

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
TUESDAY, OCTOBER 13, 2015
(AMENDED)

C&I Committee Mtg.

5:30 P.M.

Highland Park Conf. Rm

Executive Session – Review of MEA Contract

6:15 P.M.

Highland Park Conf. Rm.

Board Of Education Mtg.

7:00 P.M.

Highland Park - Gymnasium

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Approval of Board of Education Minutes – September 28, 2015 A – 3

B. CONSENT CALENDAR

- 1) Personnel Information B – 1
- 2) Transfer of Funds B – 2
- 3) Establish an appropriation for FY15-16 in the amount of \$25,625 for the Parent Leadership Training/Parent Trust Fund Grant. B – 3
- 4) Increase the appropriation for the final grant award amount for FY15-17 in the amount of \$42.00, under the Individuals with Disabilities Education Improvement Act (IDEA) 619 grant bringing the total grant award to \$64,303. B – 4
- 5) Increase the appropriation for the final grant award amount for FY15-17 in the amount of \$15,722, under the Individuals with Disabilities Education Improvement Act (IDEA) 611 grant bringing the total grant award to \$1,674,502. B – 5
- 6) Permission to apply for FY15-16 for the MCC/Adult Education REACT II College Transition Pilot grant, in the amount of \$204,451- (amended) B – 6
- 7) Extended Field Trip Request for MHS Broadcast Journalism Class - Atlanta, GA for the Student Television Network Convention – March 9, 2016 – March 14, 2016 – 23 Students – 4 Chaperones B – 7
- 8) Grant MEA President, Tom Nicholas, .50 release time for the 2015-2016 school year, and establish an appropriation in the amount of \$25,882 to be funded by the Manchester Education Association (MEA). B – 8

C. COMMITTEE REPORTS

- 1) Policy Committee Meeting Minutes – September 28, 2015 C – 1

D. PUBLIC COMMENTS (any item before the board)

- E. SUPERINTENDENT'S REPORT**
- 1) Highland Park School Improvement Plan – Dr. Joanna Ali, Principal E – 1
 - 2) District Improvement Plan – Data Dashboard – Mr. Matthew Geary, E – 2
Superintendent of Schools.
- F. UNFINISHED BUSINESS –**
None
- G. NEW BUSINESS -**
- 1) **Policies Revisions**
The Policy Committee submits to the full Board its recommended revision for the first reading and approval in accordance with its policy on policy changes:
 - a) Smoking Policy – 5131-6 G – 1
 - 2) **Policies Revisions**
The Policy Committee submits to the full Board its recommendation to delete this policy:
 - a) Purpose of Education in Manchester Public Schools Policy – 6000 G – 2
- H. PUBLIC COMMENTS (comments limited to items on tonight's agenda)**
- I. COMMUNICATIONS**
- 1) Student Representatives – Ms. Lori Fogg and Ms. Shania Stanton
- J. ITEMS FOR FUTURE AGENDAS**
- K. 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.*

PERSONNEL ACTION

APPOINTMENTS

Carolyn Salerno to be a Special Education teacher at Manchester High School. Ms. Salerno received a Master of Science in Elementary Education at Southern Connecticut State University. Ms. Salerno resides in Kensington. It is recommended that her appointment be approved effective September 28, 2015 (MA/Step 9, \$62,364).

Brianna Abbott to be a Grade 1 teacher at Washington Elementary School. Ms. Abbott received a Bachelor of Arts in Elementary Education degree at Assumption College. Ms. Abbott resides in Higganum. It is recommended that her appointment be approved effective October 6, 2015 (BA/Step 1, \$43,611).

Jennifer West to be a PreKindergarten teacher at Manchester Preschool Center. Ms. West received a Master of Science in Special Education degree at Southern Connecticut State University. Ms. West resides in Tolland. It is recommended that her appointment be approved effective October 19, 2015 (MA/Step 13, \$81,475).

**Town of Manchester
Board of Education**

To: Manchester Board of Education

From: Mr. Matthew Geary, Superintendent of Schools

Subject: Transfer of Funds

Date: September 24, 2015

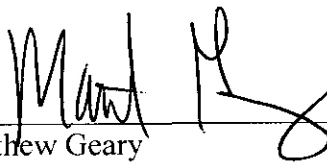
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2015-2016 Budget.

Discussion/Analysis: Transfer from Systemwide Medical Services Medical Supplies account to Systemwide Medical Services Printing & Advertising account. A total transfer of \$593 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 2015-2016 Budget.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
October 13, 2015

S-9/25/15
C

**Manchester Public Schools
Manchester, Connecticut**

SEP 25 2015

To: **Accounting Department**

School: Kennedy Education Center

Date: 9/24/2015

Principal's Sign: Linda Hodgkins

Date of Approval: 9.24.15

JUSTIFICATION (Required Field) : Move money from Medical Services medical supplies to increase the Medical Services printing/advertising budget to pay remaining balance on Manchester High Copy Center invoice #180 for school nurse printed forms.

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

DECREASE In whole dollars only:

\$593.00 Account # 31299210 5650 Description: Medical Supplies

\$_____ Account # _____ Description: _____

\$_____ Account # _____ Description: _____

\$593.00 **TOTAL DECREASE**

INCREASE In whole dollars only:

\$593.00 Account # 31299210 5540 Description: Printing/Advertising

\$_____ Account # _____ Description: _____

\$_____ Account # _____ Description: _____

\$593.00 **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: September 23, 2015

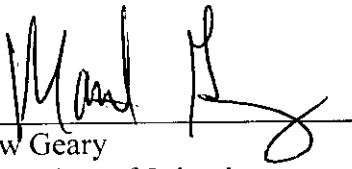
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2015-2016 Budget.

Discussion/Analysis: Transfer from Waddell School Admin Office Supplies & Materials account to Waddell School Admin Dues & Fees account. A total transfer of \$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 2015-2016 Budget.


Matthew Geary
Superintendent of Schools
Manchester, Connecticut
October 13, 2015

S - 9/23/15
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**Manchester Public Schools
 Manchester, Connecticut**

To: **Accounting Department**

School: Waddell Elementary School

Date: 9/23/2015

SEP 23 2015

Principal's Sign: *Kimberly Loveland*

Date of Approval: 9/23/15

JUSTIFICATION:

We need to transfer \$400 from 42313240 - 5680 Office Supplies to 42313240 - 5810 Dues & Fees to pay for the renewal of our SWIS Account.

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

DECREASE In whole dollars only:

\$ <u>400.00</u>	Account # <u>42313240 - 5680</u>	Description: <u>School Admin- Office Supplies.</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

\$400. TOTAL DECREASE

INCREASE In whole dollars only:

\$ <u>400.00</u>	Account # <u>42313240 - 5810</u>	Description: <u>School Admin- Dues & Fees</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

\$400. 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: September 17, 2015

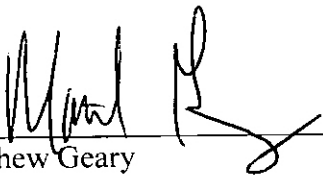
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2015-2016 Budget.

Discussion/Analysis: Transfer from Systemwide Language Arts Instructional Supplies account to Systemwide Language Arts Field Trips account. A total transfer of \$2,000 is being requested.

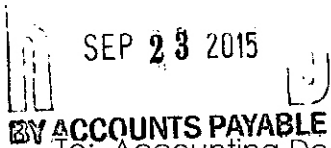
Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2015-2016 Budget.


Matthew Geary
Superintendent of Schools
Manchester, Connecticut
October 13, 2015

TRANSFER



Manchester Public Schools
Manchester, Connecticut

To: Accounting Department

School:

Language Arts

Approval Signature:

[Signature]
9.17.15

Date: September 14, 2015

Date of Approval:

JUSTIFICATION:

Transfer for Field Trips to the Wall that Heals - 10/9/15

SUBJECT: Language Arts

DECREASE:

\$ 2,000.00 Account #: 128 99100 5611 Description: Instructional Supplies

\$ Account #: Description:

Account #: Description:

INCREASE:

\$ 2,000.00 Account #: 128 99270 5512 Description: Field Trips

\$ Account #: Description:

\$ Account #: Description:

Accounting Department Only

Board Approval Needed: ☒ Yes ☐ No

Date of Board Approval: _____

Date 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: September 17, 2015

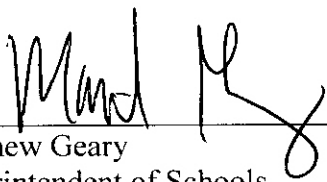
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2015-2016 Budget.

Discussion/Analysis: Transfer from Systemwide Math Textbooks account to Systemwide Math Professional Development account. A total transfer of \$10,500 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 2015-2016 Budget.

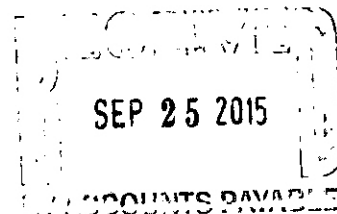


Matthew Geary
Superintendent of Schools
Manchester, Connecticut
October 13, 2015

S - 9/25/15
01

TRANSFER

Manchester Public Schools
Manchester, Connecticut



To: Accounting Department

School:

Central Office

Approval Signature:

Date: 9/21/2015

Date of Approval:

9.23.15

JUSTIFICATION:
Transfer for Professional Development

SUBJECT: Math

DECREASE:

\$	10,500	Account #:	130991005641	Description:	Textbooks
\$		Account #:		Description:	
		Account #:		Description:	

INCREASE:

\$	10,500	Account #:	130992215320	Description:	Professional Development
\$		Account #:		Description:	
\$		Account #:		Description:	

Accounting Department Only

Board Approval Needed:

X

Yes

No

Date of Board Approval:

Date 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: September 28, 2015

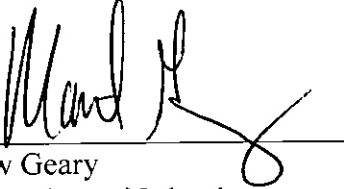
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2015-2016 Budget.

