

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, SEPTEMBER 12, 2016
Lincoln Center

Policy 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) Action to fill Board Member Vacancy
- 4) Mr. Joseph Camposeo, Town Clerk – Swearing in of New Board Member
– Mr. Ranon Caldwell
- 5) Board of Education Minutes 8-29-16 A – 5

B. COMMITTEE REPORTS –

- 1) Personnel & Finance Committee Meeting Minutes 8-29-16 B – 1

C. CONSENT CALENDAR

- 1) Personnel Information C – 1
- 2) Transfer of Funds C – 2
- 3) Permission to revise the Authorized Signatures Change Form from the Connecticut State Department of Education Bureau of Health/Nutrition, Family Services and Adult Education for the ED-099 Agreement for Child Nutrition Programs C – 3
- 4) Establish an increase in appropriation for FY16-18 for the final grant award amount of \$2,619, under the Individuals with Disabilities Education Improvement Act (IDEA) 619 grant, bringing the total grant award to \$66,922 C – 4
- 5) Establish an increase in appropriation for FY16-18 for the final grant award amount of \$68,201, under the Individuals with Disabilities Education Improvement Act (IDEA) 611 grant, bringing the total grant award to \$1,742,703 C – 5
- 6) Updated signatures on bank accounts including Illing Middle School, Food and Nutrition Services, Manchester High School, Student Activity and Manchester Adult Continuing Education with United Bank C – 6

D. REPORT FROM STUDENT REPRESENTATIVE - None

Shania Stanton and Nabila Hoor Un Ein

E. PUBLIC COMMENTS (any item before the board)

F. SUPERINTENDENT’S REPORT

- 1) Update on Smarter Balance Results – Dr. Amy Radikas, Deputy Superintendent for Curriculum and Special Services F – 1
- 2) Introduction of New Administrators – Mr. Matthew Geary, Superintendent of Schools
- 3) Update on Talent Development – Ms. Vonetta Romeo-Rivers, Director of Talent Development F – 2

G. UNFINISHED BUSINESS –

Policy Recommendation:

The Policy Committee submits to the full Board its recommended revision for a second reading and approval in accordance with its policy on policy changes:

Policy Revisions:

- 1) Policy 1121 - Communication with Public and Media
- 2) Policy 5141.4 – Student Wellness Policy

G – 1

G – 2

H. NEW BUSINESS – None

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

J. COMMUNICATIONS - None

K. ITEMS FOR FUTURE AGENDAS

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 Board of Education
Personnel & Finance Committee Report
August 29, 2016

Attendees: Deb Hagenow, Neal Leon, Darryl Thames, Matthew Geary, and Karen Clancy

Mrs. Clancy provided the committee with the June 30, 2016 End of Year Financial Report and Transfers. She explained the reason for each of the transfers and shared that the 2015-2016 budget ended at zero. The committee asked several questions related to the final report. There was discussion regarding Magnet School tuition costs.

The next meeting will be held on Tuesday, October 11, 2016, at 5:30 p.m., at Bowers Elementary School.

Respectfully Submitted,


Karen L. Clancy
Director of Finance & Management

PERSONNEL ACTION**APPOINTMENTS**

Dewan Davis to be a School Social Worker at Verplanck Elementary School. Mr. Davis received a Master of Social Work degree at Springfield College. Mr. Davis resides in Bristol. It is recommended that his appointment be approved effective September 19, 2016 (MA/Step 1, \$49,280).

Judith Friedman to be a PreKindergarten teacher at the Manchester Preschool Center. Ms. Friedman received a Master of Arts in Early Childhood and Special Education degree. Ms. Friedman resides in West Hartford. It is recommended that her appointment be approved effective September 2, 2016 (MA/Step 4, \$54,950).

Erin Keser to be a Grade 4 teacher at Verplanck Elementary School. Ms. Keser received a Master of Science in Education degree at University of New Haven. Ms. Kesser resides in Portland. It is recommended that her appointment be approved effective August 29, 2016 (MA/Step 1, \$49,280).

Catherine Scheideman to be a .3 FTE Music teacher at Buckley Elementary School. Ms. Scheideman received a Master of Music in Music Education degree at State University of New York, College at Potsdam. Ms. Scheideman resides in Coventry. It is recommended that her appointment be approved effective August 30, 2016 (MA/Step 2, \$15,307.50).

RESIGNATIONS

Vincenza Paluso, Grade 6 teacher at Bennet Academy has submitted a letter of resignation for personal reasons effective the end of business on September 2, 2016. Ms. Paluso has been with Manchester Public Schools since January 2, 2013. It is recommended that her request be approved.

Stephen Trojan, Grade 3 teacher at Keeney Street Elementary School has submitted a letter of resignation for personal reasons effective the end of business on August 26, 2016. Mr. Trojan has been with Manchester Public Schools since January 4, 2016. It is recommended that his 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: August 22, 2016

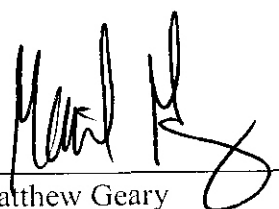
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2016-2017 Budget.

Discussion/Analysis: Transfer from IMS Contracted Services to IMS General Supplies/ Materials. A total transfer of \$3,400 is being requested.

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 2016-2017 Budget.


Matthew Geary
Superintendent of Schools
Manchester, Connecticut
September 12, 2016

S - 8/25/16
@ [Signature]

Manchester Public Schools
Manchester, Connecticut

AUG 25 2016

To: Accounting Department

School: ILLING MIDDLE SCHOOL

Date: August 22, 2016

Principal's Sign: [Signature]

Date of Approval: 8/24/16

JUSTIFICATION (Required Field) : Funds needed to pay for student planners

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

DECREASE In whole dollars only:

\$3400	Account # <u>42353100-5430</u>	Description: <u>Contracted Services</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____
\$ _____ TOTAL DECREASE		

INCREASE In whole dollars only:

\$3400	Account # <u>42353240-5610</u>	Description: <u>General Supplies</u>
\$ _____	Account # _____	Description: _____
\$ _____	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: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: July 11, 2016

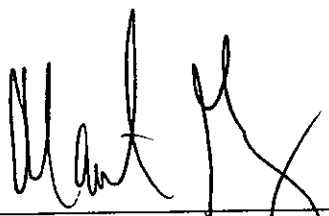
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2016-2017 Budget.

Discussion/Analysis: Transfers from Adult Education Salaries for \$5,437, Adult Education Life/Social Security for \$12,274, and Adult Education Rentals for \$1,143. Transfers to Adult Education Consultants for \$526, Adult Education Transportation/Travel/Other Purchases for \$11,713, and Adult Education Supplies/Textbooks for \$6,615. The total transfer from is \$18,854 and the total transfer to is \$18,854.

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 2016-2017 Budget.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
September 12, 2016

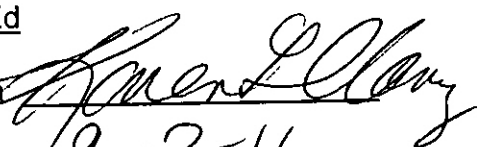
DC
7/13/16

**Manchester Public Schools
Manchester, Connecticut**

To: **Accounting Department**

School: Adult Ed

Date: 7/11/16

Principal's Sign 

Date of Approval: 9-7-16

JUSTIFICATION (Required Field) :

Readjusting budget for accuracy.

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

DECREASE In whole dollars only:

\$5,437 Account # 30230400-5100

Description: Adult Ed Salaries

\$12,274 Account # 30230400-5200

Description: Adult Ed Life/Soc/Medical

\$1,143 Account # 30230400-5400

Description: Adult Ed Rentals

\$18,854 **TOTAL DECREASE**

INCREASE In whole dollars only:

\$526 Account # 30230400-5300

Description: Adult Ed Consultants

\$11,713 Account # 30230400-5500

Description: Adult Ed Transp/Travel/Other Pur

\$6,615 Account # 30230400-5600

Description: Adult Ed Supplies/Textbooks

\$18,854 **TOTAL INCREASE (Must match total decrease)**

Accounting Department Only

Board Approval Needed: Yes ☒ No ☐

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____



Connecticut State Department of Education
Bureau of Health/Nutrition, Family
Services and Adult Education
25 Industrial Park Road
Middletown, CT 06457-1543

FOR STATE USE ONLY

Effective Date:	_____
AGREEMENT NUMBERS:	
School Programs	_____
Child Day Care Centers	_____
Adult Day Care Centers	_____
Day Care Homes	_____
Summer Food Service	_____

AUTHORIZED SIGNATURES CHANGE FORM

Read the *Instructions to Complete the Authorized Signatures Change Form* before completing the form. Return this form to the CSDE Child Nutrition Programs at the address above.

This is to certify that on _____, as shown in the minutes of
Date

Manchester Board of Education

Name of Corporation, Board of Education or Governing Body

the following action was taken to revise the Authorized Signers of the **ED-099 Agreement for Child Nutrition Programs**.

1. The person designated below is authorized to sign this agreement and to sign claims for reimbursement.

_____	<u>Matthew Geary</u>
<i>Signature</i>	<i>Printed Name</i>
<u>Superintendent of Schools</u>	<u>9-12-16</u>
<i>Title (Superintendent of Schools, Mayor, Selectman, President or Chairperson of the Board, Pastor or Commissioner)</i>	<i>Date</i>

2. In the absence or incapacity of the first designated individual, the second person designated below is authorized to sign claims for reimbursement.

_____	_____
<i>Signature</i>	<i>Printed Name</i>
_____	_____
<i>Title (Assistant Superintendent, Business Official, Principal, Headmaster, City or Town Manager, Executive Director or Deputy Commissioner)</i>	<i>Date</i>

3. The signature below certifies the above action.

_____	_____
<i>Signature</i>	<i>Title (Secretary of Corporation, Town Clerk, Secretary of the Board)</i>

This form is available at www.sde.ct.gov/sde/lib/sde/pdf/deps/nutrition/forms/sigchange.pdf.
The instructions are available at www.sde.ct.gov/sde/lib/sde/pdf/deps/nutrition/forms/sigchangeinstr.pdf

Instructions to Complete the Connecticut State Department of Education (CSDE)

AUTHORIZED SIGNATURES CHANGE FORM

The *ED-099 Agreement for Child Nutrition Programs* is the formal agreement between a sponsoring organization and the CSDE to operate one or more of the U.S. Department of Agriculture (USDA) Child Nutrition Programs. When the sponsoring organization's *Agreement* was approved, two originals were signed by the sponsoring organization and the CSDE. One original was returned to the sponsoring organization.

Page 4 of the *Agreement* designates representatives authorized to enter into an agreement with the CSDE and to sign the claim for reimbursement. The *Agreement* is permanent and amended as changes occur. The CSDE recognizes that one or both of the authorized signers will change periodically. **The *Authorized Signatures Change Form* must be executed whenever one of the two authorized signers changes.** Claims for reimbursement are valid only when signed by authorized signers on file with the CSDE. Board action must occur to make changes to authorized signers so that claims can be signed and submitted, and reimbursement delays are avoided.

- **Date** of the board meeting is when the governing body of the sponsoring organization took action to change one or both of the authorized signers.
- **Signature 1** is the designated representative authorized to sign the *Agreement for Child Nutrition Programs* and to sign claims for reimbursement. The person is head of the governing body, e.g. the chief officer elected or appointed to assume legal responsibility for the organization (Superintendent of Schools, Mayor, Selectman, Corporate President, Chairperson of the Board, Pastor or Commissioner).
- **Signature 2** is authorized only to sign the claims for reimbursement in the absence or incapacity of the first designated individual (Assistant Superintendent, Business Official, Principal, Headmaster, City or Town Manager, Executive Director or Deputy Commissioner).
- **Signature 3** certifies the board action and is not authorized to sign the claim. This must be a different person from signatures 1 and 2 (Secretary of the Board, Town Clerk or Secretary of the Corporation).

Mail the original signed and dated *Authorized Signature Change Form* to:



Child Nutrition Programs
Connecticut State Department of Education
Bureau of Health/Nutrition, Family Services and Adult Education
25 Industrial Park Road
Middletown, CT 06457-154.

Questions may be directed to Child Nutrition Programs.

These instructions are available at www.sde.ct.gov/sde/lib/sde/pdf/deps/nutrition/forms/signchangeinstr.pdf.
The *Authorized Signature Change Form* is available at www.sde.ct.gov/sde/lib/sde/pdf/deps/nutrition/forms/sigchange.pdf.

**Town of Manchester
Board of Education**

To: The Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Item for Increase in Appropriation – IDEA 619 Grant FY 2016-2018
Date: August 30, 2016

Background:

The Manchester Board of Education was awarded final grant funding under the federal Individuals with Disabilities Education Improvement Act (IDEA) 619 grant for FY 2016-2018. This grant supports a wide range of special education services for students in the Manchester school district.

Discussion/Analysis:

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

Financial Impact:

There is no financial impact to the town. This is a two year grant that provides funds from the U.S. Department of Education and the State of Connecticut. The total final grant award for FY 2016-2018 is for the amount of **\$66,922**.

Other Board/Commission Action:

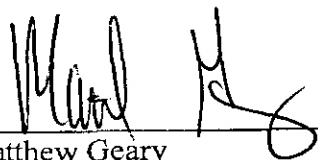
None.

Recommendations:

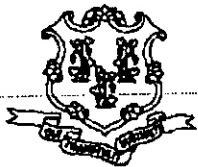
The Superintendent recommends that the Board of Education request the Board of Directors increase the appropriation for the final grant award amount **\$2,619**, under the Individuals with Disabilities Education Improvement Act (IDEA) 619 grant for FY 2016-2018 bringing the total grant award to **\$66,922**.

Attachments:

Award letter and budget



Matthew Geary
Superintendent of Schools
Manchester, CT
September 12, 2016



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

REVISION

1 Grant Recipient

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

4 Award Information

Grant Type: FEDERAL
Statute: P.L. 108-446
CFDA #: 84.173A
SDE Project Code: SDE000000000002

Grant Number: 077-000 12060-20983-2017-82032-170002

2 Grant Title

IDEA, PART B, SECTION 619

5 Award Period

7/1/2016 - 6/30/2018

3 Education Staff

Program Manager:

Thomas Boudreau

Payment & Expenditure Inquiries:

Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$66,922

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, 2016 and June 30, 2017 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2017. For grants awarded for two-year periods beginning July 1, 2016, 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, 2018. 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 preliminary grant award notification reflects the preliminary entitlement on which the application for funds was based. Preliminary grant award notifications indicate approval of the proposed program but not of a final budget. Final grant award notifications will be issued upon the State's receipt of final federal grant award notifications. Fifteen percent of federal funds can be drawn down before final grant award notifications are issued.

This grant has been approved.

8/26/2016

Isabelina Rodriguez

BUDGET FORM

Created On: 8/26/2016

ED 114

Fiscal Year: 2017

Grantee Name: MANCHESTER

Grantee: 077-000

Funding Status: Final

Vendor ID: 00077

Grant Title: IDEA, PART B, SECTION 619

Project Title: PRESCHOOL ENTITLEMENT

Fund: 12060 SPID: 20983 Year: 2017

PROG: 82032

CF1: 170002

CF2:

Grant Period: 7/1/2016 - 6/30/2018

Authorized Amount: \$66,922

Project Code: SDE000000000002

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$66,922

CODES	DESCRIPTIONS	PUB BUD	NPUB BUD
111A	NON-INSTRUCTIONAL		
111B	INSTRUCTIONAL	66,922	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS		
321	TUTORS		
322	IN SERVICE		
323	PUPIL SERVICES		
324	FIELD TRIPS		
325	PARENT ACTIVITIES		
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES		
341	AUDIT		
350	TECHNICAL SERVICES		
440	RENTALS		
450	CONSTRUCTION SERVICES		
510	STUDENT TRANSPORTATION SERVICES		
530	COMMUNICATIONS		
560	TUITION		
580	TRAVEL		
600	SUPPLIES		
730	EQUIPMENT		
734	TECHNOLOGY RELATED HARDWARE		
735	TECHNOLOGY SOFTWARE		
917	INDIRECT COST		
	TOTAL	\$66,922	

Original Request Date: 5/3/2016

This budget was approved by Thomas Boudreau on 8/23/2016.

**Town of Manchester
Board of Education**

To: The Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Item for Increase in Appropriation – IDEA 611 Grant FY 2016-2018
Date: August 30, 2016

Background:

The Manchester Board of Education was awarded final grant funding under the federal Individuals with Disabilities Education Improvement Act (IDEA) 611 grant for FY 2016-2018. This grant supports a wide range of special education services for students in the Manchester school district.

Discussion/Analysis:

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

Financial Impact:

There is no financial impact to the town. This is a two year grant that provides funds from the U.S. Department of Education and the State of Connecticut. The total final grant award for FY 2016-2018 is for the amount of \$1,742,703.

