c) ~~shall~~ ensure that such disputes do not interfere with the homeless child or youth attending school.

VII. Records

An unaccompanied youth, as defined in section I.D., above, is entitled to knowledge of and access to all educational, medical, or similar records in the cumulative record of such unaccompanied youth maintained by this District.

~~VII.~~ VIII.

Contact Information

- A. Local Contact: for further information, contact:
Director of Pupil Personnel Services
Manchester Public Schools
45 North School Street
Manchester, CT 06042
(860) 647-3452
- B. State Contact: for further information or technical assistance, contact:
State Coordinator
Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457-1543
(860) 807-2058

Legal References:

State Law:

Public Act 17-194, An Act Concerning Access to Student Records for Certain Unaccompanied Youths

10-253~~(e)~~ School privileges for children in certain placements, non-resident children and children in temporary shelters

Federal Law:

The McKinney-Vento Homeless Education Assistance Act,
42 U.S.C. §§ 11431 et seq. ., as amended by Every Student Succeeds Act, Pub. L. 114-95.

ADOPTED: April 28, 2003

REVISED: April 26, 2010

REVISED: NEW DATE

BUSINESS 3500

Noninstructional Operations

The Board expects operation and maintenance of school plant and equipment to set high standards of safety, to promote the health of pupils and staff, and to support environmentally the efforts of the staff to provide a good education.

Adopted: April 8, 1974