Discussion/Analysis: Transfer from Systemwide Science Instructional Supplies account to Systemwide Science Professional Development account. A total transfer of \$445 is being requested.

Financial Impact: None

Other Board/Commission Action: None

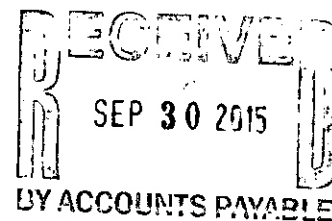
Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2015-2016 Budget.


Matthew Geary
Superintendent of Schools
Manchester, Connecticut
October 13, 2015

S - 9/30/15
C1

TRANSFER

Manchester Public Schools
Manchester, Connecticut



To: Accounting Department

School:

Central Office

Approval Signature:

Date: 9/29/2015

Date of Approval:

9.28.15

JUSTIFICATION:

Transfer for Professional Development

SUBJECT: Science

DECREASE:

\$	445	Account #:	140991005611	Description:	Instructional Supplies
\$		Account #:		Description:	
		Account #:		Description:	

INCREASE:

\$	445	Account #:	140992215320	Description:	Professional Development
\$		Account #:		Description:	
\$		Account #:		Description:	

Accounting Department Only

Board Approval Needed:

☒ Yes

☐ No

Date of Board Approval:

Date 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: October 1, 2015

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 2015-2016 Budget.

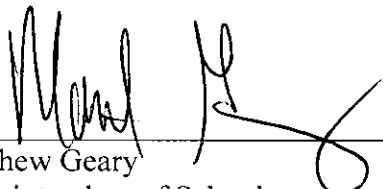
Discussion/Analysis: Transfer from Waddell School Admin Postage account to Waddell School Admin General Supplies & Materials account. A total transfer of \$350 is being requested.

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 2015-2016 Budget.

1



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
October 13, 2015

5- 10/2/15
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**Manchester Public Schools
Manchester, Connecticut**

OCT 02 2015

To: **Accounting Department**

School: Waddell

Date: 10/1/15

Principal's Sign: *Vincent P. ...*

Date of Approval: 10/1/15

JUSTIFICATION :

We need to transfer funds from our Postage Account to our General Supplies and Materials to fund supplies for our new Social Thinking program. We are trying to move to more electronic communication where we can in order to eliminate postage.

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

DECREASE In whole dollars only:

\$350	Account # <u>42313240 5541</u>	Description: <u>WAD SCHOOL ADMIN- POSTAGE</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____
\$ _____ TOTAL DECREASE		

INCREASE In whole dollars only:

\$350	Account # <u>42313240 5610</u>	Description: <u>WAD SCHOOL ADMIN- GEN SUP & MAT</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: October 2, 2015

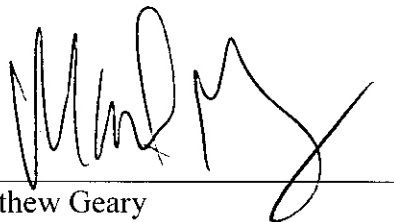
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2015-2016 Budget.

Discussion/Analysis: Transfer from Systemwide Math Instructional Supplies & Materials account to Systemwide Math Contracted Substitutes account. A total transfer of \$700 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 2015-2016 Budget.

A handwritten signature in black ink, appearing to read 'Matthew Geary', is written over a horizontal line.

Matthew Geary
Superintendent of Schools
Manchester, Connecticut
October 13, 2015

5016
02

RECEIVED
OCT 06 2015
BY ACCOUNTS PAYABLE

TRANSFER

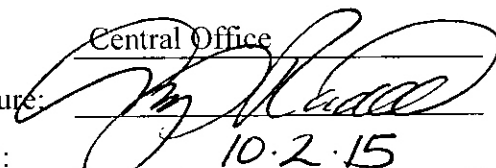
Manchester Public Schools
Manchester, Connecticut

To: Accounting Department

School:

Central Office

Approval Signature:



Date: 10/1/2015

Date of Approval:

10.2.15

JUSTIFICATION:
Transfer for substitute costs

SUBJECT: Math

DECREASE:

\$	700	Account #:	130991005611	Description:	Instructional Supplies
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\$		Account #:		Description:	
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		Account #:		Description:	
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INCREASE:

\$	700	Account #:	130991005432	Description:	Kelly Subs
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\$		Account #:		Description:	
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\$		Account #:		Description:	
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Accounting Department Only

Board Approval Needed:

X

Yes

No

Date of Board Approval:

Date Completed:

Name:

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation FY 15/16 Parent Leadership Training/Parent Trust Fund Grant

Date: September 25, 2015

Background: The State Education Resource Center (SERC)/Connecticut Parent Information and Resource Center (CT PIRC) is providing the Parent Leadership Training/Parent Trust Fund Grant to promote the following goals:

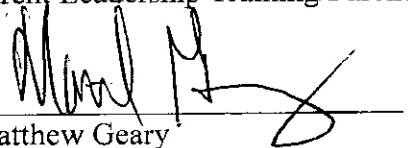
- Culturally responsive practices and diverse leadership
- Increase awareness of issues that matter to families and the important role they can play as advocates.
- Encourage communities to expand the range of parent leadership training opportunities
- Offer parent leadership training
- Enhance collaboration among parent leadership training sponsors to create an integrated system of sustainable civic involvement within our community

Discussion/Analysis: The purpose of the Parent Leadership Training/Parent Trust Fund Grant is to train parents, grandparents, foster parents and others to become skilled advocates and strong voices for children.

Financial Impact: Grant funds cover 100% of the cost of implementation for this program component.

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education request the Board of Directors establish an appropriation for FY 15/16 for the Parent Leadership Training/Parent Trust Fund Grant in the amount of \$25,625.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
October 13, 2015

**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 2015-2017
Date: October 5, 2015

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 2015-2017. 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 2015-2017 is for the amount of **\$64,303**.

Other Board/Commission Action:

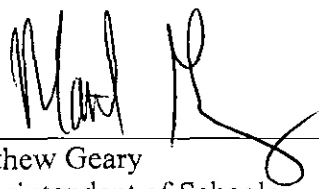
None.

Recommendations:

The Superintendent recommends that the Board of Education request the Board of Directors increase the appropriation for the final grant award amount **\$42.00**, under the Individuals with Disabilities Education Improvement Act (IDEA) 619 grant for FY 2015-2017 bringing the total grant award to **\$64,303**.

Attachments:

Award letter and budget



Matthew Geary
Superintendent of Schools
Manchester, CT
October 13, 2015



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 12060-20983-2016-82032-170002

2 Grant Title

IDEA, PART B, SECTION 619

5 Award Period

7/1/2015 - 6/30/2017

3 Education Staff

Program Manager:

Thomas Boudreau

Payment & Expenditure Inquiries:

Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$64,303

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, 2015 and June 30, 2016 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2016. For grants awarded for two-year periods beginning July 1, 2015, 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, 2017. 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.

9/29/2015

Charlene Russell-Tucker
Associate Commissioner
Division of Family and Student Support Services

BUDGET FORM

Created On: 9/29/2015

ED 114

Fiscal Year: 2016
Grantee Name: MANCHESTER
Grant Title: IDEA PART B SECTION 619
Project Title: PRESCHOOL ENTITLEMENT
Fund: 12060 SPID: 20983 Year: 2016 PROG: 82032 CF1: 170002 CF2:
Grant Period: 7/1/2015 - 6/30/2017 Authorized Amount: \$64,303
Project Code: SDE000000000002

Funding Status: Final

Vendor ID: 00077

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$64,303

CODES	DESCRIPTIONS	PUB BUD	NPUB BUD
111A	NON-INSTRUCTIONAL		
111B	INSTRUCTIONAL	64,303	
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	\$64,303	

Original Request Date: 5/4/2015

This budget was approved by Thomas Boudreau on 9/22/2015.

**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 2015-2017
Date: October 5, 2015

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 2015-2017. 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 2015-2017 is for the amount of \$1,674,502.

Other Board/Commission Action:

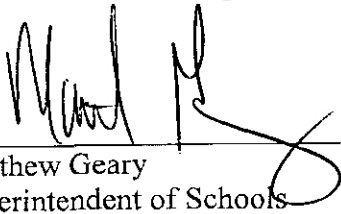
None.

Recommendations:

The Superintendent recommends that the Board of Education request the Board of Directors increase the appropriation for the final grant award amount \$15,722, under the Individuals with Disabilities Education Improvement Act (IDEA) 611 grant for FY 2015-2017 bringing the total grant award to \$1,674,502.

Attachments:

Award letter and budget



Matthew Geary
Superintendent of Schools
Manchester, CT
October 13, 2015



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 12060-20977-2016-82032-170002

2 Grant Title

IDEA-PART B, SECTION 611

5 Award Period

7/1/2015 - 6/30/2017

3 Education Staff

Program Manager:

Thomas Boudreau

Payment & Expenditure Inquiries:

Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$1,674,502

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, 2015 and June 30, 2016 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2016. For grants awarded for two-year periods beginning July 1, 2015, 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, 2017. 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.