Other Board/Commission Action:

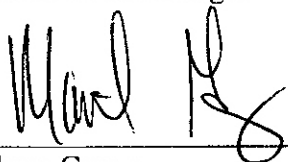
None.

Recommendations:

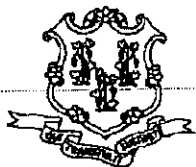
The Superintendent recommends that the Board of Education request the Board of Directors increase the appropriation for the final grant award amount \$68,201, under the Individuals with Disabilities Education Improvement Act (IDEA) 611 grant for FY 2016-2018 bringing the total grant award to \$1,742,703.

Attachments:

Award letter and budget



Matthew Geary
Superintendent of Schools
Manchester, CT
September 12, 2016



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

REVISION

1 Grant Recipient

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

4 Award Information

Grant Type: FEDERAL
Statute: P.L. 108-446
CFDA #: 84.027A
SDE Project Code: SDE0000000000002

Grant Number: 077-000 12060-20977-2017-82032-170002

2 Grant Title

IDEA-PART B, SECTION 611

5 Award Period

7/1/2016 - 6/30/2018

3 Education Staff

Program Manager:

Thomas Boudreau

Payment & Expenditure Inquiries:

Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$1,742,703

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, 2016 and June 30, 2017 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2017. For grants awarded for two-year periods beginning July 1, 2016, 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, 2018. 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 preliminary grant award notification reflects the preliminary entitlement on which the application for funds was based. Preliminary grant award notifications indicate approval of the proposed program but not of a final budget. Final grant award notifications will be issued upon the State's receipt of final federal grant award notifications. Fifteen percent of federal funds can be drawn down before final grant award notifications are issued.

This grant has been approved.

8/26/2016

Isabelina Rodriguez

BUDGET FORM

Created On: 8/26/2016

ED-114

Fiscal Year: 2017
Grantee Name: MANCHESTER
Grant Title: IDEA-PART B, SECTION 611
Project Title:
Fund: 12060 SPID: 20977 Year: 2017 PROG: 82032 CF1: 170002 CF2:
Grant Period: 7/1/2016 - 6/30/2018
Project Code: SDE000000000002

Funding Status: Final

Vendor ID: 00077

Authorized Amount: \$1,742,703

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$1,742,703

CODES	DESCRIPTIONS	PUB BUD	NPUB BUD
111A	NON-INSTRUCTIONAL	105,026	
111B	INSTRUCTIONAL	1,457,002	49,313
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	95,450	
321	TUTORS		
322	IN SERVICE		
323	PUPIL SERVICES		
324	FIELD TRIPS		
325	PARENT ACTIVITIES	500	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	15,412	
341	AUDIT		
350	TECHNICAL SERVICES		
440	RENTALS		
450	CONSTRUCTION SERVICES		
510	STUDENT TRANSPORTATION SERVICES		
530	COMMUNICATIONS		
560	TUITION		
580	TRAVEL		
600	SUPPLIES	15,000	
730	EQUIPMENT		
734	TECHNOLOGY RELATED HARDWARE	5,000	
735	TECHNOLOGY SOFTWARE		
917	INDIRECT COST		
	TOTAL	\$1,693,390	\$49,313

Original Request Date: 5/3/2016

This budget was approved by Thomas Boudreau on 8/23/2016.

Update Iling Middle School United Bank Account #29080000051 signature forms to designate Matthew Geary, Karen Clancy, Elizabeth Hayes and Ann Fuini as authorized signers through the certified resolution.

Update Food and Nutrition United Bank Account #29080000309 and #29080000069 signature forms to designate Matthew Geary, Karen Clancy and Nick Aldi as authorized signers through the certified resolution.

Update Manchester High School United Bank Account #29080000044, #29000003910, #29000003965, #40000463078, #40000463132, #40000463035, #40000462985 and #29000002748 signature forms to designate Matthew Geary, Karen Clancy, Jill Krieger, Idelisa Torres, Katelyn Miner and Lindsey Boutilier as authorized signers through the certified resolution.

Update Student Activity and Manchester Adult Continuing Education United Bank Account #29080000036 and #29080000887 signature forms to designate Matthew Geary and Karen Clancy as authorized signers through the certified resolution.

F-1

Manchester's Smarter Balanced, CMT and CAPT Data

2016



Manchester Public Schools

Overview of Manchester's Smarter Balanced District Data



Manchester Public Schools

Smarter Balanced Achievement Levels

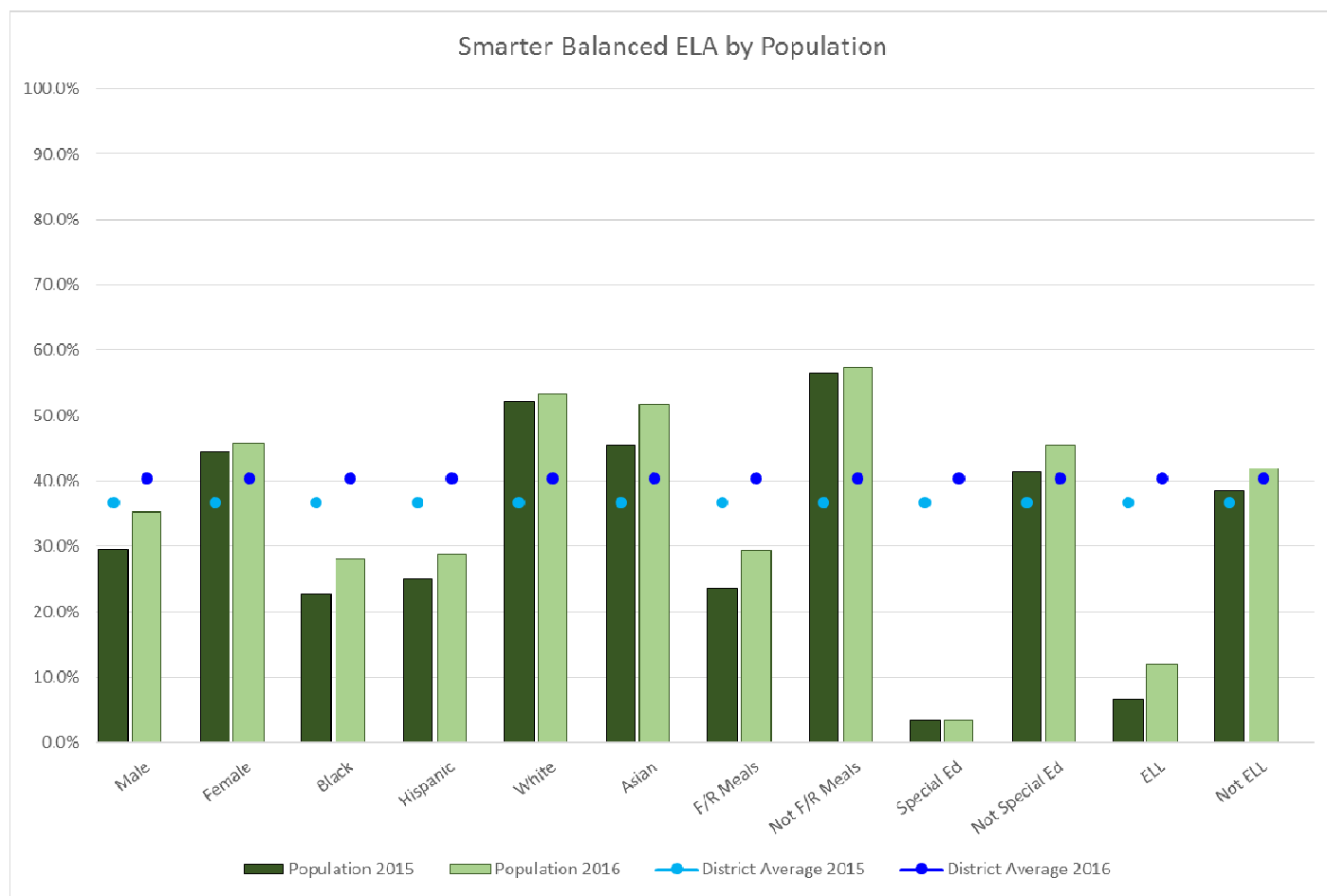
- ① Does Not Meet the Achievement Level
- ② Approaching the Achievement Level
- ③ Meets the Achievement Level
- ④ Exceeds the Achievement Level



Smarter Balanced - % Students Meets/Exceeds Standards

ELA – District - Population

	# Students Meets/Exceeds		Total Students Tested	
	2015*	2016	2015*	2016
Male	398	477	1347	1352
Female	562	588	1266	1282
Black	131	167	577	595
Hispanic	182	215	726	747
White	510	520	979	974
Asian	86	95	189	184
F/R Meals	373	468	1574	1593
Not F/R Meals	587	597	1039	1041
Special Ed	11	11	322	320
Not Special Ed	949	1054	2291	2314
ELL	9	17	137	141
Not ELL	951	1048	2476	2493
District	960	1065	2613	2634



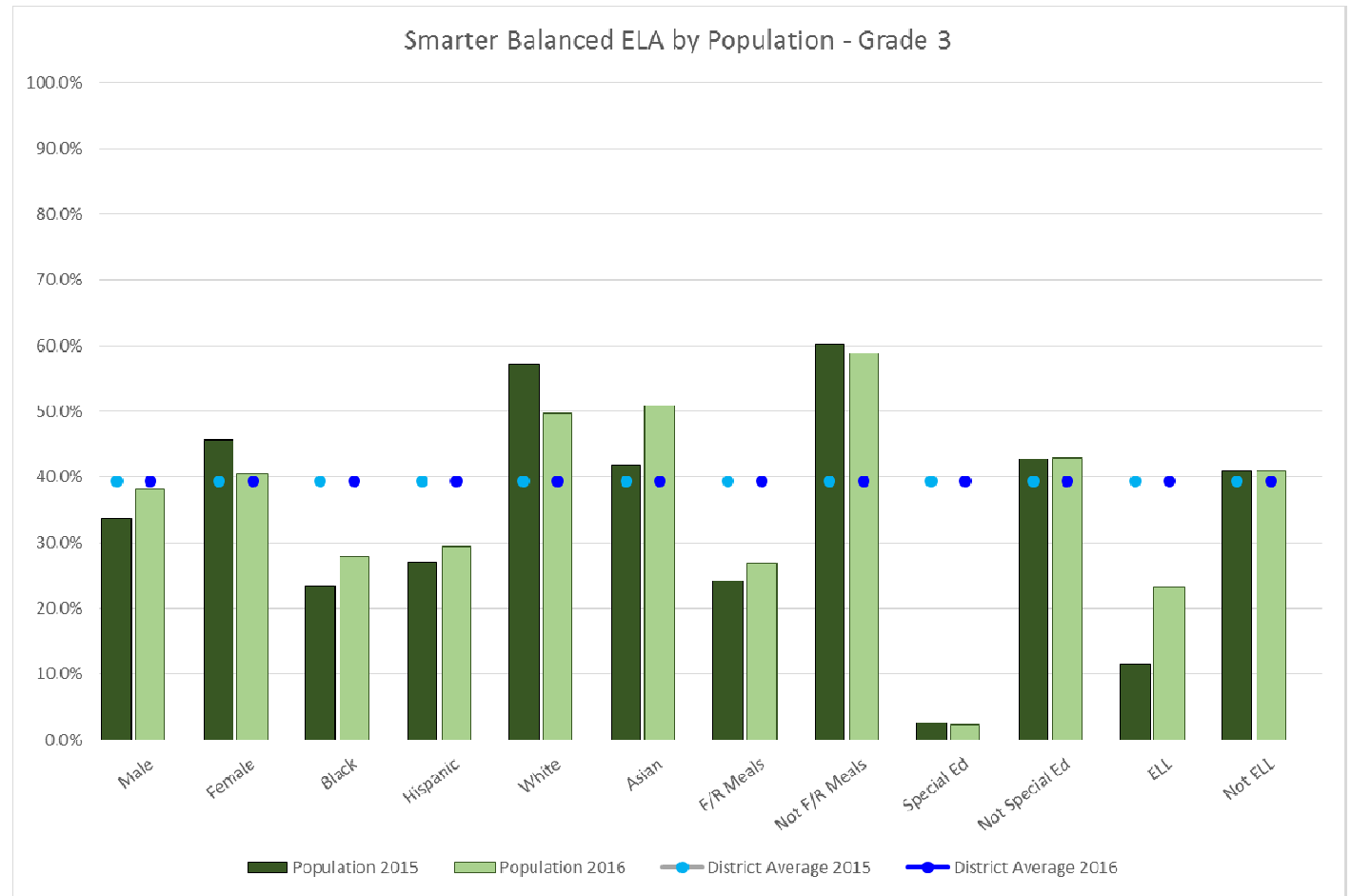
Manchester Public Schools

*Recalculated ELA, CAT only 2015

Smarter Balanced - % Students Meets/Exceeds Standards

ELA – District – Population – Grade 3

Grade	# Students Meets/Exceeds		Total Students Tested	
	2015*	2016	2015*	2016
Male	82	98	244	256
Female	101	105	221	259
Black	22	33	94	118
Hispanic	37	42	137	143
White	99	88	173	177
Asian	15	26	36	51
F/R Meals	65	84	269	313
Not F/R Meals	118	119	196	202
Special Ed	1	1	39	44
Not Special Ed	182	202	426	471
ELL	3	10	26	43
Not ELL	180	193	439	472
District	183	203	465	515



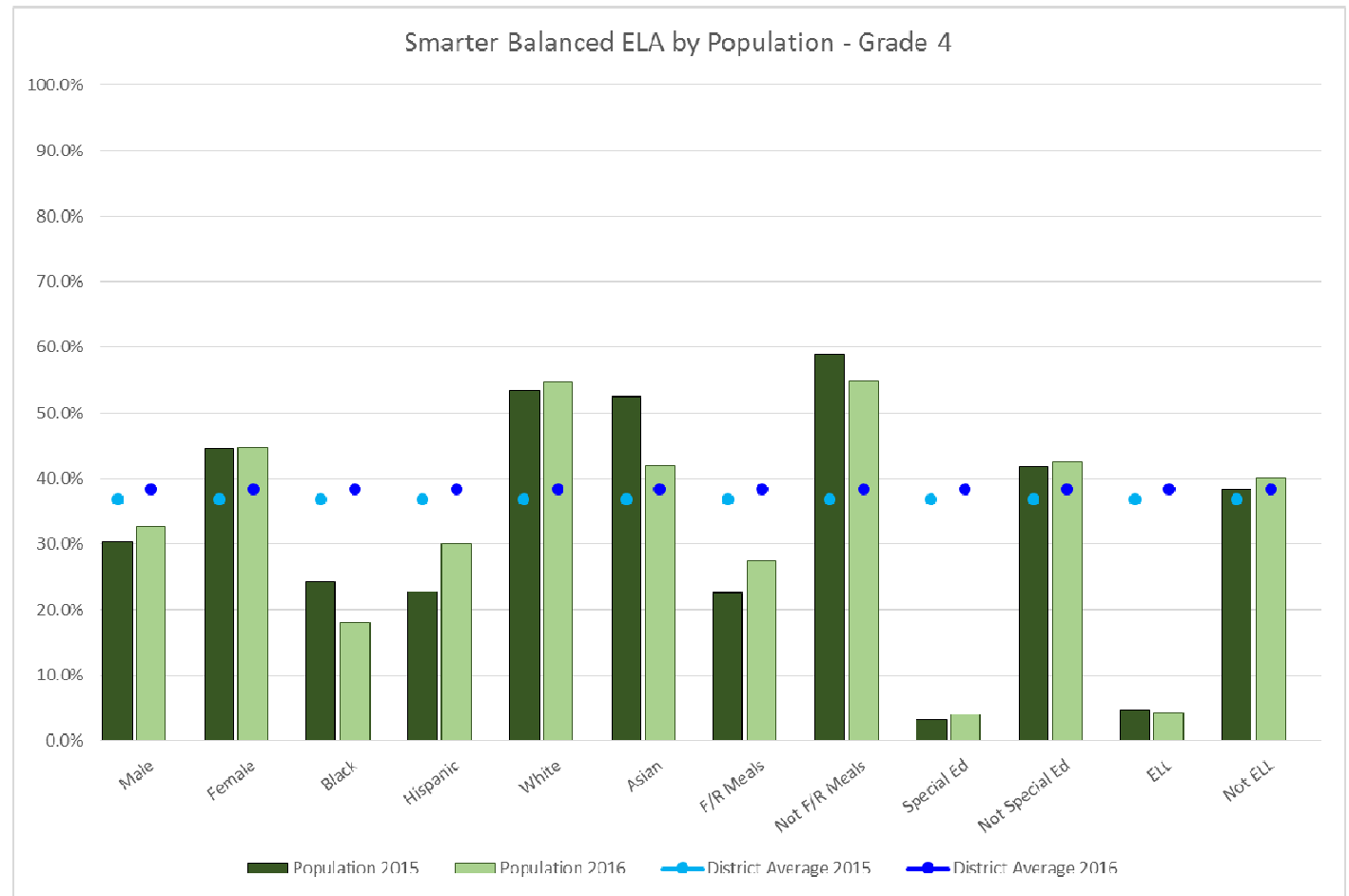
Manchester Public Schools

*Recalculated ELA, CAT only 2015

Smarter Balanced - % Students Meets/Exceeds Standards

ELA – District – Population – Grade 4

	# Students Meets/Exceeds		Total Students Tested	
	2015*	2016	2015*	2016
Male	79	80	260	245
Female	99	99	222	221
Black	26	18	107	99
Hispanic	28	43	123	143
White	98	94	183	172
Asian	21	13	40	31
F/R Meals	66	77	292	280
Not F/R Meals	112	102	190	186
Special Ed	2	2	61	50
Not Special Ed	176	177	421	416
ELL	1	1	21	23
Not ELL	177	178	461	443
District	178	179	482	466



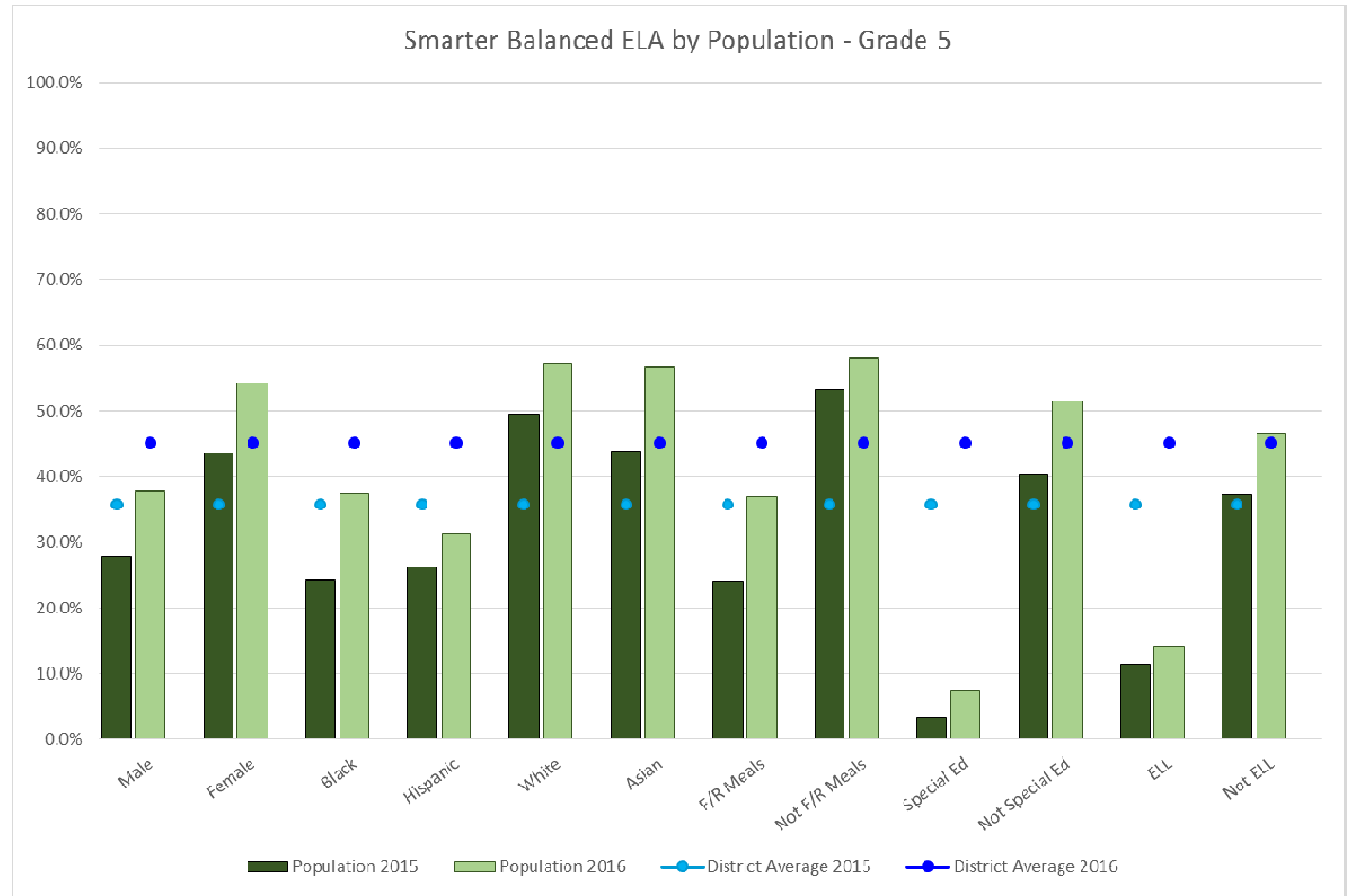
Manchester Public Schools

*Recalculated ELA, CAT only 2015

Smarter Balanced - % Students Meets/Exceeds Standards

ELA – District – Population – Grade 5

	# Students Meets/ Exceeds		Total Students Tested	
	2015*	2016	2015*	2016
Male	66	98	236	260
Female	104	117	239	216
Black	26	37	107	99
Hispanic	37	40	141	128
White	85	106	172	185
Asian	14	21	32	37
F/R Meals	68	107	283	290
Not F/R Meals	102	108	192	186
Special Ed	2	5	58	68
Not Special Ed	168	210	417	408
ELL	3	3	26	21
Not ELL	167	212	449	455
District	170	215	475	476



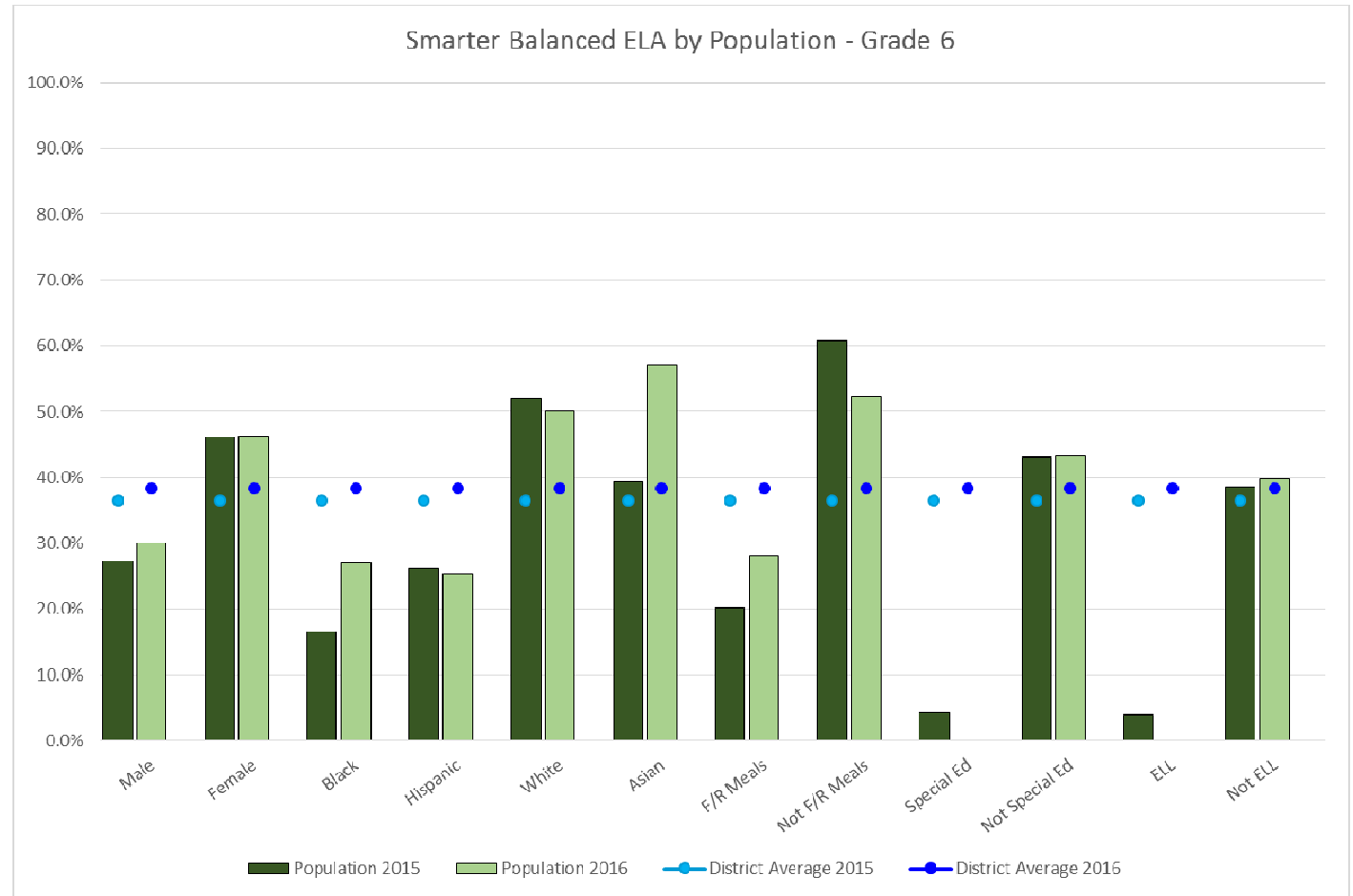
Manchester Public Schools

*Recalculated ELA, CAT only 2015

Smarter Balanced - % Students Meets/Exceeds Standards

ELA – District – Population – Grade 6

	# Students Meets/Exceeds		Total Students Tested	
	2015*	2016	2015*	2016
Male	57	61	209	203
Female	94	98	204	212
Black	15	25	91	93
Hispanic	27	31	103	122
White	89	79	171	158
Asian	11	12	28	21
F/R Meals	50	68	247	241
Not F/R Meals	101	91	166	174
Special Ed	3	0	69	47
Not Special Ed	148	159	344	368
ELL	1	0	25	15
Not ELL	150	159	388	400
District	151	159	413	415



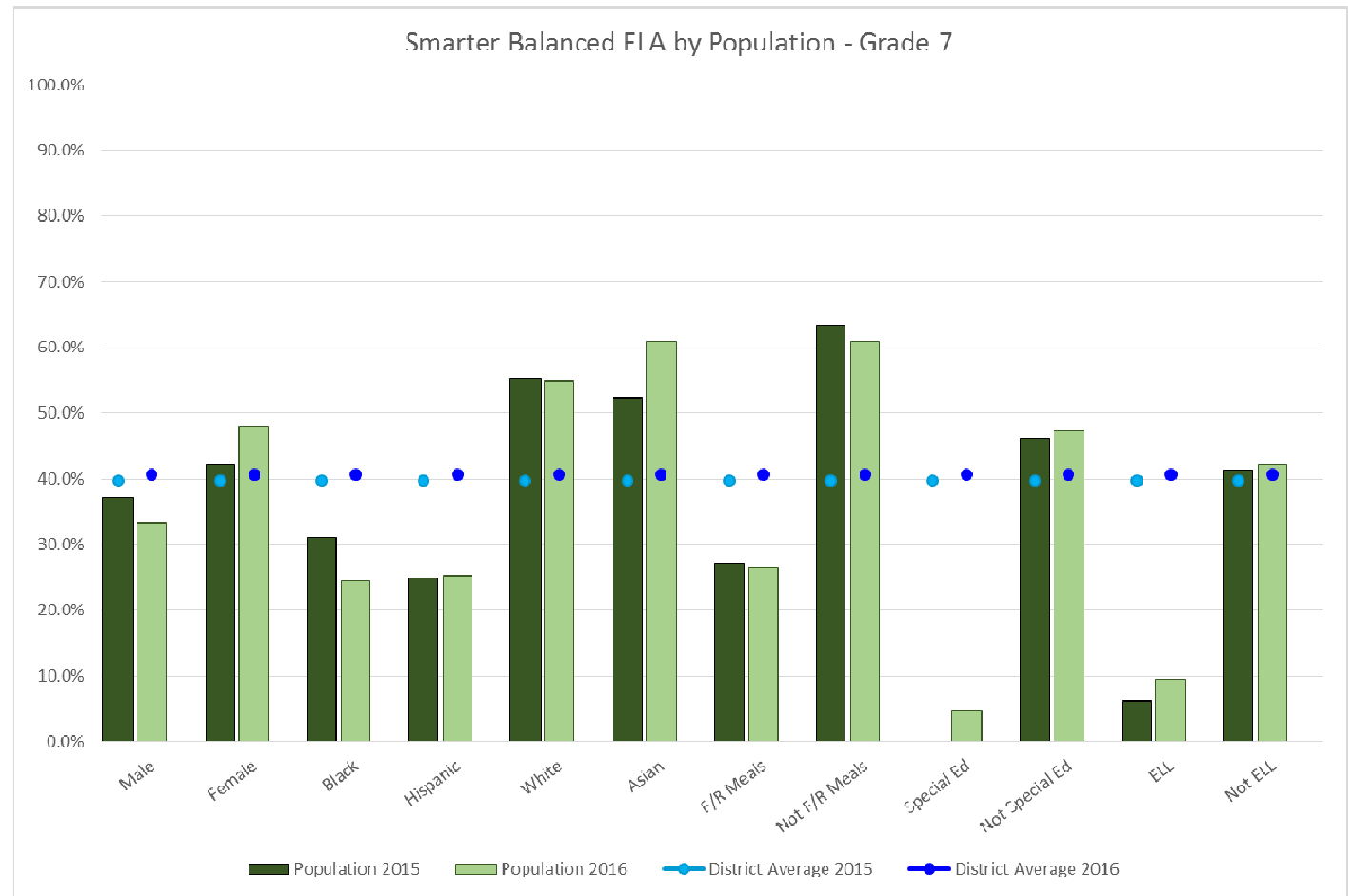
Manchester Public Schools

*Recalculated ELA, CAT only 2015

Smarter Balanced - % Students Meets/Exceeds Standards

ELA – District – Population – Grade 7

	# Students Meets/Exceeds		Total Students Tested	
	2015*	2016	2015*	2016
Male	67	68	180	204
Female	74	96	175	200
Black	28	22	90	90
Hispanic	25	27	100	107
White	69	90	125	164
Asian	11	14	21	23
F/R Meals	63	63	232	238
Not F/R Meals	78	101	123	166
Special Ed	0	3	49	64
Not Special Ed	141	161	306	340
ELL	1	2	16	21
Not ELL	140	162	339	383
District	141	164	355	404



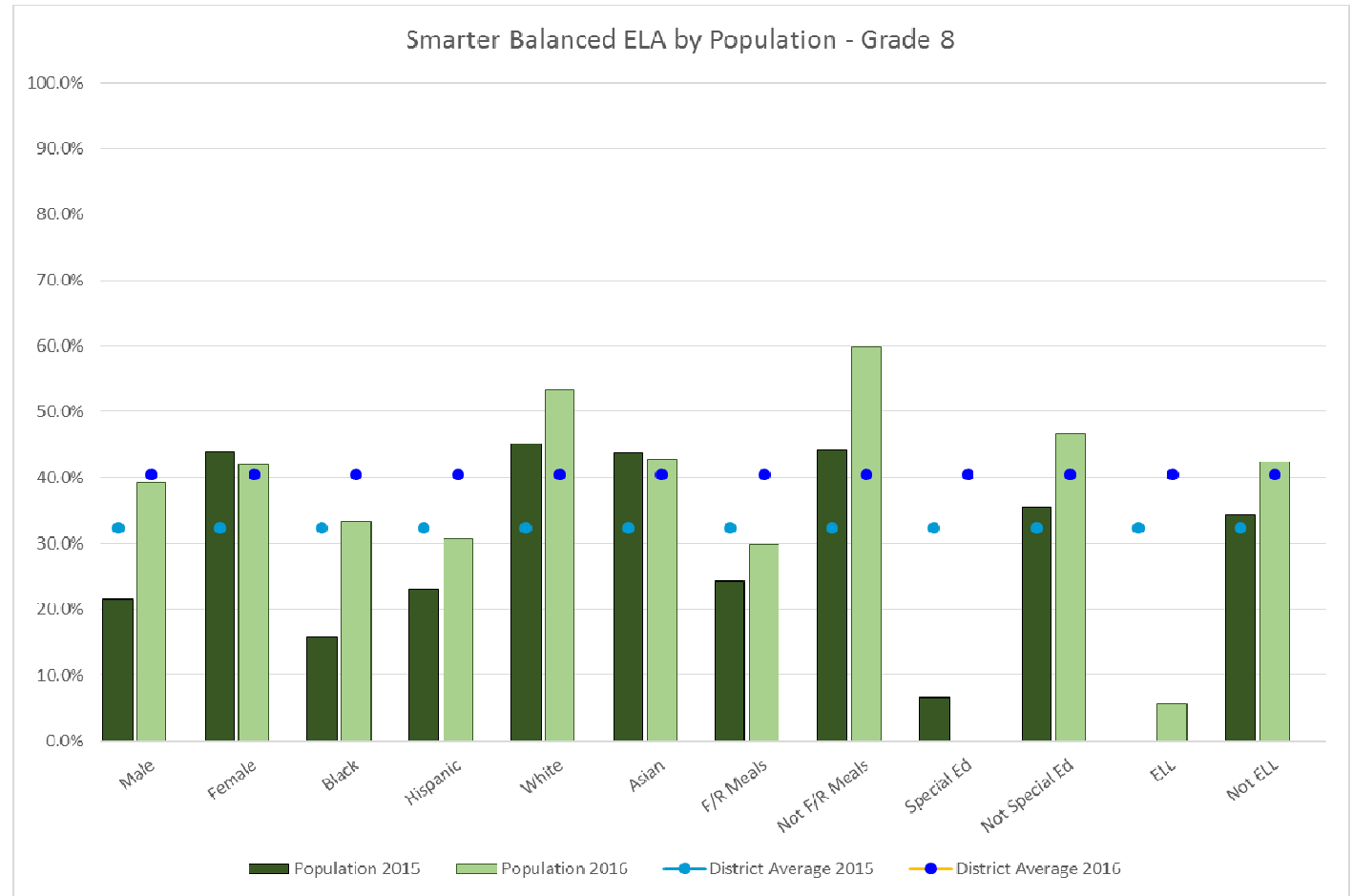
Manchester Public Schools

*Recalculated ELA, CAT only 2015

Smarter Balanced - % Students Meets/Exceeds Standards

ELA – District – Population – Grade 8

	# Students Meets/ Exceeds		Total Students Tested	
	2015*	2016	2015*	2016
Male	47	72	218	184
Female	90	73	205	174
Black	14	32	88	96
Hispanic	28	32	122	104
White	70	63	155	118
Asian	14	9	32	21
F/R Meals	61	69	251	231
Not F/R Meals	76	76	172	127
Special Ed	3	0	46	47
Not Special Ed	134	145	377	311
ELL	0	1	23	18
Not ELL	137	144	400	340
District	137	145	423	358