9/29/2015

Charlene Russell-Tucker
Associate Commissioner
Division of Family and Student Support Services

BUDGET FORM

Created On: 9/29/2015

ED 114

Fiscal Year: 2016
Grantee Name: MANCHESTER
Grant Title: IDEA-PART B, SECTION 611
Project Title:
Fund: 12060 SPID: 20977 Year: 2016 PROG: 82032 CF1: 170002 CF2:
Grant Period: 7/1/2015 - 6/30/2017
Project Code: SDE000000000002

Funding Status: Final
Vendor ID: 00077
Authorized Amount: \$1,674,502

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE: CARRYOVER DUE: CURRENT DUE: \$1,674,502

CODES	DESCRIPTIONS	PUB BUD	NPUB BUD
111A	NON-INSTRUCTIONAL	116,967	
111B	INSTRUCTIONAL	1,308,361	43,722
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	139,485	
321	TUTORS		
322	IN SERVICE		
323	PUPIL SERVICES		
324	FIELD TRIPS	17,000	
325	PARENT ACTIVITIES	500	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	4,000	
341	AUDIT		
350	TECHNICAL SERVICES		
440	RENTALS		
450	CONSTRUCTION SERVICES		
510	STUDENT TRANSPORTATION SERVICES		
530	COMMUNICATIONS		
560	TUITION		
580	TRAVEL		
600	SUPPLIES	20,000	
730	EQUIPMENT		
734	TECHNOLOGY RELATED HARDWARE	12,000	
735	TECHNOLOGY SOFTWARE	12,467	
917	INDIRECT COST		
	TOTAL	\$1,630,780	\$43,722

Original Request Date: 5/4/2015

This budget was approved by Thomas Boudreau on 9/22/2015.

**Town of Manchester
Board of Education**

To: The Manchester Board of Education
From: Mr. Matt Geary, Superintendent of Schools
Subject: Permission to apply for ED-114 Grant – REVISED
Date: October 7, 2015

Background:

This grant application is for the amount of \$204,451. Manchester Community College and Manchester Adult and Continuing Education have had a successful partnership for the past several years through the Reaching Education Achievement for College Transition (REACT II) program which provides a supportive educational environment for students who want to transition to college, but whose assessment scores place them below the Intensive level of remediation. This 2-year pilot program will give students the opportunity to earn three college credits in Student Development, First Year Experience and complete the equivalent of Manchester Community College's developmental Math and English sequence. Students receive support services, career and academic counseling, participate in cultural enrichment excursions that support their learning program, meet and learn with other students with the same goals and receive continued support from Manchester Community College staff after completion of the program.

Discussion/Analysis: Funds will be used to offer pathways to postsecondary education for high school seniors and high school graduated adults. The program will provide preparatory support to meet the Accuplacer criteria for entry level college courses.

Financial Impact: None to the Board of Education

Other Board/Commission Action:

None

Recommendations:

The Superintendent of Schools recommends that the Board of Education approve the filing of an application for the MCC/Adult Education REACT II College Transition Pilot grant, for the 2015-2016 school year in the amount of \$204,451.



Mr. Matt Geary, Superintendent of Schools
October 13, 2015

MANCHESTER PUBLIC SCHOOLS
45 North School Street
Manchester, CT 06040

EXTENDED FIELD TRIP REQUEST FORM

In accordance with Board of Education Policy titled "Instruction-6153" all extended field trips must be approved by the Superintendent of Schools. The following information must be forwarded to the Superintendent 30 days (four months for international trips) prior to the Board meeting which antedates the trips.

Name of School: Manchester High School **Date of Request:** 10-6-15

Name of Club or Activity: MHS Broadcast Journalism Class

Trip to: Atlanta, GA **Purpose:** STN Convention

Number of students participating: 23 **From:** 3/9/16 **To:** 3/14/16

Number of school days missed: 4

Number and names of teachers and chaperones: Give ages of chaperones under 25 and list relationship to system or staff.

- a. Eric Larson b. Ryan Jones
 c. Beth Keyt d. _____
 e. _____ f. _____
 g. _____ h. _____
Others: _____

Transportation: ☐ Bus ☐ Train ☒ Plane ☐ Car ☐ Other _____

Are fund-raising activities planned? ☒ Yes ☐ No If so, describe: Panckae Breakfast, Boticello Farms Wreath Sale

How will funds be allocated to students participating?* _____

Lodging: ☒ Hotel/Motel ☐ Camp ☐ Private Home

If known, give specifics of room assignments: UP to 4 per room

Cost per teacher and/or chaperone: \$See attached (Chaperones may need to provide some of their own expenses if the field trip fund is not adequate.)


Total cost per student: \$See attached (Money from fund-raising activities is deposited into an account for the designated field trip in order to offset student costs. However, students may still be responsible for a portion of the cost.*)

Cost per student after fund-raising: \$See attached

If travel agencies are engaged, at least three quotations need to be approved with documentation attached to this form. For quotes in excess of \$7,499, sealed public bids must be sought. Please allow enough time for public bid process (1 month).

a. _____ b. _____
c. _____ d. _____

Name of teacher making request:

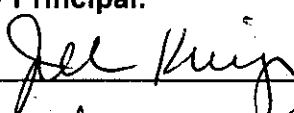
Signature:  Typed: Eric R. Larson

(PLEASE PRINT TO OBTAIN REQUIRED SIGNATURES BELOW)

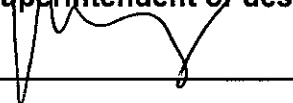
Approved by Department Chair at secondary level:

Signature:  Date: 10/6/15

Approved by Principal:

Signature:  Date: 10/6/15

Approved by Superintendent or designee:

Signature:  Date: _____

Attachments: Quotations
Itinerary

*Every effort should be made to allow all eligible students to participate regardless of financial situation.

**Manchester Broadcast News
Proposed Budgeting
STN Conference, Atlanta, GA
March 9-14**

Costs for Conference, Contests, Accommodations and Transportation		
Item	Individual Cost	Overall
Hotel \$200per night (x 5 nights) = \$1000 per room	<i>Students</i> (4 per room) = \$250 per student <i>Advisers</i> (2 per room) = \$500 per adviser <i>Chaperone</i> (1 per room) = \$1000	8 rooms x 5 nights = \$8000.
Flight	\$253.20(x 26)	\$6583.20
Shuttle	\$35 round trip (x26)	\$910
Registration	\$100 (x26)	\$2600
Contest	\$15 (x 23)	\$345
Crazy 8s	\$10 (x 23)	\$230
CNN Tour	\$14 (x26)	\$364
Alliance Grant	-47.48 (students)	-1000.
Nellie Mae	-100. (students)	-2300.
TOTAL	Per student = \$529.72 (x 23 = 12,183.56) Per adviser = 902.20 (x 2 = \$1804.40) Chaperone = \$1402.20	Entire trip = \$15,390.16
Additional Costs for Participants		
Food	\$40 per day / 5 days = 200.	Personal Expense
Incidentals – Emergency money, souvenirs, etc.	\$50	Personal Expense

**Fundraising
STN Conference, Atlanta**

Planned Fundraisers

Pancake Breakfast	November, 8 th Concordia Lutheran Church Hall Contact: Eric Larson and Ryan Jones
Pancake Breakfast	December 20 th TBD Contact: Eric Larson and Ryan Jones
Wreath Sales	Beginning Late October Botticello Farms Contact: Mary Lucas
Rentschler Field Clean-Up	Contact: Mary Lucas TBD
Little Manchester Road Race Media coverage	November 21 Charter Oak Park Contact: Eric Larson
Parent Community Sponsors	TBD

Deposit Dates:

October 2: \$50

November 6: \$100

December 4: \$100

January 8: \$100 (if necessary)

February 5: Remaining amount (if necessary)

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Matthew Geary, Superintendent of Schools
Subject: Item for Appropriation FY 15/16 Release Time – MEA President
Date: October 7, 2015

Background: In accordance with Article XXIII, Section F (2) of the contract between the Board of Education and the Manchester Education Association (MEA), Tom Nicholas MEA President is requesting a .50 release time for the 2015-16 school year. The amount of his substitute's salary and Medicare expense of \$25,882 will be reimbursed by MEA. This is similar to prior Board actions taken at the MEA's request involving the Association's Presidents.

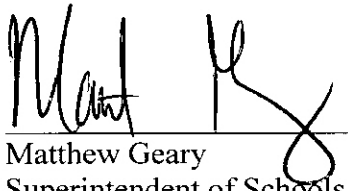
Discussion/Analysis:

Financial Impact:

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Manchester Board of Education grant MEA President, Tom Nicholas, .50 release time for the 2015-2016 school year; and, that the Board of Education request that the Board of Directors establish an appropriation in the amount of \$25,882 to be funded by the Manchester Education Association (MEA).

Attachments: None


Matthew Geary
Superintendent of Schools
Manchester, Connecticut
October 13, 2015

Manchester Public Schools
Board of Education
Policy Committee
Minutes
Monday, September 28, 2015
Lincoln Center
5:30 PM

Members Present: Deb Hagenow, Carl Stafford
Others Present: Matt Geary, Superintendent of Schools

The meeting was called to order at 5:30 P.M.