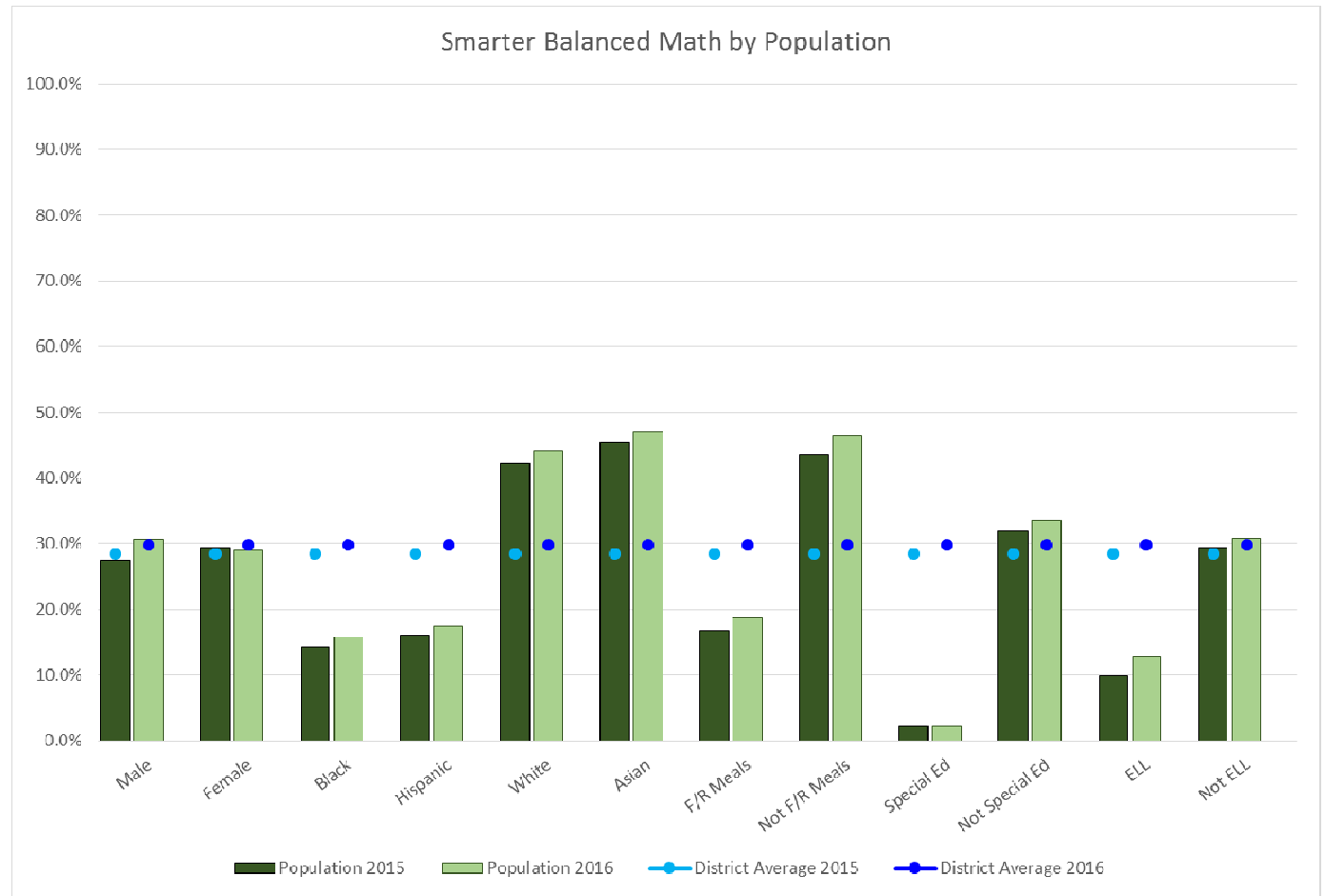
Manchester Public Schools

*Recalculated ELA, CAT only 2015

Smarter Balanced - % Students Meets/Exceeds Standards

Math – District - Population

	# Students Meets/Exceeds		Total Students Tested	
	2015	2016	2015	2016
Male	368	413	1342	1349
Female	371	370	1261	1281
Black	82	94	573	594
Hispanic	117	130	724	745
White	412	429	976	974
Asian	85	86	186	183
F/R Meals	247	300	1472	1590
Not F/R Meals	492	483	1131	1040
Special Ed	7	7	316	318
Not Special Ed	732	776	2287	2312
ELL	14	18	142	141
Not ELL	725	765	2461	2489
District	739	783	2603	2630

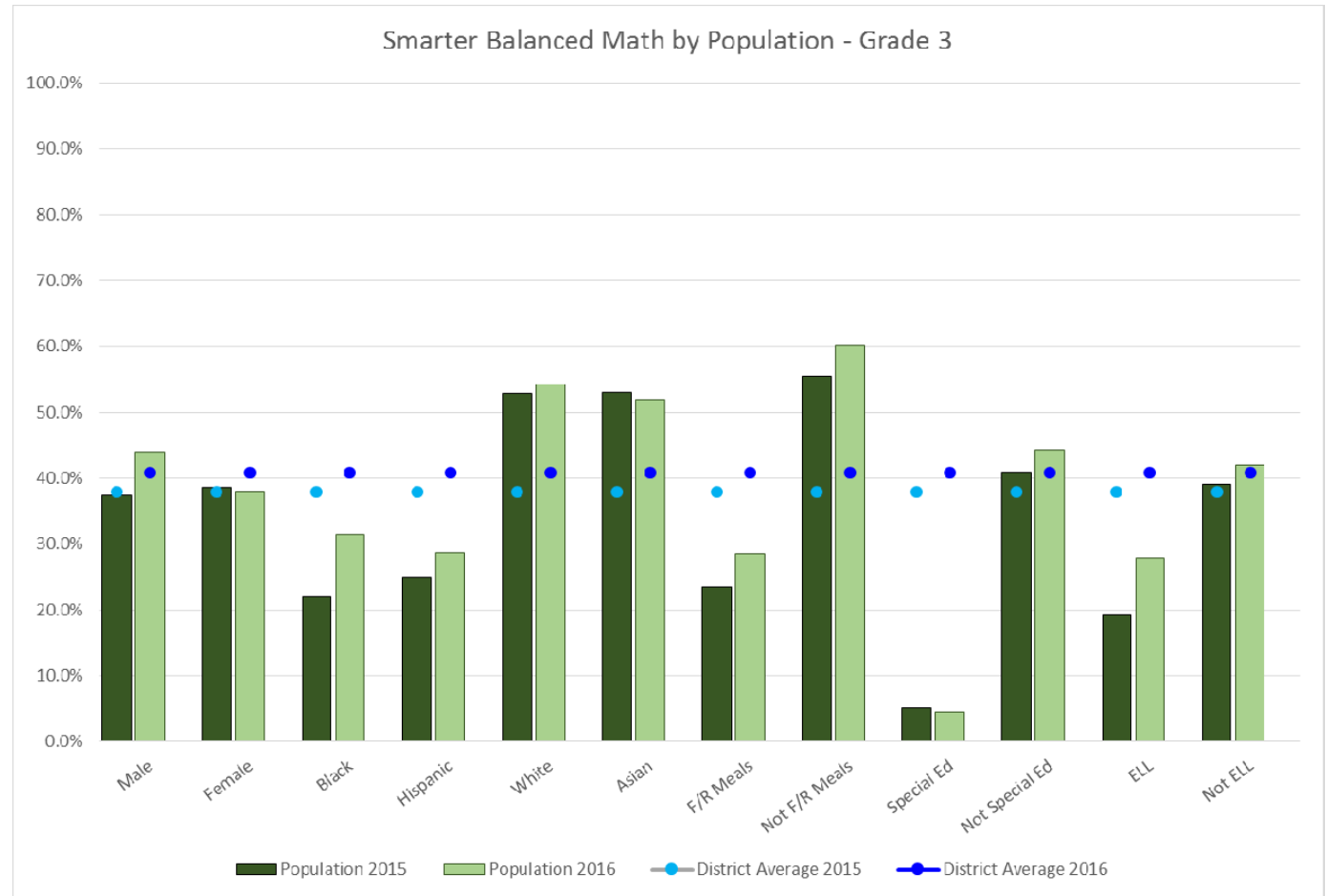


Manchester Public Schools

Smarter Balanced - % Students Meets/Exceeds Standards

Math – District – Population – Grade 3

	# Students Meets/ Exceeds		Total Students Tested	
	2015	2016	2015	2016
Male	92	112	246	255
Female	85	98	220	259
Black	21	37	95	118
Hispanic	34	41	136	143
White	92	96	174	177
Asian	18	26	34	50
F/R Meals	60	89	255	313
Not F/R Meals	117	121	211	201
Special Ed	2	2	39	44
Not Special Ed	175	208	427	470
ELL	5	12	26	43
Not ELL	172	198	440	471
District	177	210	466	514



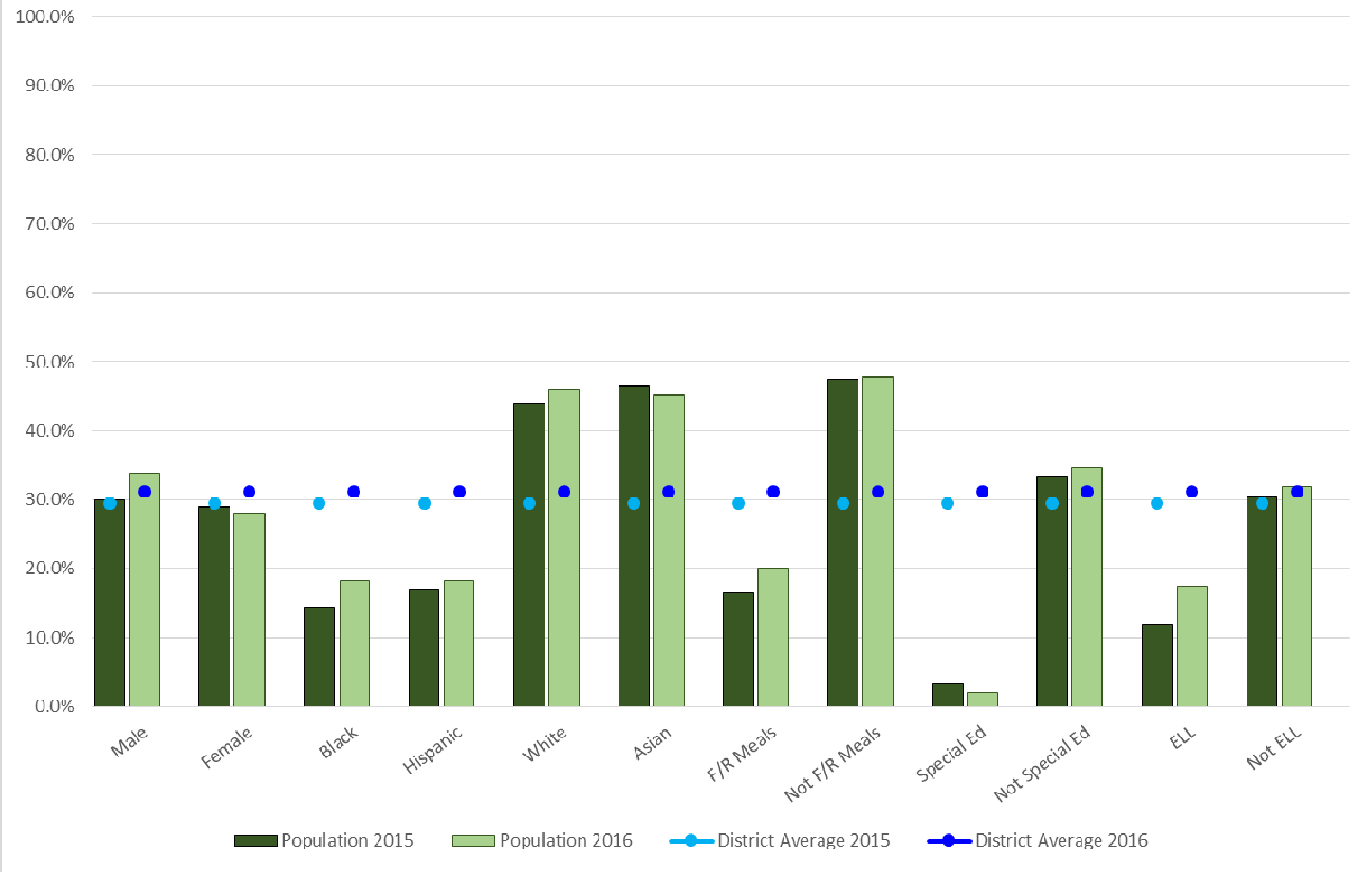
Manchester Public Schools

Smarter Balanced - % Students Meets/Exceeds Standards

Math – District – Population – Grade 4

	# Students Meets/Exceeds		Total Students Tested	
	2015	2016	2015	2016
Male	78	83	260	245
Female	64	62	221	221
Black	15	18	104	99
Hispanic	21	26	125	143
White	80	79	182	172
Asian	19	14	41	31
F/R Meals	46	56	279	280
Not F/R Meals	96	89	202	186
Special Ed	2	1	61	50
Not Special Ed	140	144	420	416
ELL	3	4	25	23
Not ELL	139	141	456	443
District	142	145	481	466

Smarter Balanced Math by Population - Grade 4

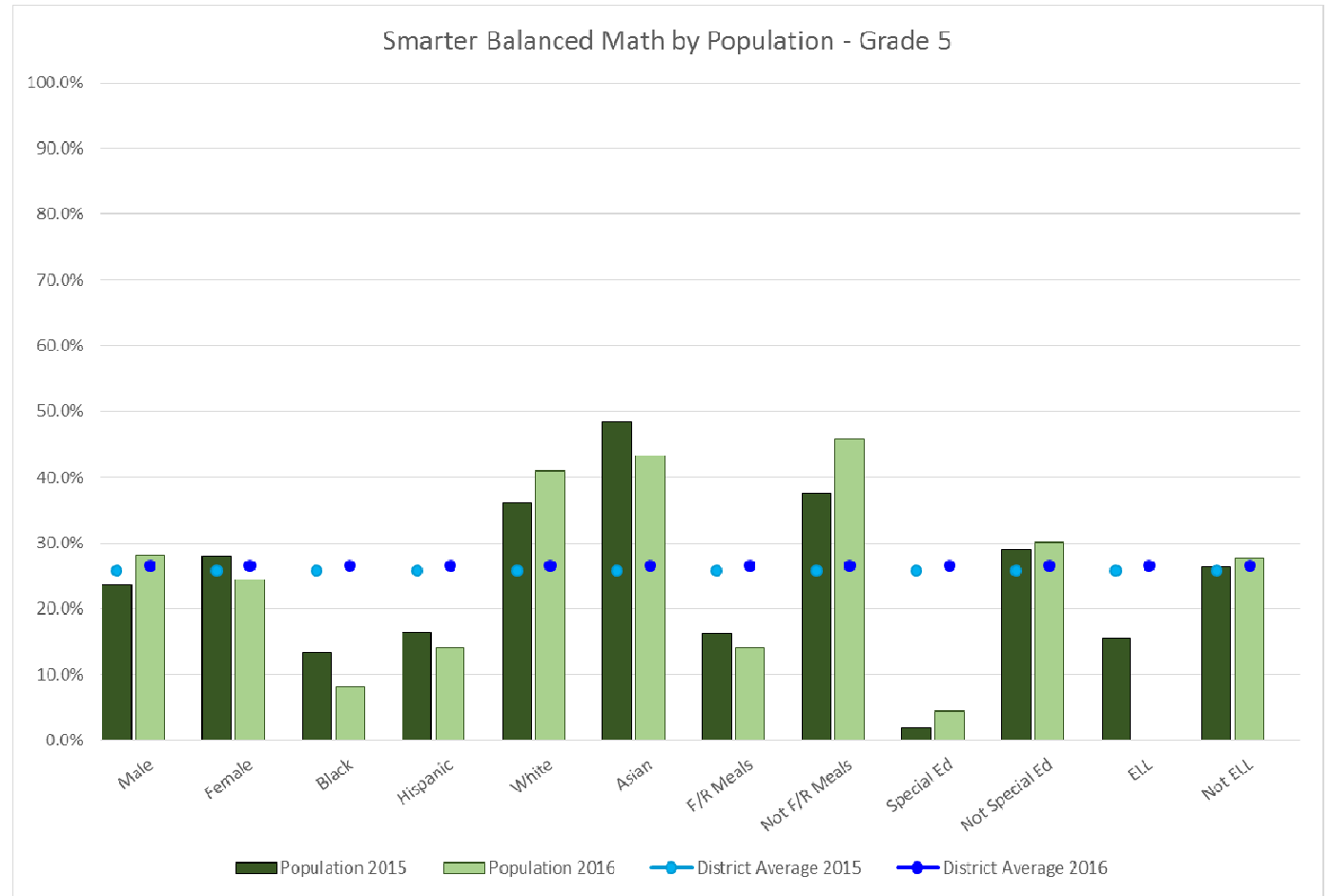


Manchester Public Schools

Smarter Balanced - % Students Meets/Exceeds Standards

Math – District – Population – Grade 5

	# Students Meets/ Exceeds		Total Students Tested	
	2015	2016	2015	2016
Male	55	73	234	260
Female	66	53	236	216
Black	14	8	105	99
Hispanic	23	18	139	128
White	62	76	172	185
Asian	15	16	31	37
F/R Meals	42	41	259	290
Not F/R Meals	79	85	211	186
Special Ed	1	3	55	68
Not Special Ed	120	123	415	408
ELL	4	0	26	21
Not ELL	117	126	444	455
District	121	126	470	476

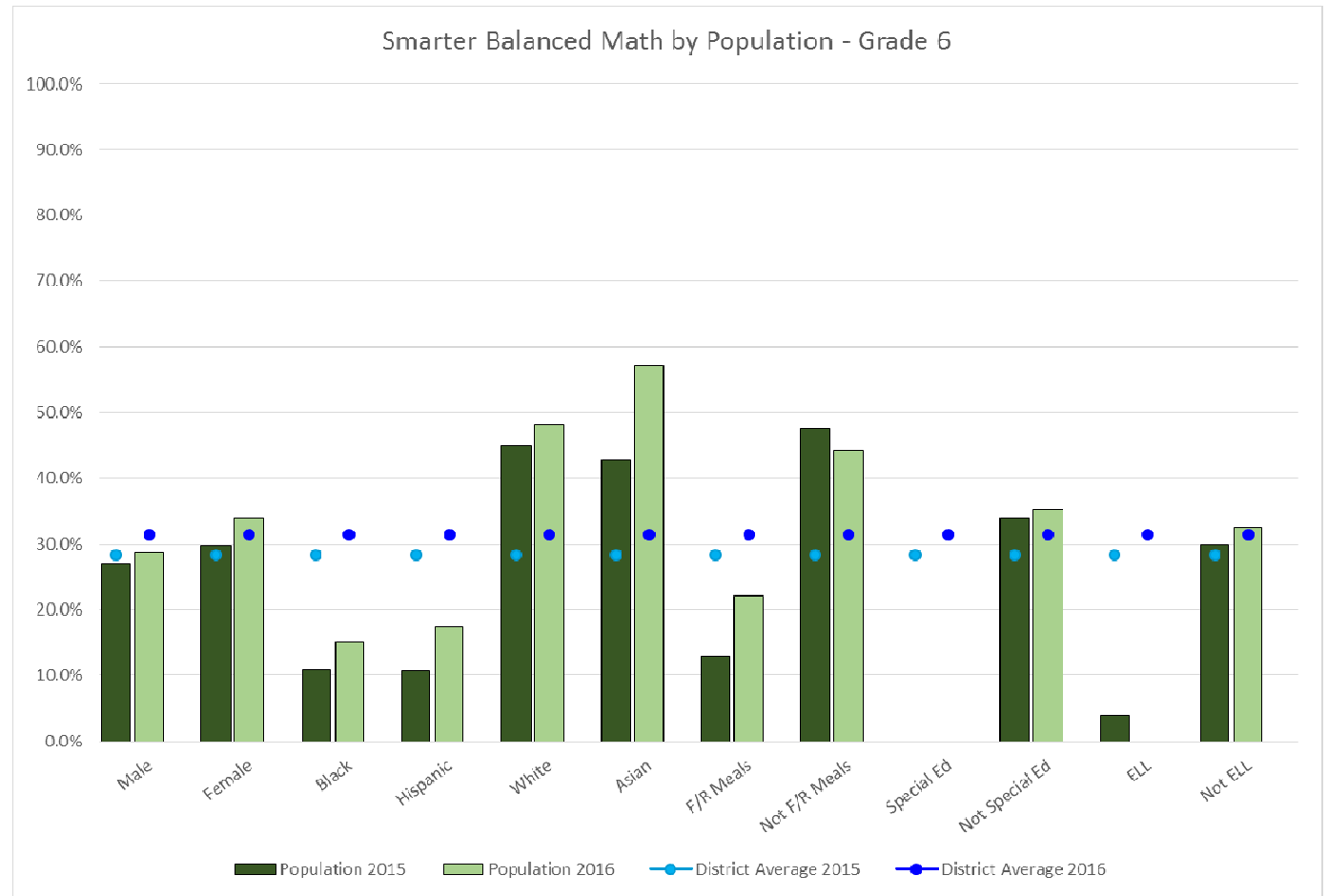


Manchester Public Schools

Smarter Balanced - % Students Meets/Exceeds Standards

Math – District – Population – Grade 6

	# Students Meets/Exceeds		Total Students Tested	
	2015	2016	2015	2016
Male	56	58	207	202
Female	61	72	205	212
Black	10	14	91	93
Hispanic	11	21	102	121
White	77	76	171	158
Asian	12	12	28	21
F/R Meals	29	53	227	240
Not F/R Meals	88	77	185	174
Special Ed	0	0	67	46
Not Special Ed	117	130	345	368
ELL	1	0	25	15
Not ELL	116	130	387	399
District	117	130	412	414



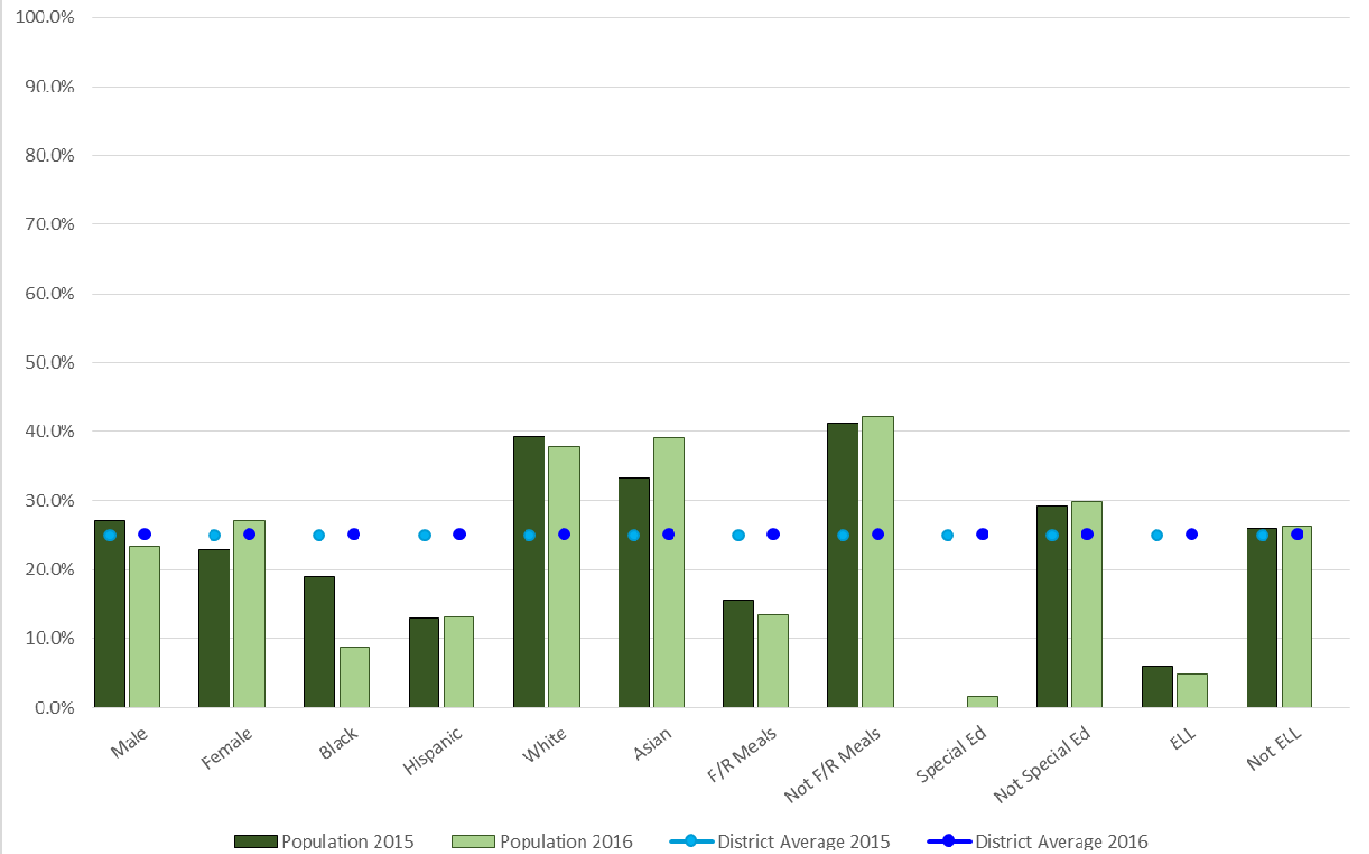
Manchester Public Schools

Smarter Balanced - % Students Meets/Exceeds Standards

Math – District – Population Grade 7

	# Students Meets/ Exceeds		Total Students Tested	
	2015	2016	2015	2016
Male	49	48	181	205
Female	40	54	175	200
Black	17	8	90	91
Hispanic	13	14	101	107
White	49	62	125	164
Asian	7	9	21	23
F/R Meals	35	32	225	239
Not F/R Meals	54	70	131	166
Special Ed	0	1	51	65
Not Special Ed	89	101	305	340
ELL	1	1	17	21
Not ELL	88	101	339	384
District	89	102	356	405

Smarter Balanced Math by Population - Grade 7

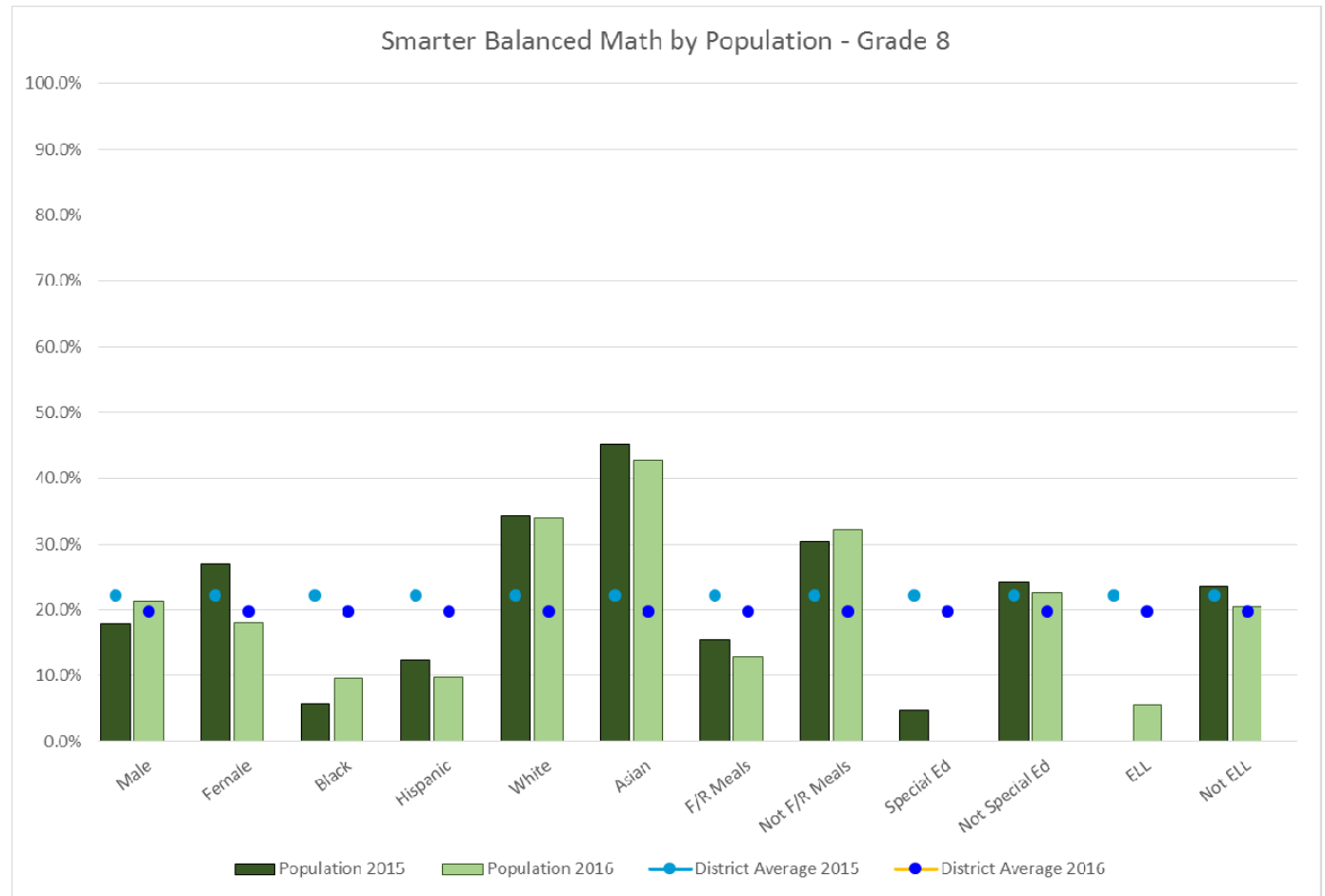


Manchester Public Schools

Smarter Balanced - % Students Meets/Exceeds Standards

Math – District – Population – Grade 8

	# Students Meets/Exceeds		Total Students Tested	
	2015	2016	2015	2016
Male	38	39	214	182
Female	55	31	204	173
Black	5	9	88	94
Hispanic	15	10	121	103
White	52	40	152	118
Asian	14	9	31	21
F/R Meals	35	29	227	228
Not F/R Meals	58	41	191	127
Special Ed	2	0	43	45
Not Special Ed	91	70	375	310
ELL	0	1	23	18
Not ELL	93	69	395	337
District	93	70	418	355



Manchester Public Schools

An Example of School Data



Manchester Public Schools



[Home](#) > [Schools](#) > Bowers Elementary

Bowers Tweets

Tweets by @MPS_Bowers



MPS Bowers @MPS_Bowers

A "HOMPS" milestone! Read mpspride.org/uploaded/aaM



MPS This Week: Wednesday

HOMPS HIT

...and starting this weekend will be going to ... who live/work in town being featured on non-s [separate HOMPS Facebook page](#) (althoug