1. The Committee discussed the Community use of Facilities Policy (#1330) and was comfortable with not charging local and athletic and other groups utility, labor, and material costs or custodial fees provided the event does not require additional custodial staffing. A draft policy revision will be sent to Personnel and Finance for feedback prior to a final recommendation by the Policy Committee to the full Board.
2. The members discussed Parent Family Involvement Policy (#1400) and directed the Superintendent of Schools to draft a revised policy that contains language that includes formal parent decision-making bodies at each school as well as training that provides parents with practical strategies for working with other parents, educators, and community leaders to examine education policies and practices. A draft policy revision will be brought back to the committee at the next meeting on November 9, 2015.
3. The members discussed the External Credit Courses Policy (#5127-11) and directed the Superintendent to revise the policy to include opportunities for mastery-based learning, pursuant to Connecticut General Statutes Section 10-221a(f)(3), Guidelines for Mastery-Based Learning. Members also requested that the Superintendent review the Physical Education External Credit Policy (6143). Draft policy revisions will be brought back to the committee at the next meeting on November 9, 2015.
4. The members discussed the proposed revision to the Smoking Policy (#5131-6) and will send the revised policy to the full Board for a first reading on October 13, 2015. The revised policy is attached.
5. The members discussed the Purpose of Education in Manchester Public Schools Policy (#6000) and will send the proposed deletion of this policy to the full Board for a first reading on October 13, 2015.
6. The members discussed the Manchester Public Schools Mission Statement Policy (#6120) and directed the Superintendent to add the Board of Education Vision statement and priorities to the policy and to delete any information that is obsolete. The policy will be brought to the full Board for a first reading on October 26, 2015.

7. The members discussed the Field Trip Policy (#6153) and directed the Superintendent to draft language around funding for field trips. A draft policy will be brought back to the committee at the next meeting on November 9, 2015.
8. The members discussed the Evaluation of Programs (#6180) and directed the Superintendent to draft language, a process, and timeline for evaluation of district programs. A draft policy will be brought back to the committee at the next meeting on November 9, 2015.

The meeting adjourned at 6:45.

Next Meeting Date: Monday, November 9 at 5:30 PM.

Submitted by Matt Geary, Superintendent of Schools

Highland Park School Improvement Committee

Members

Joanna Ali - Principal

Aimee Pont - Teacher

Michael Rizzo - Teacher

Nancy Gillis - Teacher

Susan Larson - Teacher

Grace DeAngelis - Numeracy Coach

Michael Pearce - Literacy Coach

Sharon Willhelm - Library Media Specialist

Sean Webster - Family Resource Center Coordinator

Ryan Gohla - Parent

Introduction

Presented by Joanna Ali - Overview of School Improvement Plan

Talent

Presented by: Grace DeAngelis, Michael Pearce & Joanna Ali

- Coaching & PLC's

- Recruitment & Retention

Systems

Presented by: Michael Rizzo

- Kristen Smith works with staff to talk about Math programs
- School Safety Committee
- School Improvement Committee

Academics

Presented by: Aimee Pont & Sharon Willhelm

- Math Lessons

- Kindergarten Play

- STEM

Culture & Climate

Presented by: Sean Webster, Sue Larson and Nancy Gillis

- Helping Hands

- Back to School Barbeque

- Pep Rally

- School Families

District Improvement Plan Talent				
Priority	Strategy	Action Steps	Fidelity Indicators	Indicators of Adult Progress
HUMAN CAPITAL DEVELOPMENT	Provide leadership development opportunities for all building- and central office administrators in district.	Continue one on one individual executive coaching sessions for all administrators with Lyle Kirtman and executive coaches	Administrators will maintain an individual executive coaching schedule, develop a personal, professional growth plan, and share areas of focus with central office evaluator by June, 2016.	Percentage of administrators showing increased leadership performance (growth of individuals and # of administrators) demonstrated by a commitment to values, beliefs and practices aligned with the vision, mission and goals of MPS; modeling and expecting exemplary practices for personal and organizational performance ensuring accountability for high standards of student learning. Progress Indicators: Meeting the Effective Rating in Attributes 5B and 5C of the MPS Administrator Evaluation Plan.
		Continue Administrative learning experiences led by district staff and outside experts in leadership	All administrators will attend and actively participate in administrative meetings, i.e: Learning Lunches, Pause Days, Administrative Retreats as evidenced by the appropriate attendance records of scheduled meetings.	
		Utilize Inventories and reflection protocols to improve individual and group practice (WPI Index, True Colors, Myers Briggs)	All new MPS leaders will complete the protocols and all will reference inventory results during leadership building activities and reflective practice throughout the 2015-2016 SY.	
		Continue administrator participation in guided professional reading through distribution of journal articles and other published works by the Superintendent (Fullan, Kirtman, Zmuda)	Administrators will develop a library of professional readings by June, 2016 and incorporate new learning in decision-making around the four components of the DIP.	
	Strengthen instructional practice throughout the district through the effective use of school- and district data collection strategies.	Develop a framework for administrative learning walks that are aligned with the Instructional Domain and district-wide academic priorities. Protocol includes a debrief and reflection opportunity after each school visit and an instrument to collect the walkthrough data for analysis: Google submission form.	Administrative teams will follow the learning walk protocol with fidelity at each of the scheduled school visits. Each team will utilize the online Google instrument to capture data for each classroom visit.	Continuous improvement of teacher performance in key indicators of Domains 1,2 and 3 of the MPS Teacher Evaluation Plan over the three year period, as measured by the percentage of teachers improving in all attributes.
		Develop multiple teams of administrators PK-12 and maintain a walkthrough schedule with fidelity.	Learning Walk teams will be intentionally designed to include PK-12 admins and teachers will be included in teams by June, 2016	
		Use data collection results to provide targeted professional development based on Tier I educator needs.	On a periodic basis, a district-wide Professional Development plan, with accompanying calendar, informed by Learning Walk findings, teacher input through Protraxx, and teacher survey data, will be published.	

		Maintain and strengthen the annual non-tenure teacher review protocol to determine teacher efficacy in teacher practice years 1 through 4.	Administrators will share the 6-point questions with new teachers in advance of the December - January reviews.	
	Strengthen the instructional effectiveness of faculty through the coaching model and collaborative curricular practice.	Provide ongoing instructional coaching consultation and professional development: Jim Knight, David Cormier, Carolyn Coil, Nikki Newton, etc.	Coaches will maintain their consultation schedule for 2015-2016, adhere to 1-1 coaching meetings with teachers.	Increased and improved delivery of service as demonstrated by coaches guiding educators through a cycle of continuous improvement, supporting teachers in constructing meaning and applying new learning and engaging educators in reflective practice to take academic risks and challenge themselves. Progress Indicators: Meeting the effective rating in domains 2A, 2B, 2C and 3C of the MPS Coaching Evaluation Document
		Through the office of C & I, structure collaborative efforts to develop coaching capacity to effectively implement curricula through scheduled Curriculum Academy work sessions, support year 2 of the Lit Life collaboration at all 9 elementary schools, and design units to be	Coaches will maintain participation in the 2015-2016 Curriculum Academy work sessions, support year 2 of the Lit Life collaboration at all 9 elementary schools, and design units to be	
	Provide guaranteed professional learning experiences to every faculty member (teachers and administrators) new to the Manchester Public School System.	Create a coaching protocol that supports innovative instructional practices in all classrooms.	Implementation of the 2015-2016 MPS Teacher Evaluation Plan, which includes the instructional coaches evaluation document.	Survey of new educators on the degree to which they felt their induction experience supported their successful transition to the profession in Manchester Public Schools.
		Provide a formal induction program for every educator new to MPS ongoing throughout the year.	A formal curriculum and feedback survey will be developed during 2015 - 2016 to inform key experiences for new educators anchored in Creativity, Collaboration, Courage and Upholding Excellence. Implementation during the 2016 - 2017 SY.	
		Provide TEAM workshops for beginning teachers in Years 1 and 2 of practice.	Existing TEAM meeting schedule will be maintained for the 2015-2016 SY	
		Develop a Buddy System for all new faculty to MPS with opportunities to observe each other's practice.	All new faculty will be assigned a Buddy by building or CO administrator within first month of school.	

Talent Recruitment and Retention	Strategically Recruit candidates that are representative of student demographic of Manchester Public Schools	Use MPS faculty and student demographics to inform recruitment efforts and match our need with recruitment pipelines (e.g. CUNY City University,	Faculty and student demographic data will be collected on an annual basis and formally used to inform recruitment practices each year.	Over time, educator diversity within the Manchester Public Schools will be more closely aligned with student demographics of the school system, as evidenced by the collection of relevant data.
		Market the MPS brand through different platforms: university recruitment fairs, district webpage, printed material espousing our core beliefs, social media, publicize our new our district logo.	Sample materials of branding efforts will be produced to show evidence of marketing to target audiences.	
	Cultivate University Partnerships for Student Teaching, Internships, Research Grants, and Reciprocal Program Development.	Hold regular partnership meetings with university partners on campus, at the schools sites, and at central office.	Written summaries and schedule of meetings will be maintained and shared during the 2015 - 2016 SY	Over time, a greater number of highly functioning district and university partnerships will be fully operational.
		Attend district-level teacher preparation program meetings held by UCONN, CREC, and University Consortium meetings scheduled throughout the school year to participate in reciprocal conversations about program design.	Written summaries and schedule of meetings will be maintained and shared during the 2015 - 2016 SY	
	Provide Opportunities For Seasoned Teachers To Grow Within The District	Research and develop of a Teacher Leader Academy	Plan for Teacher Leadership Academy Developed	Over time, at least 50% of veteran staff will participate in teacher development opportunities
		Select best and brightest for IST TEAM training so they can support novice teachers and student teachers.	List of TEAM teachers finalized	
		Develop USJ/MPS Partnership for the first Masters in TESOL Cohort in 2015	First cohort of teachers enrolled in USJ	