HUMAN OF MANCHESTER

Before and After School Programming

Math Corner

MPSPride Monthly

Student/Parent Handbook

Calendar

Cancellations or Delays

Information

Media Center

PTA

Staff

Data Dashboard

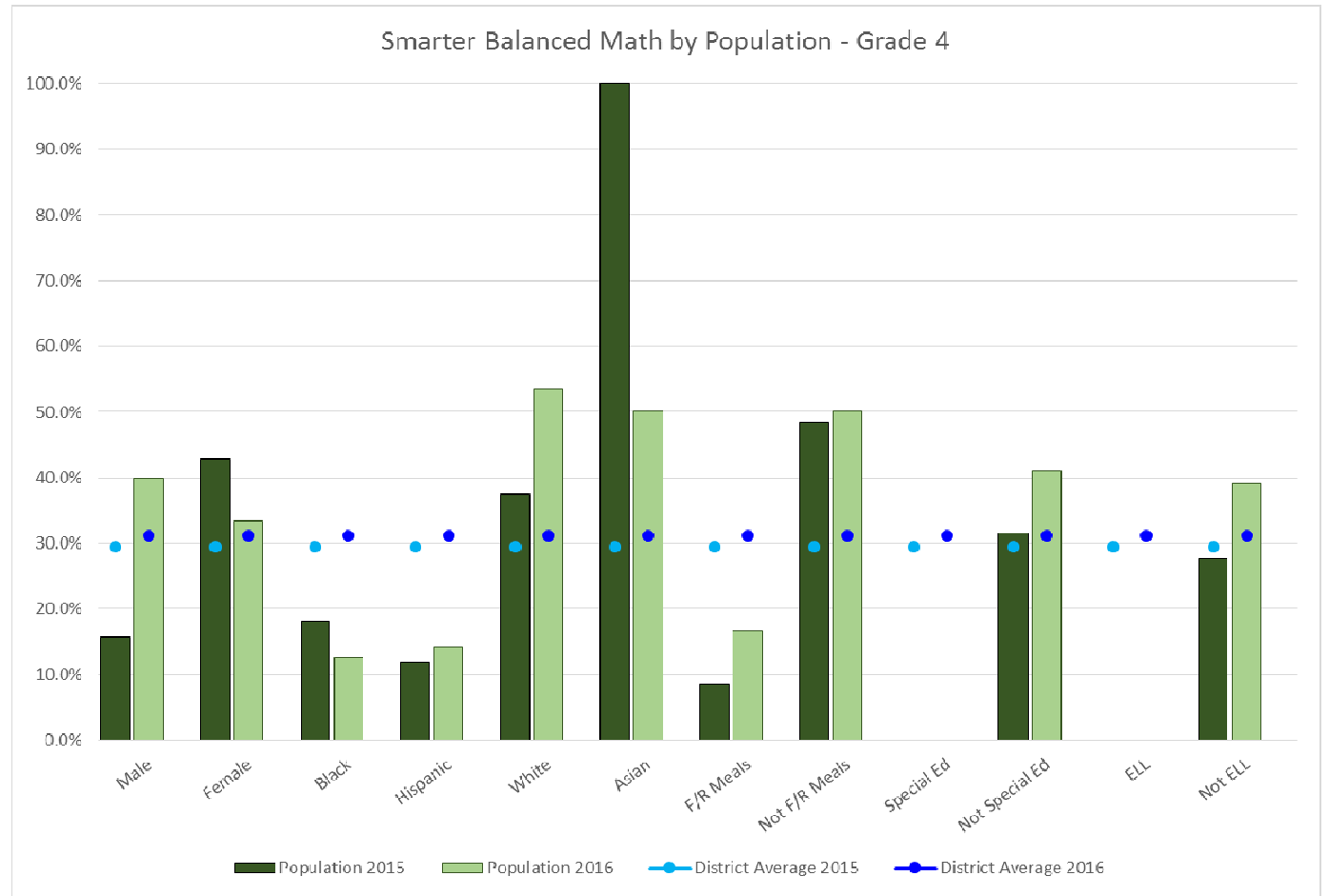


Manchester Public Schools

Smarter Balanced - % Students at Meets or Exceeds Standards

MATH – Bowers – Grade 4

	# Students Meets/ Exceeds		Total Students Tested	
	2015	2016	2015	2016
Male	6	14	38	35
Female	12	9	28	27
Black	2	1	11	8
Hispanic	2	3	17	21
White	12	15	32	28
Asian	1	1	1	2
F/R Meals	3	4	35	24
Not F/R Meals	15	19	31	38
Special Ed	0	0	9	6
Not Special Ed	18	23	57	56
ELL	0	0	1	3
Not ELL	18	23	65	59
District	142	145	481	466



Manchester Public Schools

Smarter Balanced Results by School

Smarter Balanced by	2016 ELA		2015 ELA*		2016 Math		2015 Math	
	# Tested	% Meets/ Exceeds	# Tested	% Meets/ Exceeds	# Tested	% Meets/ Exceeds	# Tested	% Meets/ Exceeds
Bowers	201	44%	203	44%	201	35%	200	33%
Buckley	152	59%	160	54%	151	56%	161	50%
Highland Park	136	50%	137	46%	136	40%	137	45%
Keeney	153	48%	143	41%	153	37%	144	35%
Martin	130	40%	131	38%	130	29%	130	34%
Robertson	146	45%	145	36%	146	43%	138	26%
Verplanck	186	26%	188	24%	185	16%	186	16%
Waddell	161	40%	147	38%	161	29%	151	34%
Washington	186	25%	169	18%	187	20%	169	12%
Bennet	420	38%	411	37%	419	31%	412	28%
Illing	751	41%	767	36%	749	23%	762	24%



Overview of Manchester's CMT Data

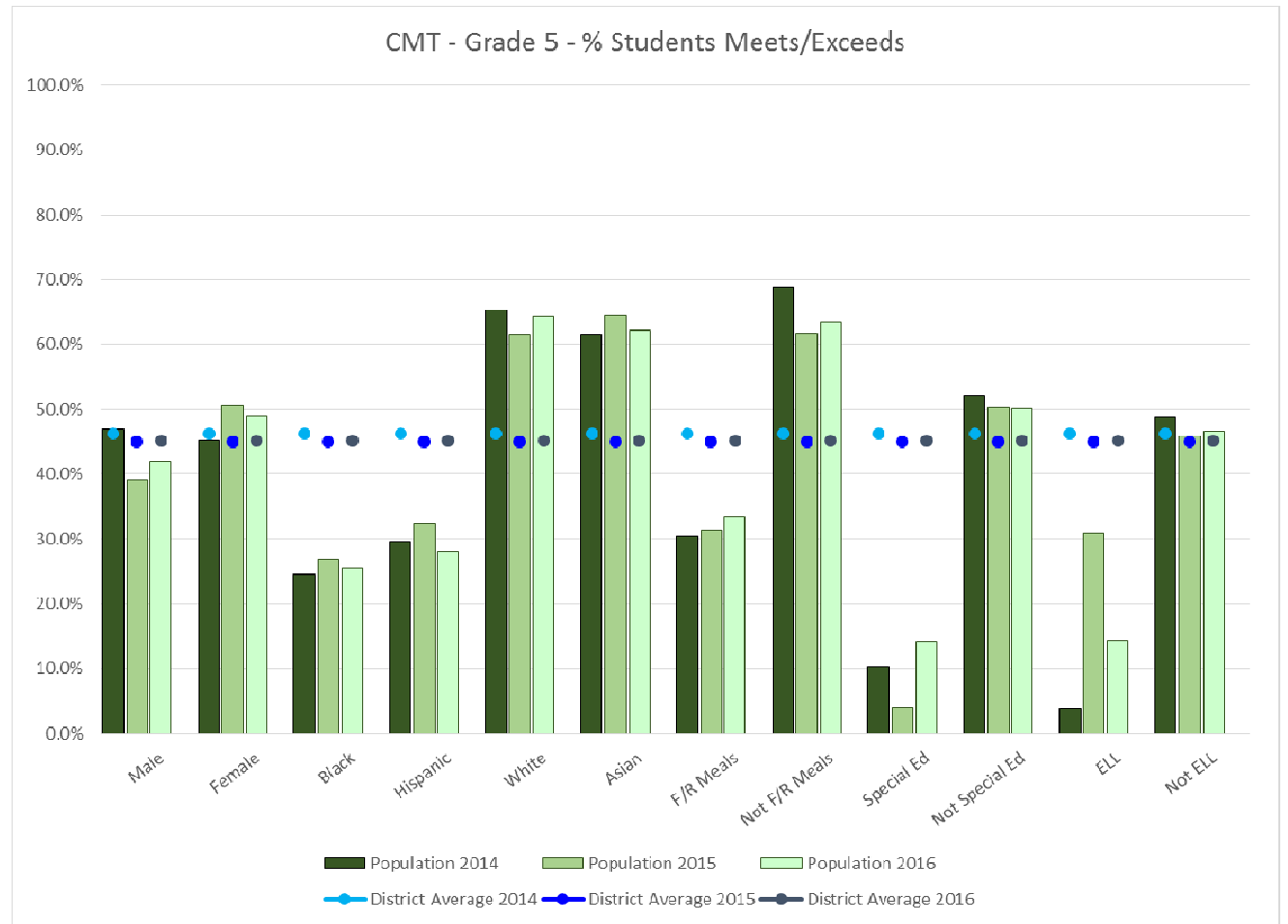


Manchester Public Schools

CMT - % Students At or Above Goal

Science – Grade 5

	# Students Meets/ Exceeds			Total Students Tested		
	2014	2015	2016	2014	2015	2016
Male	119	90	107	253	230	255
Female	101	120	105	223	237	214
Black	28	28	25	114	104	98
Hispanic	32	44	35	108	136	125
White	126	105	117	193	171	182
Asian	24	20	23	39	31	37
F/R Meals	85	80	95	280	256	285
Not F/R Meals	135	130	117	196	211	184
Special Ed	7	2	9	67	53	64
Not Special Ed	213	208	203	409	414	405
ELL	1	8	3	27	26	21
Not ELL	219	202	209	449	441	448
District	220	210	212	476	467	469

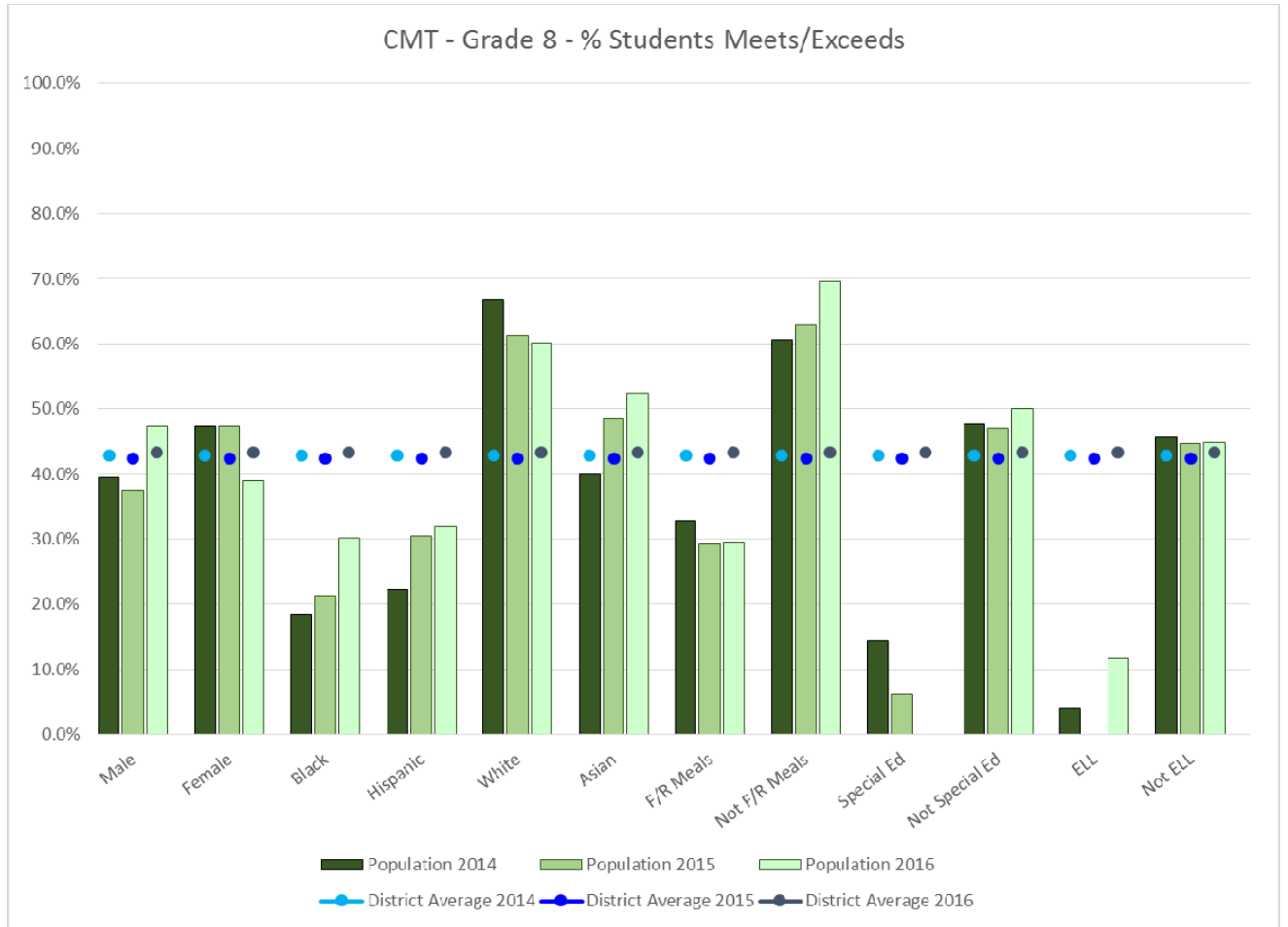


Manchester Public Schools

CMT - % Students At or Above Goal

Science – Grade 8

	# Students Meets/Exceeds			Total Students Tested		
	2014	2015	2016	2014	2015	2016
Male	86	83	89	218	221	188
Female	81	100	69	171	211	177
Black	16	20	29	87	94	96
Hispanic	21	38	34	94	125	106
White	110	98	74	165	160	123
Asian	12	16	11	30	33	21
F/R Meals	81	78	71	247	265	240
Not F/R Meals	86	105	87	142	167	125
Special Ed	8	3	0	56	49	49
Not Special Ed	159	180	158	333	383	316
ELL	1	0	2	25	23	17
Not ELL	166	183	156	364	409	348
District	167	183	158	389	432	365

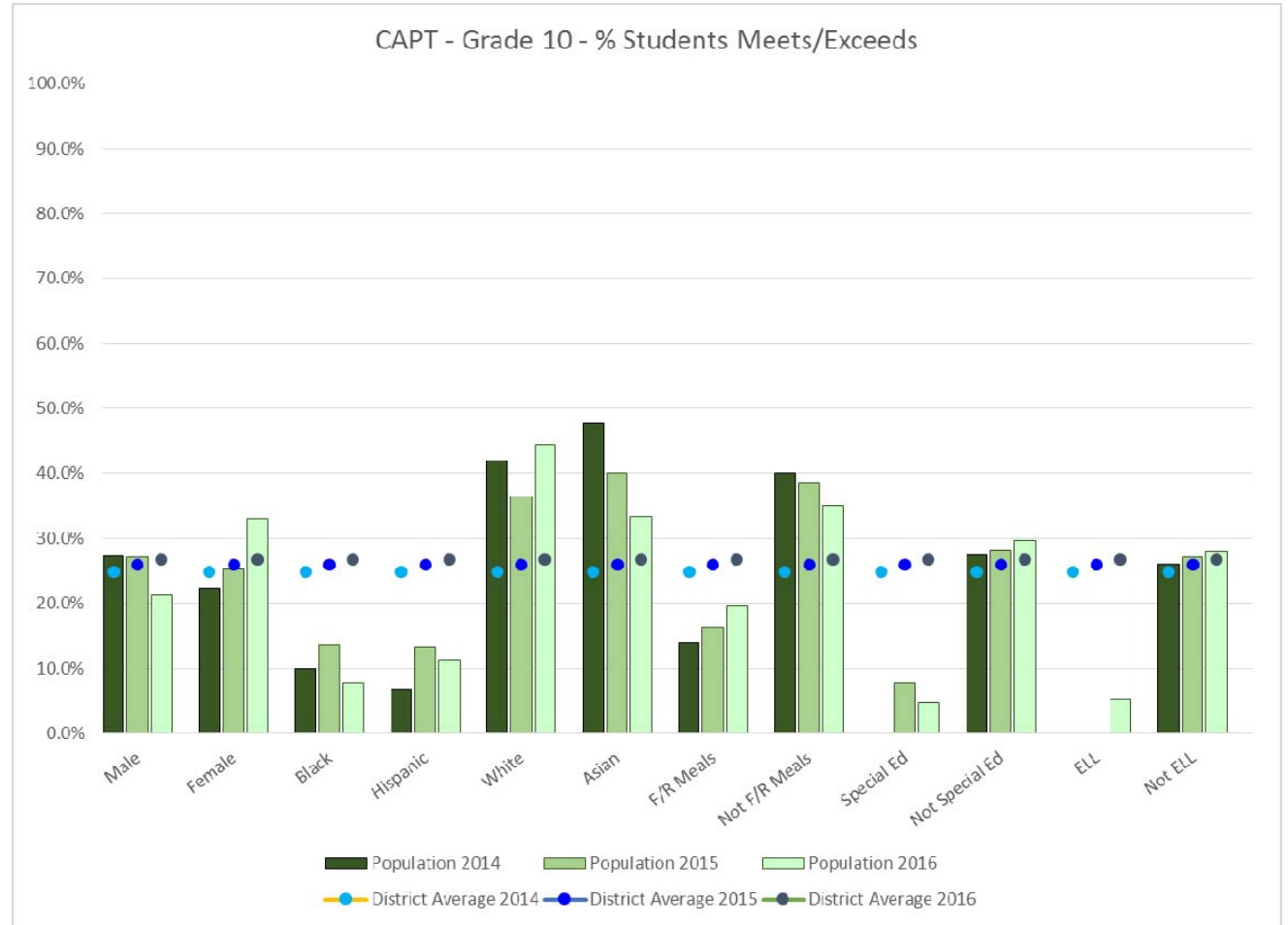


Manchester Public Schools

CAPT - % Students At or Above Goal

Science – Grade 10

	# Students Meets/ Exceeds			Total Students Tested		
	2014	2015	2016	2014	2015	2016
Male	51	39	42	187	144	198
Female	42	53	58	188	210	176
Black	8	10	6	80	74	78
Hispanic	7	11	10	104	83	89
White	65	57	71	155	156	160
Asian	11	10	11	23	25	33
F/R Meals	30	32	39	218	198	200
Not F/R Meals	63	60	61	157	156	174
Special Ed	0	3	2	35	39	43
Not Special Ed	93	89	98	340	315	331
ELL	0	0	1	19	16	19
Not ELL	93	92	99	356	338	355
District	93	92	100	375	354	374



CMT/CAPT

Results by School

	2016		2015		2014	
CMT/CAPT	# Tested	% Meets/ Exceeds	# Tested	% Meets/ Exceeds	# Tested	% Meets/ Exceeds
Bowers	70	39%	70	50%	66	42%
Buckley	64	67%	52	73%	44	77%
Highland Park	42	74%	46	52%	42	69%
Keeney	49	31%	49	41%	66	58%
Martin	38	39%	49	45%	47	47%
Robertson	44	43%	40	33%	43	33%
Verplanck	57	42%	59	37%	43	30%
Waddell	51	55%	46	54%	59	49%
Washington	50	20%	55	20%	62	19%
Illing	354	45%	416	44%	383	44%
MHS	352	28%	354	26%	375	25%





Areas of Work

- ① Curriculum & Resources (*Science*)
- ① Varied Opportunities for Learning
- ② Professional Learning
- ③ Assessment & Data



Manchester Public Schools

Curriculum and Resources

GOAL:

Implementation of instruction aligned with all current standards.

Next Generation Science Standards (Nextgen)

Guaranteed experiences, common performance tasks and consistent resources district-wide.





Curriculum and Resources

- Consistent approaches PK-5
- Coaching PK-12
- Unit planner to lessons
- Lit Life
- Math Life
- Parents as assets and partners



Manchester Public Schools

Varied Opportunities for Learning

GOAL:

Allowing students to “discover” learning with peers as teacher facilitates with questioning and engagement





Varied Opportunities for Learning

- PK and K transition work
- K Play
- Investigation & Discovery (grade 1)
- *Project SPARK*
- Robotics – grade 5
- MELC 2.0



Manchester Public Schools



STEM Specialists

Science, Technology,
Engineering and Math

- 18 specialists K-5 (2 per building)
- *Science coach grades 6-8*
- Shared experiences/*curricular units*
 - Building non-fiction libraries
 - Next Generation Science Standards



Manchester Public Schools



EL Services

English Learners

- EL tutors part of PD opportunities
- Assignments based on need
- Language Assessment Scale (LAS) data and strategies
- CT. English Language Proficiency standards (CELP)





Professional Learning Communities PLCs

GOAL:

Individuals collaborate and combine their individual strengths to achieve more than they could alone.

Use of student data – examples provided.



Assessment and Data

GOAL:

Use of data and a data management process for analysis of student achievement progress, attendance, and behavioral data to monitor outcomes and revise systems and delivery of instruction.





Assessment and Data

- District Improvement Plan/Team
- Full Data Dashboard
- School Improvement Teams (SIT)
 - Meetings 3x/year with each building administrator
- Use of resources
- Chronic Absenteeism (K-2)



Questions and Discussion



Office of Performance, Evaluation & Talent Development



**2015 – 2016 End of Year Summary Report
Vonetta Romeo-Rivers, Director**

Summary Data Includes:

- Recruitment & Hiring Overview
- Diversity is Diverse
- Building From Within
- Investing in Our New Teachers
- TEAM
- Investing in Our Administrators
- Talent Office in Service to Schools
- University Partnerships
- Give Me a Hi5!
- Employee Wellness

A Few Smiles From Some Of Our Newly Hired Talent!





Savannah Smith of Bowers Elementary is the face of our 2015- 2016 *We Believe* Recruitment Brochure. The *Work At MPS* Webpage Launched on 4-5-16 and thus far the recruitment video has been viewed 457 times.

[Come Shine With Us!](#)

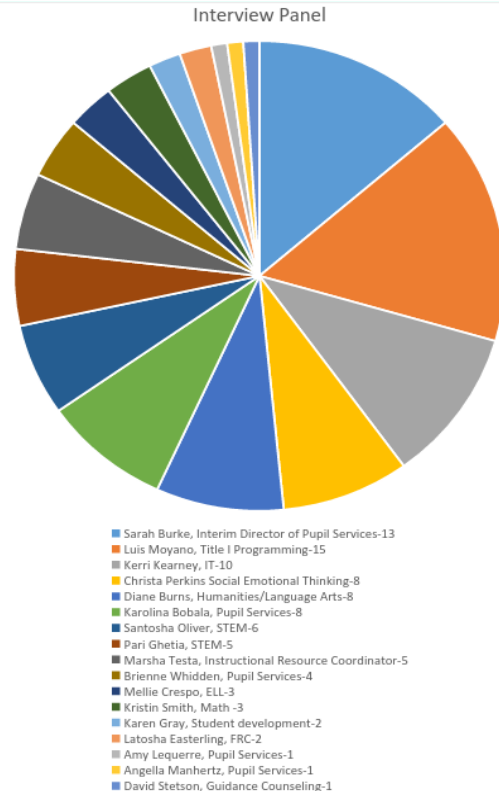
Signing A Contract With Manchester Public Schools



It Really Is A Collaborative Effort...

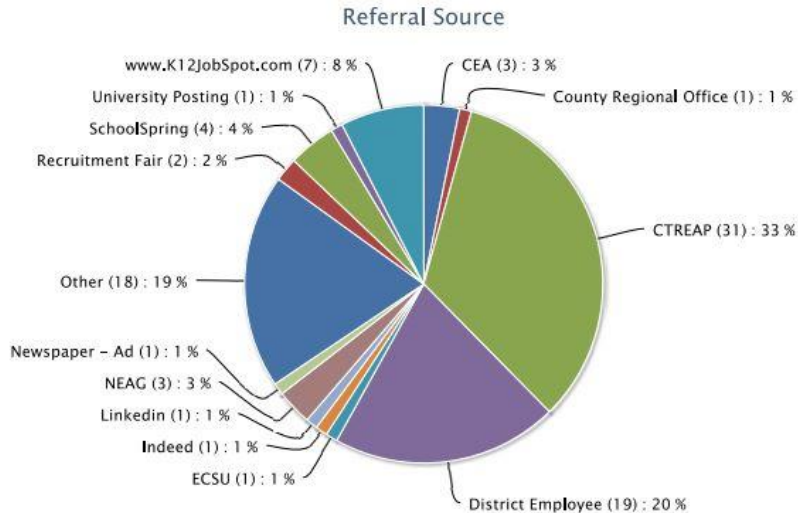
Building principals convene interview committees with anywhere from 5 to 8 staff members who represent a cross-section of leaders within the building.

It is not uncommon to also find members of the central office Teaching & Learning and Pupil Services departments participating at the building level interview.

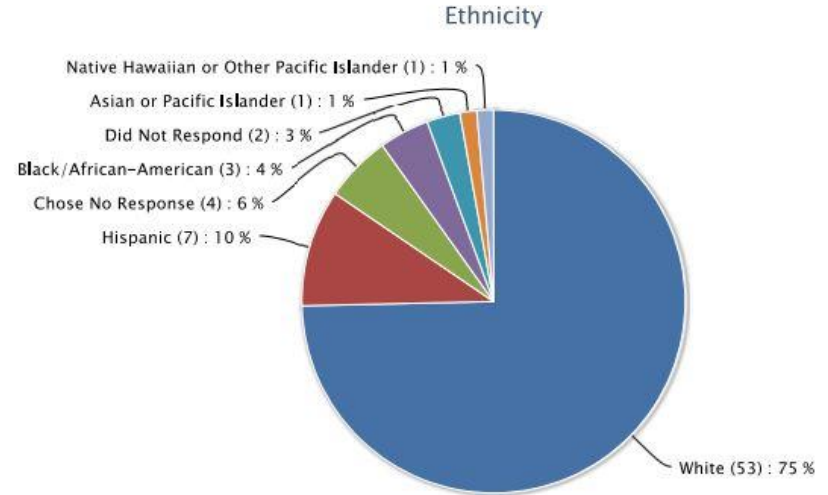


MPS Has Hired 71 Faculty Members from Jan. 1st – Sept. 1st, 2016

Pipelines to MPS:



Self-Reported Ethnicity in Applitrack:



Diversity is Diverse

It is time for parents to teach young people early on that in diversity there is beauty and there is strength.
~Maya Angelou

As we make every attempt to diversify our faculty and staff so that adults reflect the demographics of our students, we can also incorporate other components of diversity in our search for new hires:

- ❑ **Length of teaching experience:** Does a school have a more seasoned or novice faculty, PLC membership, Grade-Level Teams? Would candidates *need* a TEAM mentor or can they *be* a TEAM mentor?
- ❑ **Teacher Prep Program:** Is there an intentional mix of different state universities, private universities, graduate and undergraduate degree completions?
- ❑ **In-State vs Out-of-State:** Geographical, societal perspectives broaden our perspective
- ❑ **Gender:**
- ❑ **Race:** Census options: White, Black/African-American, American Indian/Alaska Native, Asian, Native Hawaiian/Other Pacific Islander. *NB: people who identify their origin as Hispanic, Latino, or Spanish may be of any race.*
- ❑ **Ethnicity:** A group of people who have distinctive cultural, religious, language, social customs and background in common.

Diversity : the art of thinking independently together. ~Malcolm Stevenson Forbes

Manchester's 7 Components of Diversity

(Data Reflects Current Hiring Season)

Collaboration is one of our four tenets in Manchester and true collaboration cannot take place in a homogeneous environment. When our leadership team considered diversity this hiring season, we considered:

- ❑ Undergraduate In-State Teacher Preparation (54%) vs Out-of-State Undergraduate (19%)
- ❑ Graduate Degrees (83%) vs Bachelor's Degrees (17%)
- ❑ Out of State Teaching Experience 21%
- ❑ Connecticut State Universities (61%) vs Private Universities (39%)
- ❑ Length of Teaching Experience
 - < 5 Years 73%
 - 5 - 9 Years 18%

Building From Within



MCC Link Noon-Aide Program

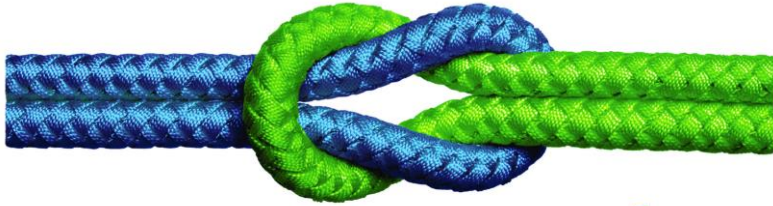


Our goal is to provide early opportunities for engagement in school settings that lead to pursuits in careers in education.

2015 and 2016 MHS graduates who attend MCC can apply to be Noon-Aides at our elementary schools. They need to be enrolled at least half-time and can get up to 6 credits reimbursed, in addition to \$10.10 an hour for 15 – 20 hour work week. Parent outreach was also a component of recruitment. Candidates are interviewed, selected and referred to principals for hire. In the 2015–2016 SY, 11 students applied, 10 were hired, and 4 students received tuition reimbursement. They also received training in the Social Thinking curriculum from Christa Perkins.

In our second year of the program, 11 students have applied, 7 have been hired and we currently have **16** active MCC Link Noon-Aides throughout our elementary schools.

Stronger Together School Diversity Act 2016



STRONGERtogether

Our goal is to support 3-5 non-certified minority staff members with their attainment of CT certification, through tuition assistance and academic aid.

- ❑ Senator Chris Murphy Introduced the bill in July, 2016.
- ❑ It supports the development and expansion of new and existing community-driven strategies to increase diversity in American schools.
- ❑ The Bill supports school district recruitment, hiring, and training new teachers.
- ❑ Authorizes \$120 million to provide planning and implementation grants to support voluntary local efforts to increase socioeconomic and racial diversity in schools.

Investing In Our New Teachers

Transitioning from Orientation to Induction

- ❖ Two-Day New Faculty Orientation August 24th and 25th: Both days anchored in a presentation by Superintendent Geary, with workshops and presentations on Social Thinking, PLCs, the Workshop Model, supporting the English Language Learner, Social Responsibilities, the Google platform, TEAM programming, Special Education service delivery, and Fostering Strong Family/Community Partnerships.
- ❖ TEAM Program Expansion:
 - ❑ Year 1: Assigned Mentor, four workshops, non-evaluative classroom observations and debriefs by Director of PET&D *, cohort feedback meeting with Superintendent*
 - ❑ Year 2: Assigned Mentor, four workshops a year*
 - ❑ Year 3: Coffee Chats with a building buddy of their choice*, selection of a professional or self-help book from Barnes & Noble*
- ❖ Building-based supports, including PLC membership, numeracy, literacy and instructional coaches, principal-directed PD.

* New support component

2015 - 2016 MPS TEAM Statistics

Mentees

Year 1 Teachers = 49

Year 2 Teachers = 33

TEAM Complete in June = 27

(5 teachers hired mid-year will complete in Fall 2016, 1 teacher has left the district.)

Mentors & Reviewers

Total Active Mentors = 153

Newly Trained in 15-16 = 20

Re-certified Mentors in 15-16 = 36

of Modules Submitted by Manchester
Yr 1 and Yr 2 Teachers = 167

of Modules Scored by Manchester
Reviewers = 313

Investing In Our Administrators

Leadership, Reflection, and Collaborative Practices

- ❖ Executive Coaching Sessions (Individual and Group) by Future Management Systems
- ❖ WPI
- ❖ Elementary Community of Practice Cohort Sessions with Center for School Change
- ❖ Instructional and Technical Supports with David Cormier, Allison Zmuda, Bena Kallick
- ❖ Monthly Principal Pause Days
- ❖ 1 on 1 Meetings with Principals to support recruitment, evaluation practices and feedback
- ❖ Annual Non-Tenure Teacher Reviews with building administrators and central office leadership team.
- ❖ Professional Readings (full texts or excerpts from The Advantage, How Full Is Your Bucket, The Principal, Leadership and Teams, Dare To Serve, Restorative Discipline For Schools, Rising Strong, Overcoming The Five Dysfunctions OF A Team).

The Talent Development Office in Service to Schools

- ❑ Non-Evaluative Classroom Visits and Feedback for Year 1 TEAM Teachers.
- ❑ One-on-One Meetings with Every Principal Regarding Hiring Needs.
- ❑ 3-Day Turnaround for Final Central Office Interviews Once Recommendations to Hire are Submitted by Principal.
- ❑ Direct Feedback Coaching, Calibration, and Support for Evaluators on TEVAL.
- ❑ Feedback Surveys Administered to TEAM Mentees/Mentors, Faculty & Admins, and University Partners to

- ❑ **94.1%** of Year 1 TEAM Teachers who Indicated The Feedback From Classroom Visits were 'Helpful' or 'Very Helpful'.
- ❑ **94.7%** of Evaluators who Indicated They Were More Confident Providing *Written Feedback* to Teachers After Direct Feedback Coaching.
- ❑ **89.5%** of Evaluators who Indicated They Were More Confident Providing *In-Person Feedback* to Teachers After Direct Feedback Coaching.
- ❑ **97%** of vacant teaching positions filled by the first day of school!

University Partnerships

	Interns	Pre- Student Teachers	Student Teachers	Clinical Placements	Total By Semester	Sending Universities
Fall 2015	20	3	28	18	69	ARC, Eastern, UHART, CCSU, MCC, UB, Sacred Heart, UCONN, USJ
Spring 2016	27	0	24	16	67	CCSU, Southern, Eastern, USJ, UHART, Goodwin, MCC, UCONN,
Fall 2016	11	1	27	11	50	CCSU, Eastern, Southern, UCONN, UHART, USJ

Clinical Placements: 1-2 days a week or 6 hours a week

Pre-Student Teaching: The semester before student teaching, Senior Yr. at select universities.