Priority	Strategy	Action Steps	Fidelity Indicators	Indicators of Adult Progress
Positive school climate and strong school/family partnerships	Identify and implement a set of culture/climate core practices focused on improvement of school climate and family-school partnerships	Based on a review of National School Climate Standards and an investigation of research-based models, create a set of clearly defined core practices for improving climate and culture throughout the system	Conduct school-level assessments related to core practices, analyze assessment data and develop action steps in response to identified school needs (early fall 2015)	Percent of schools and classrooms across the district showing evidence of continuous improvement in implementation of core practices in school climate and culture; (need to develop data sources/collection methods and methods for data analysis/assessment of effectiveness)
		Conduct school climate and family engagement needs assessments related to core practices, analyze assessment data and develop action steps in response to identified school needs	Set of clearly defined core practices will be developed and ready for implementation by January 2016	
		Provide differentiated professional development in support of implementation of core practices for improvement of climate and culture	Action steps for improving school climate based on needs assessments will be incorporated into all school improvement plans for beginning implementation in September of SY 16-17	
	Actively engage families as partners in their children's education	Through use of an outside consulting firm to guide the work of school-based teams, conduct a Family Engagement Assessment in all schools resulting in recommendations for improvement of family engagement practices	PD activities for all schools will be developed on an annual basis and embedded in School Improvement Plans (ongoing)	Percent of schools showing evidence of continuous improvement in implementation of their family engagement strategies as specified in their school improvement plans (need to develop data sources/collection methods and methods for data analysis/assessment of effectiveness).
		With guidance from Family Engagement Assessment, school teams will build their capacity to successfully implement these recommendations in alignment with their school needs	Family Engagement Assessments will be completed in all schools by January 1, 2016	Percent of parents who are demonstrating positive change in perceptions related to how effective their engagement is with the school in relation to their children's education
	Provide opportunities and skill development for youth leadership development	Sustain and expand youth leadership programs across the district	Specific recommendations and strategies related to family engagement will be incorporated into all school improvement plans to be ready for implementation in the 2016-17 school year	Staff survey regarding mindset of youth as resources shows over 80% of staff view youth as resources
		Incorporate leadership programs into the positive youth development component of FRCs to include the development of implementation of student councils	List of available leadership programs with schedule of meetings	
		Coordinate programmatic efforts to develop the knowledge, skills and understanding of students and the adults who support them in order to ensure student growth and development leading to college and career readiness	Schedule of positive youth development programming in FRCs, programs jointly planned by Equity Dept. and FRCs	
			Establishment of coordinated plan	

Strengthen Relationships	Develop trust and collaboration among all stakeholders	Create opportunities for open and honest conversations about race, social class, culture and beliefs	Number of scheduled, related events	Staff, family and community survey, focus group and individual interview input indicate at least 80% of stakeholders trust the work of MPS
		Promote FRCs as an entry point into the school system as early as birth	Plan for FRC promotion; schedule of related implementation activities	
			Promotional materials, agreements between FRCs and hospitals, pediatricians and preschools, FRC on readiness council agenda	
	Provide opportunities for staff to support families and community members in their roles as partners in educating all children	Develop advisory teams of parents, support staff and school personnel to regularly review and plan for support of children and families	Parent representation on district and school leadership teams	Percentage of parents/families participating as partners
		Actively seek to build coalitions across constituencies in each neighborhood and across the district in the service of young people	Hiring of a parent liaison for each school	
		Train all new hires regarding the district vision for family/community partnerships with schools	Schedule of trainings held, attendance logs and materials	
Create Opportunities/Reduce Barriers	Capitalize on the strengths and assets of families and community members to support school success	Open buildings for more access	Log/calendar of school use	Percentage of parents/families working in schools, using their knowledge and strengths, to support student learning
		Coordinate programming with town and other partners	Promotional materials, calendar of events, formal agreements of cooperation, attendance	
		Complete work on a web-based out of school time network app	Completed and functioning application, end users entries into the OOST system	
	Reduce the impact of barriers on students, families and community members affecting school success	Identify & address potential barriers impacting parents as partners.	District and school specific defined barriers affecting parent partnerships, information gathered from parent feedback (surveys, focus groups, FRC feedback). Action plans addressing specific needs.	Survey results indicating perception that parents and community members are valued as assets; Greater numbers of parents and community members involved in school programs. Flexibly scheduled programs to enable working parents opportunities, transportation and childcare offered for key programs and events, FRC/counseling supports for families.
		Inventory assets of parents and community members	A database of parent and community assets	
		Create clear opportunities for parent and community members to offer services and supports in all schools	Log of supports and services provided by parents and community members	

Academics				
Priority	Strategy	Action Steps	Fidelity Indicators	Indicators of Adult Progress
Curriculum	Create curricular units aligned to CCSS and related state standards in all core areas including Social Studies, ELA, Math, Science	Provide Professional Learning for elementary curriculum academies in UBD model in Math and ELA.	All elementary curriculum academies will have participated in UBD model PD by January 1, 2016 as evidenced by scheduled PD opportunities	All curriculum components created by Manchester educators will meet national and state standards for high quality curriculum design.
		Conduct ongoing cyclical review of curriculum units of study for alignment to CCSS, Social Studies Framework, and NextGen Science Standards	Evidence from unit review templates will indicate that cyclical reviews in all core areas will be completed on an annual basis.	
		Design curricular maps for all core academic areas to provide crosswalks between grade levels and depth of standards	Curricular maps will be completed on an on-going basis from 2015-2018	
Instruction	Strengthen instruction Prek-12 through research-based instructional practices	Ensure active utilization of Unit Planner by all district educators for successful implementation of curriculum	Evidence will indicate increasing numbers of active users of Unit Planner over time.	Evidence will indicate that educators are creating instructional plans with stronger lesson design features. Percent of classrooms in schools and across the district that demonstrate continuous growth in effective implementation of the workshop and personalized learning models over time.
		Implement workshop model prek-5 to ensure differentiation through student-centered learning.	There will be increasing evidence that is gathered through classroom learning walks and observations over time that the workshop model is being implemented with a high degree of fidelity.	
		Take next steps in transitioning to personalized learning in grades 6-12, including the continued creation of small learning communities.	There will be evidence over time that personalized learning model is being implemented with increasing fidelity.	
		Conduct a needs assessment resulting in recommendations on effective implementation of culturally relevant pedagogy across all learning environments in the district.	Needs assessment completed and ready from implementation by 2016.	
		*Strengthen SRBI Tier 2 and 3 interventions at all levels of the system		
		*Identify and implement core instructional practices which include rigor and student engagement.	Looking at student work protocols in a PLC to support the emphasis on rigor and relevance. What fidelity indicators do we have? Do we need to put a system in place? Karren Hess Rigor Matrix is a resource in curriculum connector. Do we have a district measure for rigor and relevance?	

	Incorporate new resources and technology to engage students in their own learning.	Offer mini-grants that promote creativity and innovation across the district	Creativity grants are awarded.	Percentage of classrooms in the district with students regularly using chromebooks, ipads, smartboards, and other technologies to facilitate inquiry and personalized learning
		Strengthen the 1:1 initiative for grades 6-12 to extend student access, increase engagement, and support teaching and learning	Chromebooks are distributed 5-12 for SY15-16	
		Ensure appropriate funding for technology to support teaching and learning	1:1 in grades 5-12 and technology centers in K-4, the implementation of Google Apps for Education	
Assessment	Develop curriculum embedded, unit based performance tasks and assessments in all content areas.	Elementary curriculum academies and other district curriculum writing teams will continue their focus on development of performance tasks and assessments that are fully aligned with curricular content and expectations for student learning.	Curriculum based performance tasks and other assessments in all content areas will be available in Unit Planner and ready for use by 2017-2018.	Percentage of teachers developing and utilizing performance tasks across the district
		Provide professional development on analysis of data gathered through performance tasks and other assessments to improve student learning including, using LASW protocols and rubric-based evaluation approaches.	Professional development will be aligned with the cyclical reviews in all core areas and occur on an annual basis.	
		Actively use benchmark data in the creation of student goals.	Use of data is evident in goals collected	
		Starting in 2015-2016-Creating district tiered model (reps from SITs) - Use districtwide benchmark data with the intent to drill down to school-based data reports to inform school improvement plans to increase student achievement in literacy and numeracy, and to inform PLC work around student goals. Look at high-stakes testing data and bring what is gleaned from that district-level look back to schools.	Plan for using data developed	

Systems and Operations				
Priority	Strategy	Action Steps	Fidelity Indicators	Indicators of Adult Progress
Improvement Planning	Maintain District Improvement Team to monitor the implementation of the District Improvement Plan and support School Improvement Teams in developing and implementing School Improvement Plans.	Research, develop and implement a Student Data Dashboard which reports student progress in the areas of academics, climate, and college/career readiness	An online Data Dashboard will be implemented during SY 15-16	Evidence will indicate that adults in their collaborative teams are using DD to monitor student progress and adjust instructional and organizational practice- google analytics, the gold standard of all teams that data is being used to drive practice
		Develop District Improvement Team and SIT standards to evaluate District Improvement Team/SIT practices.	DIT standards will be developed and a self-evaluation process will be implemented and documented with results and next steps, during SY 15-16	Percentage of School Improvement Teams showing evidence of continuous improvement in achieving standards of practice. DIT will also show evidence of such improvement.
		Monitor the development and implementation of District and School Improvement Plans to ensure alignment of district / school improvement plans and teacher professional growth to improve student achievement.	All schools have School Improvement Plans which are aligned to the DIP (ongoing)	
		Develop and implement a communication plan intended to provide all stakeholders information related to District Improvement Plan progress	Communication plan will be created and implemented with a feedback process embedded during SY 15-16 and annually thereafter	Usage of internal/external Data Dashboard to communicate adult/student progress as measured by Google analytics (TBD) to monitor and modify the District/School Improvement Plans
Professional Learning Communities	Strengthen the work of the PLCs, with an emphasis on translating the work of the PLCs into high-leverage, research-based practices in all schools and classrooms.	Develop PLC Standards along with an introductory communication which clarifies the work of PLCs	Plan has been developed and implemented during SY 15-16	Percentage of Professional Learning Communities at the school level and across the district showing evidence of continuous improvement in achieving standards of PLC practice
		Develop a schedule of continuous training to assure existing and new staff have access to professional development.	PD schedule will be developed and implemented as planned on an annual basis	
		Share best practices developed during PLCs through existing Unit Planner/Google Drive structure	Evidence will indicate that instructional practices are being shared across the system.	
Needs Assessment	Conduct systems and operations audit.	Implement prioritized recommendations from the systems audit report relating to student attendance and discipline.	Select and convene a committee to review current practices in light of recommendations and determine a path to move forward that is communicated out to the district.	Percentage of schools across the district showing evidence of improvement in attendance and discipline.
			Report completed, recommendations have been identified and will be implemented over the 15-16 SY	

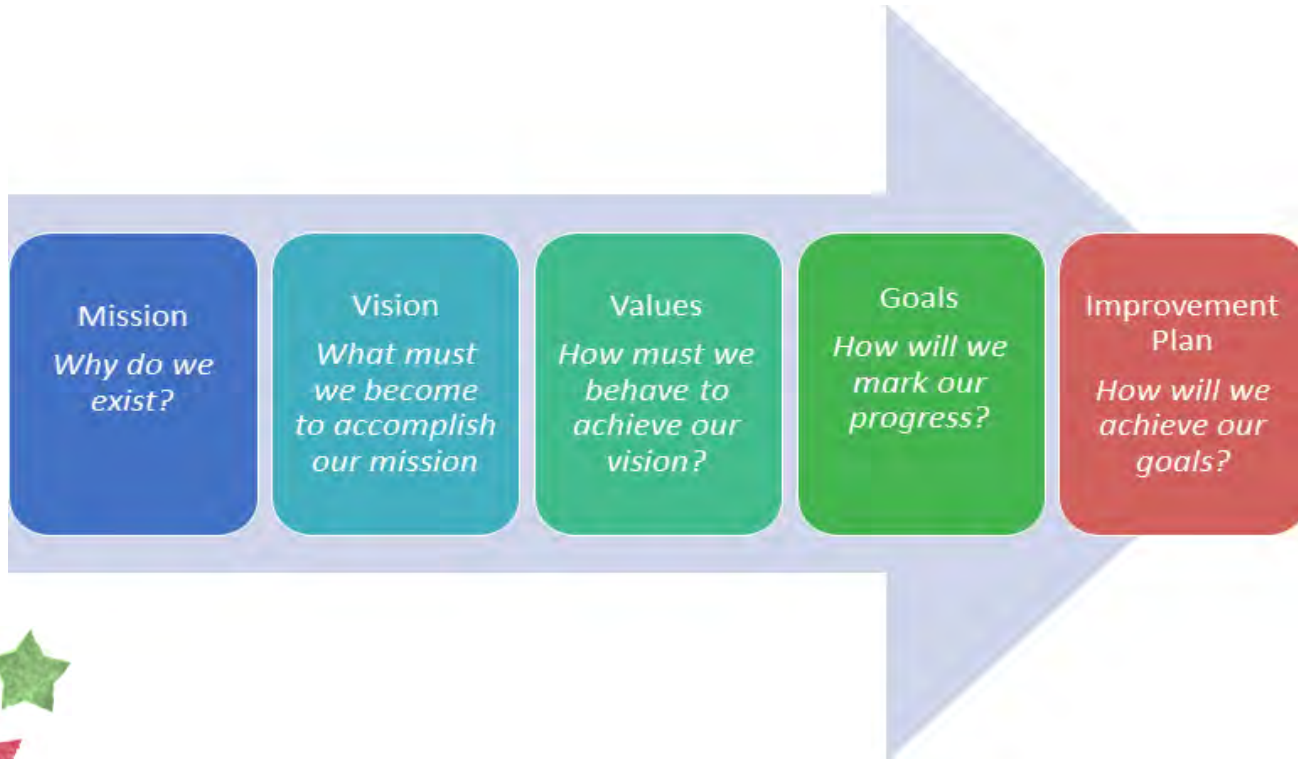


Manchester Public Schools

District Improvement Plan and Data Dashboard



The Foundation of Our Work



Taken from In Praise of American Educators, DuFour

Mission of the Manchester Public Schools

Manchester Public Schools will engage all students in the highest quality 21st century education preschool through graduation. Through an active partnership with students, school personnel, families and community, the Manchester Public Schools will create safe, inclusive schools where equity is the norm and excellence is the goal. All students will be prepared to be lifelong learners and contributing members of society.



Vision of the Manchester Public Schools

Our vision is that all students in the Manchester Public Schools will

- Arrive at kindergarten with developmentally appropriate social and academic readiness capabilities
- Achieve foundational skills in reading, writing and mathematics on grade level, by grade three.
- Meet high performance standards on local and State assessments.
- Demonstrate positive values and beliefs as evidenced by respect for peers and adults; a strong work ethic; a growth mindset; and kindness and caring for themselves and others.



Vision of the Manchester Public Schools

- Make decisions that have positive results for themselves and others; manage their time effectively; advocate for themselves; embrace and value differences in all people; and assume responsibility for their own actions.
- Engage in critical and creative thinking to solve personal, social and academic problems; and actively pursue independent learning opportunities.
- Apply technology to analyze, evaluate, and synthesize the increasing volume of available information in a rapidly changing world

Vision of the Manchester Public Schools

- Develop an appreciation of the performing and visual arts; participate and collaborate in all aspects of the arts commensurate with age, interests and talents.
- Exemplify the determination, perseverance, grit, and teamwork necessary to succeed in the challenges they will face in all areas of school life and beyond graduation.
- Be prepared to make sound personal decisions regarding a healthy, productive lifestyle, including diet, health maintenance, exercise including athletics, and positive leisure activities.
- Value all educational opportunities; remain in school; and graduate with optimism and confidence in their choices for college and career opportunities.

District Improvement Plan: Academics



Academics: Strategies

- Create curricular units aligned to CCSS and related state standards in all core areas including Social Studies, ELA, Math, Science
- Strengthen instruction Prek-12 through research-based instructional practices
- Incorporate new resources and technology to engage students in their own learning.
- Develop curriculum embedded, unit based performance tasks and assessments in all content areas.