Can I Get A Hi5?

We've had a second successful year with our Hi5 Employee Recognition Program. All staff members can recognize another for exhibiting our four core pillars: Creativity, Courage, Collaboration and Excellence.

2015 - 2016 Nominations: 1,798

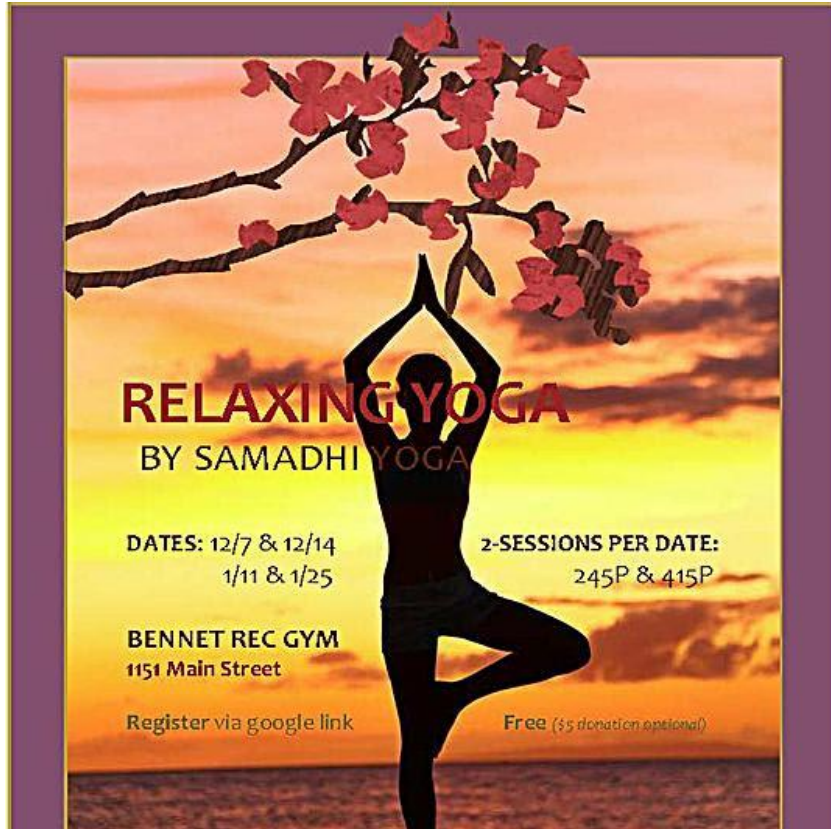
Courage - 116

Creativity - 168

Excellence - 477

Collaboration - 1,037

MPS Is A Healthy Place To Be!



RELAXING YOGA
BY SAMADHI YOGA

DATES: 12/7 & 12/14
1/11 & 1/25

2-SESSIONS PER DATE:
245P & 415P

BENNET REC GYM
1151 Main Street

Register via google link

Free (\$5 donation optional)



SPRING WELLNESS EVENTS

MPS IS A HEALTHY PLACE TO BE
BALANCING WORKLIFE WITH ACTIVITIES PROMOTING SELF-CARE, HEALTH AND WELLNESS

ZUMBA CLASS, Wednesday: 5/4 & 5/11 4p @ Waddell's Gym
ട്രിപിൾ ലേട്‌അൺ, Mon: 5/23 & Wed: 5/25 4p @ Waddell's Gym
THE BIGGEST WINNER COMPETITION (ends June 8th)
MINDFUL MONDAYS BY LIVINGWELL.ORG
21 DAYS OF GRATITUDE CONTEST

Free for all MPS staff
See google doc "MPS Spring Wellness" for sign-ups and details

QUESTIONS? EMAIL CINDY AT CMARTIN@MPSPRIDE.ORG



**Manchester
Public
Schools**

Communication with the Public and Media

Responsibilities of Board Members and School Personnel

New avenues should constantly be sought to improve relations and communications with all segments of the community and to expand such efforts with audiences not presently engaged. In Board matters requiring public reactions, an effort should be made to include staff, parents, and students.

School Board members are encouraged to become familiar with the entire Manchester Public School community. In order to establish and maintain connections and communication links with students, parents, families, teachers, and school community members, individual school board members are assigned certain schools where they can serve as a liaison.

School Liaison Protocols

- A liaison shall be assigned to each school.
- Each school liaison is responsible for familiarizing him/herself with the school's program, principal, and parents and for providing information on School Board proposals so that the school community can successfully bring its needs and concerns to the attention of either the Superintendent or the School Board.
- School liaisons will attend one school event in the fall (Open House, PTA or Parent Council meeting); one school event (fundraiser, concert, athletic or extracurricular event) in the winter; and one event (reading in schools, field day, promotion or graduation ceremony) in the spring.
- When possible, school liaisons will visit the school while class is in session at least twice per year.
- School liaisons will make every effort (in person or by phone or email) to welcome every family that is new to the school (either individually or in groups).
- The school liaison does not serve as a direct advocate for the school/program on issues.
- The school liaison does not involve her/himself in administrative/operational matters but instead refers concerns to the appropriate staff.

For each designated school, the liaison shall:

- provide information to individuals/groups (e.g. PTA, civic associations) on how best to communicate to the Superintendent or full School Board specific needs/concerns, acknowledging that all operational matters should be routinely referred to appropriate staff or the Superintendent;
- keep Board Members and the Superintendent informed of concerns or issues that may develop at the school over the course of the year;
- provide information to individuals/groups on upcoming issues that may impact the school/community;
- return citizen phone calls made to the School Board office or to the member's home regarding that particular school/community;

All school personnel and Board members are encouraged to be informed on Board of Education policy, school policies, and programs in order that they may better advance public understanding of the schools. Board members are reminded that they have no individual authority unless the Board of Education is in session.

Schools are public institutions serving the educational needs of the community. Therefore, it is important that information be disseminated concerning programs, activities, and significant school events. In matters regarding the dissemination of information, it is the responsibility of each Board member, as well as each employee of the district, to exercise care when answering questions about the public schools. All school personnel should answer questions only when they have full and complete understanding of the point about which they have been asked. If the employee or Board member is not prepared to answer accurately and fully, he/she should refer the inquirer to a staff member who would have the appropriate information.

To ensure that this publicity be given wide coverage and coordinated with a common effort and purpose, the following procedures shall be followed with the news media:

1. News releases of a system-wide nature, or which pertain to established school system policy, are the responsibility of the Superintendent and will be issued through his/her office.
2. News releases, which are of concern to only one school or to an organization of one school, are the responsibility of the respective building principal.
3. The Director of Communications shall advise on all district communications including news releases.

The Board recognizes that members of the public have the right to tape-record any meeting of the Board of Education and there is no requirement that any person making such a recording ask permission or notify the board. However, any person recording the proceedings is required to handle such activities as inconspicuously as possible and in such manner as not to disturb the proceedings of the public agency.

Board meetings to which the public has access may be photographed, broadcast, or recorded for broadcast by any newspaper, radio broadcasting company, or television broadcasting company, subject to the following guidelines:

1. News media personnel who intend to photograph, broadcast, or record for broadcast the proceedings of any public meeting of the Board of Education shall provide appropriate identification, if requested, to the Superintendent of Schools, prior to said meeting of the Board.
2. Only news media personnel employed by a newspaper, radio, or television broadcasting company, or personnel of a recognized student news medium assigned to cover the proceedings of a Board of Education public meeting, shall be permitted to photograph, broadcast, or record for broadcast, such proceedings.
3. Any photographer, broadcaster, or news journalist authorized by an employer, or a student news medium, may photograph, broadcast, or record for broadcast, proceedings at a public meeting of the Board of Education. Any personnel associated with said photographer, broadcaster, journalist, or student, shall photograph, broadcast, or record for broadcast proceedings of said meeting as inconspicuously as possible and in a manner that will not disturb the proceedings.
4. If, in the judgment of the Chairperson of the Board of Education, the presence of any photographer, broadcaster, news journalist, or student at a Board meeting, causes such disruption that the orderly conduct of the public business becomes not feasible, access by these individuals may be limited to the extent necessary to remove disruption.

Policy adopted: December 8, 1975

Revised: September, 2016

SCHOOL WELLNESS POLICY**Statement**

The Manchester School District is committed to establishing a healthy learning environment that positively influences students' general well-being, eating behaviors, physical capacity and learning ability to succeed academically. This commitment will provide all of the Manchester's students with the ability to participate fully in the educational process and to develop lifelong healthy habits. A learning environment that fosters wellness and good nutrition will be promoted for all students and the district will provide students with a variety of opportunities for daily physical activity and help children and adolescents become more physically active and fit. By facilitating learning through the support and promotion of good nutrition and physical activity, student achievement is enhanced. Improved health optimizes student performance potential and ensures that all children have the opportunity to excel.

It is the goal of the Manchester School District to promote the students' physical, emotional, and social well-being through a coordinated and comprehensive school health program. This includes providing a healthy physical and psychological environment, school nurse services, nutritious school meals, health education, Family and Consumer Science education and opportunities for physical education and activity. It is the intent of this policy to enable students to become independent and self-directed learners by taking initiative to meet their own health and nutritional needs as is developmentally and individually appropriate.

Legal References:

Child Nutrition & WIC Reauthorization Act of 2004, Pub .L. 108-265 & 204

Child Nutrition Act & 10(a)-(b), codified at 42 U.S.C. & 1766

Richard R. Russell National School Lunch Act & 9(f)(1) and 17(a) codified at 42 U.S.C. & 1758 and 42 U.S.C., & 1766.

Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, added Section 9A to the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1758b), *Local School Wellness Policy Implementation*. The provisions set forth in Section 204 expand upon the previous local wellness policy requirement from the Child Nutrition and Special Supplemental Nutrition Program for Woman, Infants and Children (WIC) Reauthorization Act of 2004 (Public Law 108-265).

Adopted: May 22, 2006
Revised: February 27, 2012
Revised: November 13, 2013

SCHOOL WELLNESS POLICY

Administrative Guidelines

The Manchester School District will implement the following actions with the goal of providing sound nutrition and health practices for students.

The Manchester School District will maintain a standing School Wellness committee that will meet biannually. The members will include but not be limited to Assistant Superintendent of Schools – (Chair), parents, students, Food Service Director, Physical Education and Health Curriculum Coordinators, School Health Services Coordinator, a representative from the Town Health and Recreation Departments, Board of Education member, teacher(s), administrator(s). All stakeholders will participate in the implementation and periodic review of the Wellness Policy.

The Manchester School District will adapt and implement the 9-5-2-1-0 Health Initiative, which is a product of the Northern Virginia Healthy Kids Coalition adapted by Eastern Highland Health District (EHHD) and used by permission by Manchester Public Schools.

The Manchester School District will inform and update the public (including parents, students, and other in the community) about the implementation of the Local Wellness Policy via the website and presentations to the Board of Education.

The Superintendent or Assistant Superintendent will ensure that each school complies with the Local Wellness Policy.

I. Nutrition Education and Promotion

A. Instruction Program Design

The Health curriculum and Family and Consumer Sciences curriculum, emphasizing nutritional knowledge and healthy habits, will be continually revised and updated to comply with state standards and mandates and ensure that instructional strategies reflect current best practice, and integrated within the sequential, comprehensive interdisciplinary program taught at every grade level, pre-kindergarten through twelfth grade. The nutrition education program will focus on students' eating behaviors and be based on theories and methods proven to be effective by published research and be consistent with state's/district's health education standards/guidelines/framework.

B. Staff Qualifications and Professional Development for Teachers

Staff responsible for nutrition education will be adequately prepared (K-5) and certified (6-12) to implement through best practice and through participation in professional development activities.

C. Educational Reinforcement

Schools will collaborate with town agencies as appropriate to send a consistent message to the community about nutrition education.

D. Staff as Role Model

School staff is encouraged to model the components of the nutrition education curriculum.

E. Coordination of Programs

The food service program will be closely coordinated with nutrition instruction.

II. Daily Physical Education

- A.** Physical Education classes and physical activity opportunities will be available for all students throughout the school year.

The district will ~~incrementally adjust the physical education opportunities for students to meet the optimum level of instruction (150 minutes weekly for elementary, 225 minutes weekly for secondary) as recommended by the National Association of Sports and Physical Education (NASPE)~~ ensure that elementary school students have access to not less than 40 minutes of Physical Education once in every three day rotation. The 9-5-2-1-0 (9 hours of sleep, 5 servings of fruits and vegetables, 2 hours or less of screen time per day, 1 hour of physical activity, and 0 sugary drinks) initiative shall be utilized pre-K through grade 12.

1. Students in grades four, six, eight and ten will participate in the Connecticut Physical Fitness Assessment.
2. All physical education classes will be sequential and aligned with the Connecticut Physical Education Framework, competency through application of knowledge, skill, and practice.
3. All physical education classes will be taught by a certified physical education instructor.
4. Student involvement in other activities involving physical activity will not be substituted for meeting the physical education requirement.

B. Wellness Breaks

The district will provide 20 minutes of daily recess in elementary schools.

C. Physical Activity Opportunities Before, During, and After School

1. Schools are encouraged to offer extracurricular programs, such as physical activity clubs or intramurals. When appropriate, schools will offer interscholastic sports programs (space availability).
2. After-school child-care and enrichment programs for elementary schools students will provide daily periods of moderate to vigorous physical activity for all participants (space availability).

D. Physical Activity and Punishment

Teachers and other school and community personnel should not use physical activity (i.e. running laps, pushups) or withhold opportunities for physical activity (physical education, recess) as punishment.

E. Safe Routes to School

When appropriate, the district will work together with local public works, public safety and/or police departments to make it safer and easier for students to walk and bike to school.

F. Incorporating Physical Activity into the Classroom

Opportunities beyond the regular physical education class and recess should be incorporated into the classroom as part of their learning or energizing breaks.

III. Nutrition Standards for School Foods and Beverages**A. Menu Choices linked with nutrition education curriculum**

1. Promote fresh fruits and vegetables
2. Limit high fat choices.
3. Limit oil-fried foods.
4. Increase vegetarian choices.
5. Provide drink choices to include water, low-fat milk, flavored low-fat milk, skim milk and 100% juices in appropriate serving sizes.

B. Foods and beverages sold at school in the cafeteria, vending machines and school stores will comply with USDA federal and state regulations.

C. School Food Services should recognize and reasonably accommodate individual students' dietary concerns related to religious practices.

D. With appropriate medical documentation, modified meals will be prepared for students with food allergies or other special dietary needs.

E. Nutrition Practices in Classrooms

1. Beverage consumption in the classroom should be limited to water, 100% juice and milk.
2. Parents are encouraged to provide healthy snacks and beverages in appropriate portion sizes.
3. Food or snacks should not be used as either an incentive or a reward for good behavior or academic performance.
4. School personnel will not withhold student access to snacks as punishment.
5. Health party menus should be used.
6. Classroom birthday celebrations will be food and snack free.
7. Food may be used to commemorate a cultural event or activity, or support a curriculum related project with the approval of the principal and in accordance with Health Department protocols.

F. Fund Raising Activities

Non-food promotion activities are encouraged to follow District Nutritional Standards.

G. Faculty Information

1. Nutrition information should be available to staff members through a variety of sources such as newsletters, professional development training, websites, publications, curriculum, which includes but is not limited to:
 - a. Alternative birthday/holiday celebrations
 - b. Activities to increase physical activity in the classroom and at desks
 - c. Health snacks
 - d. Alternative non-food reward options
 - e. Alternates to withholding recess as a consequence for student actions.
2. Faculty should be positive role models as we promote healthy nutrition and physical activity.

H. Cafeteria

The cafeteria is a place where students should have:

1. Adequate space to eat in clean, pleasant surroundings,
2. Adequate time to eat meals (The School Nutrition Association recommends at least 20 minutes for lunch from the time students are seated with their food.)
3. Access to hand washing or hand sanitizing facilities before meals
4. Point of Sale – The Point of Sale system provides confidentiality to all students regarding meal benefits.
5. Summer Food Service Program – Summer Food Service Program will be offered at eligible district sites.

IV. Measurement and Evaluation

- A. The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies.

- B. The policy will be modified based on legislation and district needs.
- C. The Wellness Committee will assess all nutrition education curricula and materials for accuracy, completeness, balance, and consistency with the state's/district's educational goals and standards.
- D. The Manchester Public School District uses a comprehensive Coordinated School Health (CSH) approach to promote wellness for students, staff and the community. Data collected From the Coordinated School Health initiative will be used to evaluate progress. The results shall be made available to the public.

Adopted: May 22, 2006

Revised: February 27, 2012

Revised: November 13, 2013