District Improvement Plan: Talent Development

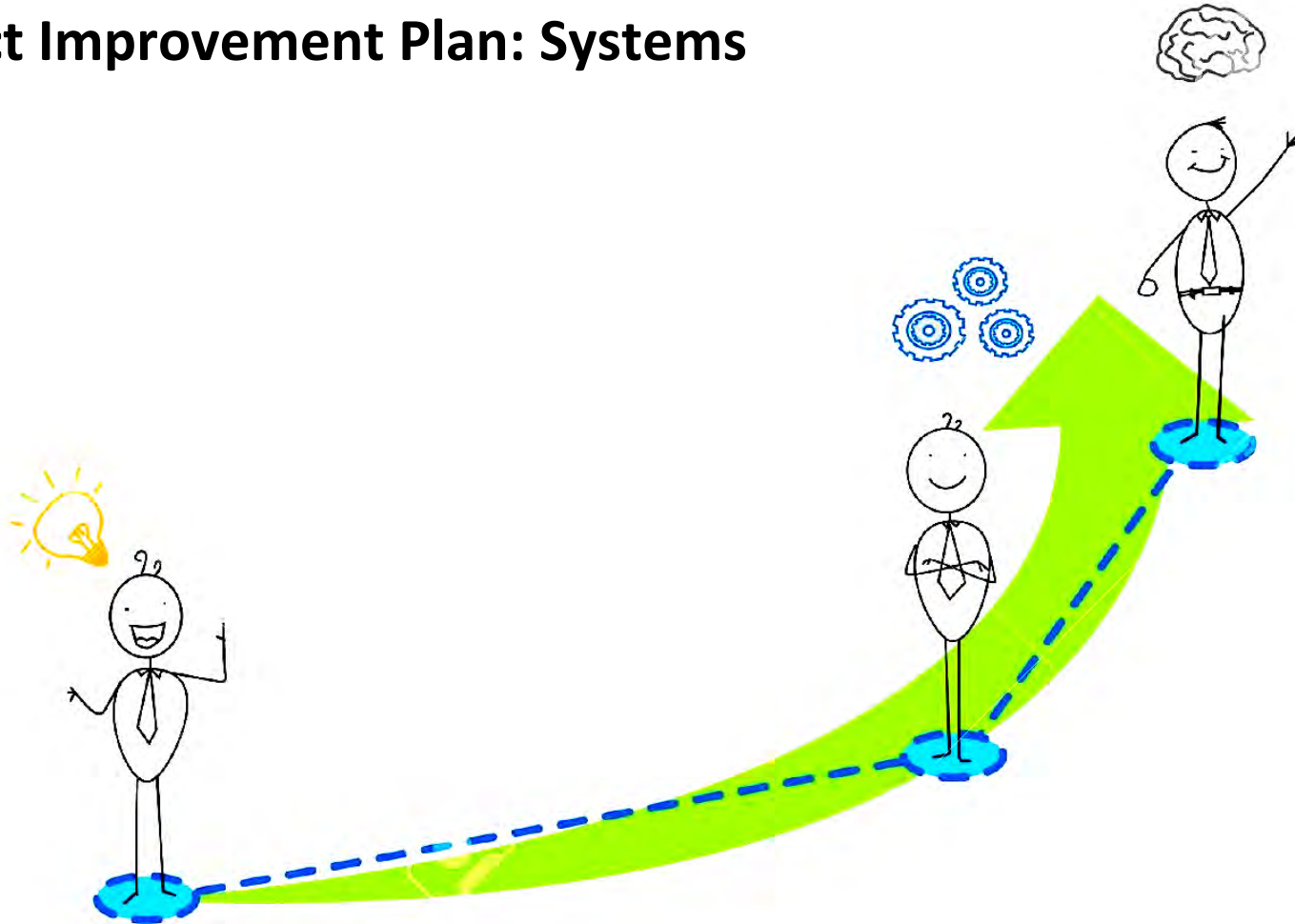
COACHING MODEL



Talent: Strategies

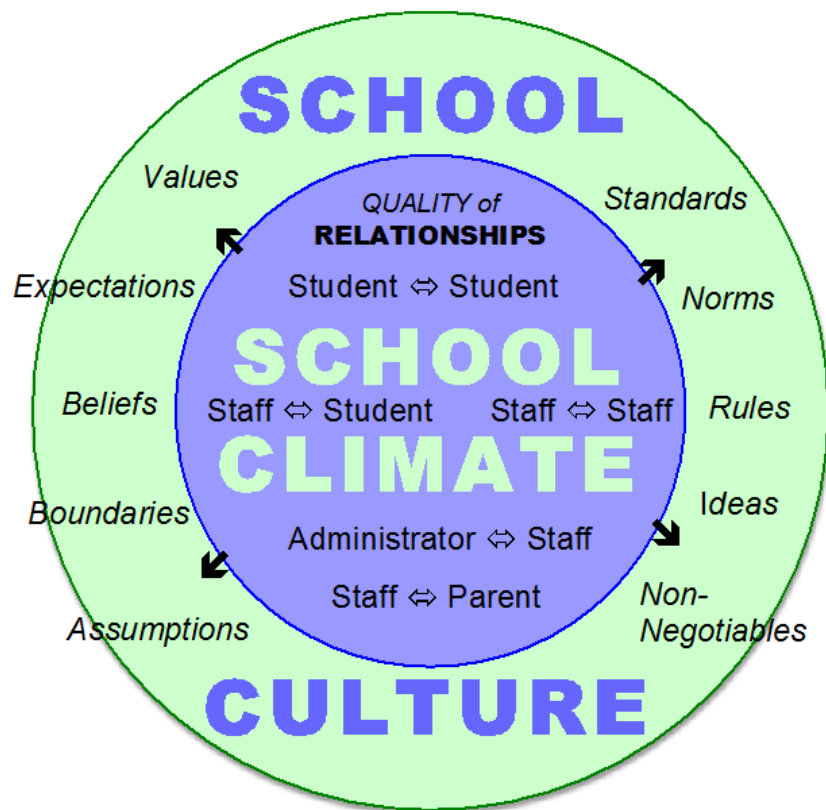
- Provide leadership development opportunities for all building- and central office administrators in district.
- Strengthen instructional practice throughout the district through the effective use of school- and district data collection strategies.
- Strengthen the instructional effectiveness of faculty through the coaching model and collaborative curricular practice.
- Provide guaranteed professional learning experiences to every faculty member (teachers and administrators) new to the Manchester Public School System.
- Strategically recruit candidates that are representative of student demographic of Manchester Public Schools
- Cultivate University Partnerships for Student Teaching, Internships, Research Grants, and Reciprocal Program Development.
- Provide Opportunities for Seasoned Teachers To Grow Within The District

District Improvement Plan: Systems



Systems: Strategies

- Maintain District Improvement Team to monitor the implementation of the District Improvement Plan and support School Improvement Teams in developing and implementing School Improvement Plans.
- Strengthen the work of the PLCs, with an emphasis on translating the work of the PLCs into high-leverage, research-based practices in all schools and classrooms.
- Conduct systems and operations audit.



Culture and Climate: Strategies

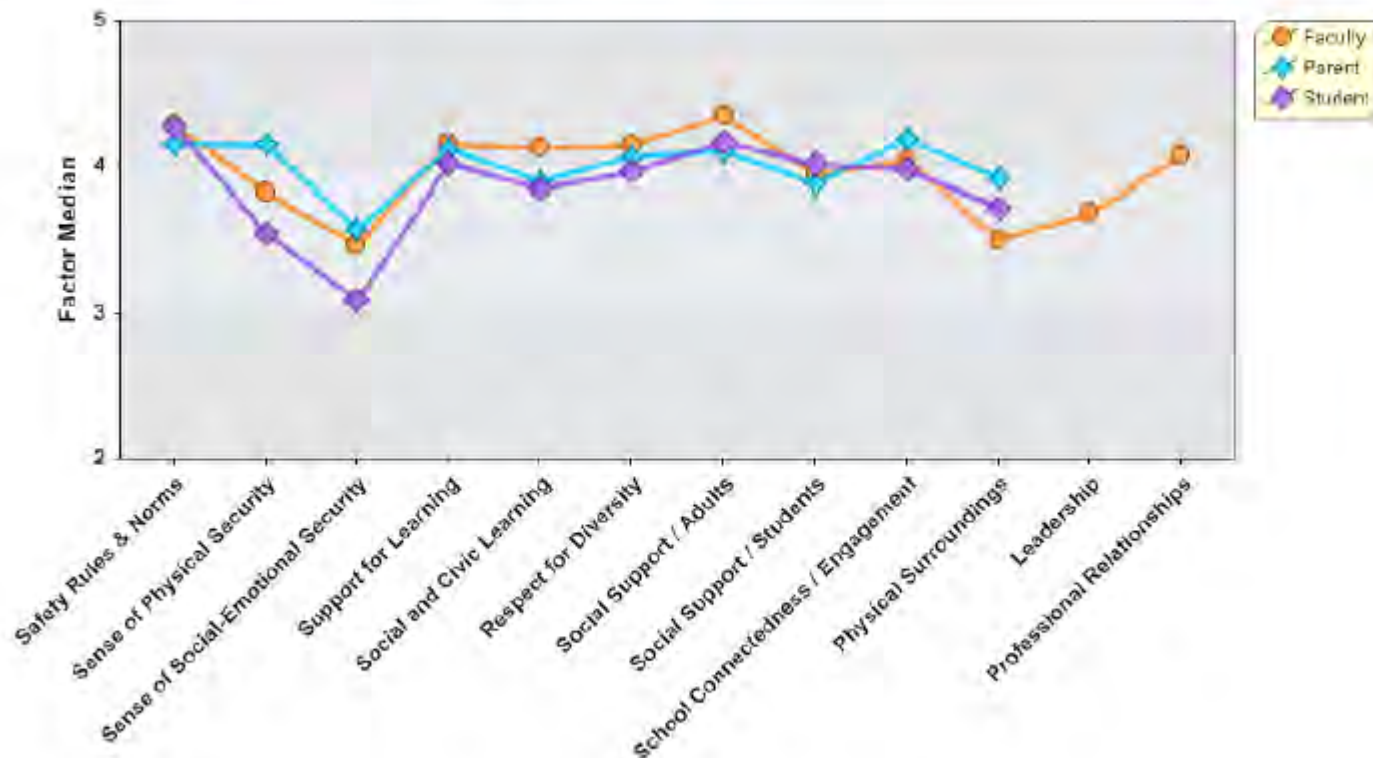
- Identify and implement a set of core practices for all stakeholders (school staff, students, parents, and families) to strengthen climate across the district
- Build capacity of families to actively engage as partners in their children's education
- Provide opportunities and skill development for youth leadership development
- Develop trust and collaboration among all stakeholders
- Provide opportunities for staff to support families and community members in their roles as partners in educating all children
- Capitalize on the strengths and assets of families and community members to support school success
- Reduce the impact of barriers on students, families and community members affecting school success

Climate Framework

Implement practices that promote the learning and positive social, emotional, ethical and civic development of students and student engagement as well as addressing barriers to learning. (National School Climate Center)

- Common expectations for student behavior
- Common language to communicate expectations
- System of reinforcement for positive behaviors
- Code of conduct to ensure reasonable consequences and opportunities for restorative justice when negative behaviors occur
- Common curriculum to teach how we interact with people and how others respond to us, which in turn affects our own emotions

Climate Scores by Population





Rock Bruin - I make people get stuck on their ideas.



Glassman - I make people have huge upset reactions.



D.O.E. - I make people overly competitive.



Mean Jean - I get people to act mean and bossy.



Space Invader - I get people to invade other's personal space.



SUPERFLEX *takes on the Unthinkables!*

Superflex helps a citizen be a more flexible thinker, which allows the person to better control his or her brain and change how he or she thinks. He helps a citizen think about how to act and behave to keep others (and himself/herself) feeling good. He helps a citizen be a better problem-solver by thinking of many different solutions to one problem. He helps a citizen notice when an Unthinkable is becoming more active in his brain and then quickly comes up with a strategy to defeat the Unthinkable.



One-Sided Sid - I get people to only talk about themselves.



Wastimponce - I get people to use humor at the wrong time, the wrong place or with the wrong person.



Brain Eater - I distract people.



Body Snatcher - I move people's bodies from the group.



Energy Harpy - I give people too much energy.



Topic Twistermeister - I make people jump off topic.



Worry Well - I make people worry too much.



Oh-Wonderer - I don't like people to socially wonder about others.



Grump Grumpington - I put people in grumpy moods.

It appears that the use of practices that promote a “psychology of success” lead to greater achievement and higher quality climate, and those that promote a “psychology of failure” lead to underperformance.

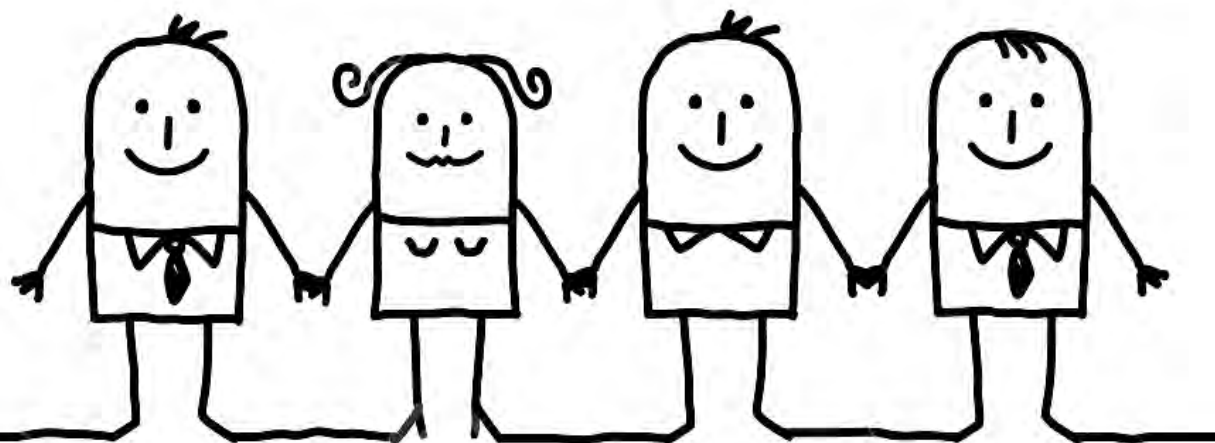
Examples of some practices that promote a psychology of success

- 1. Process focus (especially with assessment)**
- 2. Student collective identity and sense of belonging**
- 3. Meaningful work**
- 4. Student responsible, choice and voice**
- 5. Emotional safety**

Examples of some practices that promote a psychology of failure

- 1. Comparison and excessive competition**
- 2. Public shaming**
- 3. Assessment as a form of “gotcha”**
- 4. Punishments as consequences**
- 5. Meaningless work**
- 6. Emphasis on end products**
- 7. Colored cards and other gimmicks**





We are confronted with the fierce urgency of now ...
Procrastination is still the thief of time. We must move past
indecision into action ... Shall we say the odds are too
great? Shall we say the struggle is too hard? Or will there be
another message - of longing, of hope, of solidarity with
their yearnings, of commitment to their cause, whatever
the cost? The choice is ours, and though we might prefer it
otherwise, we must choose in this crucial moment of
human history.

Martin Luther King Jr.

The key to the ability of schools to have a positive impact on student learning is the collective expertise of the educators within a school or district.

Richard Dufour, In Praise of American Educators

Manchester Public Schools

District Data Dashboard: Key Indicators of Student Progress

Data Point	Grade Level	Date Given	Date Scores Available	2014-15 EOY	2015-16 Target
Academic Indicators					
Percent of students meeting PK/kindergarten readiness score on Early Screening Inventory (ESI)	PK / K	August	September		
Percent of students achieving score at or above "Meets Achievement Level" on Smarter Balanced in Reading	3-8	March – May	August	38.9%	
Percent of students achieving score at or above "Meets Achievement Level" on Smarter Balanced in Mathematics	3-8	March – May	August	27.8%	
Percent of Students scoring at or above grade level on the Developmental Reading Assessment 2 (DRA 2)	K-2	Sept. 8 Oct. 6 Jan. 20 Feb. 20 May 4 May 29	Oct. 14 Feb. 28 June 5	63.8%	
Percent of Students scoring at or above grade level on Benchmark Assessment System – Fountas and Pinnell Fiction	3-5	Sept. 8 Oct 6 Jan. 20 Feb. 20	Oct. 14 Feb. 28	52.1% February	
Percent of Students at or above standard on Common Writing Assessments	K - 8			48.8%(K-5)	
Percent of Students at or above standard on Math Benchmark Assessments	K - 8				
Percent of Students at or above state average on PSAT 8-9 Math	8/9	October 14 (9) Nov 5 (8)	December		
Percent of Students at or above state average on PSAT 8-9 Reading/Writing	8/9	October 14 (9) Nov 5 (8)	December		
Percent of Students at or above state average on PSAT Math	10/11	October 14	December	10 = 30.5% 11 = 32.0%	
Percent of Students at or above state average on PSAT Reading	10/11	October 14	December	10 = 36.7% 11 = 34.7%	
Percent of Students at or above state average on SAT Math	11/12	Oct 14 (Gr 12) March 3 (Gr 11)	August	2015 26.7 %	
Percent of Students at or above state average Student performance on SAT Reading	11/12	Oct 14 (Gr 12) March 3 (Gr 11)	August	2015 33.3%	
Percent of students at or above standard (earning B or better or rubric-based standard?) on selected high school common exams (Courses TBD)	9-12	June	August		

Climate and Culture Indicators					
Average Daily Attendance Rate	All	Quarterly	Nov Feb April June	94.3%	
Percent of Students Chronically Absent (18+ Days Absent)	All	Quarterly	Nov Feb April June	14.8%	
Percent of students with one or more out-of-school suspensions	All	Quarterly	Nov Feb April June	3.6%	
Percent of students with one or more in - school suspensions	All	Quarterly	Nov Feb April June	7.0%	
Overall number of out-of-school suspensions	All	Quarterly	Nov Feb April June	321	
Overall number of in-school suspensions	All	Quarterly	Nov Feb April June	743	
Median score in various climate areas based on data from selected climate survey items (or Percent of students reporting positive or highly positive perceptions of school based on selected Climate Survey Items)	All	April	June		
College and Career Readiness Indicators					
Percent of Students Enrolled in Advanced Placement Courses					
Percent of Students Scoring 3 or Better on AP Exams				15.6	
Percent of Students enrolled in Early College Experience / Dual Credit Coursework					
Percent of Students who meet or exceed standards in Early College Experience / Dual Credit Coursework (What are the standards associated with ECE experiences and Dual Credit coursework?)					
Graduation rate: Four-year cohort	All	Yearly	August		
Extended Graduation Rate					
Percent of students accepted into two-and four-year colleges (self-reported)	All	Yearly	October	83	
Percent of students accepted into certified career pathway institutions (self-reported)	All	Yearly	October	7	
Percent of students enrolled in postsecondary settings as reported by the National Student Clearinghouse (NSCH)	All	Yearly	October		
Success rate of students enrolled in postsecondary settings as reported by NSCH	All	Yearly	October		
Percent of students requiring remedial coursework in college	All	Yearly	October		

STUDENTS AND PERSONNEL 5131.6

*Proposed***SMOKING POLICY****General Statement**

The Manchester Board of Education recognizes the many health hazards associated with smoking. It has long been established that smoking / **vaping** harm the health of those who smoke/**vape**. New studies and research have shown that the toxic fumes generated by second-hand smoke can cause heart damage to people who breathe them.

It shall be the policy of the Board of Education that no smoking, vaping, or other use of tobacco products be allowed on school property at any time or on any transportation provided by the Board of Education.

Further, it shall be the policy of the Board to provide all students in the district programs as directed by Sec. 10-19 of the CT General Statutes. It is expected that these programs will help students to become more aware of health hazards caused by smoking/**vaping** and better informed about the diseases related to smoking/**vaping**. In addition, it is also expected that these programs will aid students in developing constructive attitudes and help them make wise decisions about smoking.

Penalties for infractions of smoking regulations must be consistently administered by the school administration to both students and board employees. The administration is charged with enforcing this regulation. ~~as defined in student handbooks and employee contracts.~~

The administration will provide accurate up-to-date materials and resources for an effective and stimulating instructional program in this important health area. Programs for those students and staff members who may desire to terminate smoking are to be provided.

August 27, 1990
September, 2015

INSTRUCTION 6000

Deletion Proposed

The Purpose of Education in Manchester Public Schools

Statement of Purpose

~~The purpose of education is—in full partnership with the family and community—to help each individual discover, develop and enjoy their own potential as a unique, rational, creative human being, able and willing to sustain personal well being and to contribute to the well being of others. At the same time, it is expected that each individual understands that his/her freedom to develop personal values and realize individual aspirations depends upon his/her discipline to respect the values, rights and aspirations of others as individuals and in society as a whole.~~

Adopted: September 10, 1973

Revised: November 9, 1987