

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, MAY 23, 2016
Lincoln Center

Executive Session – Superintendent’s Evaluation **5:30 P.M. – Director’s Room**
Contract Negotiations (Wages only)
Custodians and Secretaries / IT
Board of Education Meeting **7:00 P.M. – Hearing Room**

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Board of Education Minutes 5-9-16 A – 3

B. COMMITTEE REPORTS –

- 1) Policy Committee Meeting Minutes 4-25-16 B – 1
- 2) Buildings & Sites Committee Minutes 5-9-16 B – 2

C. CONSENT CALENDAR

- 1) Personnel Information C – 1
- 2) Transfer of Funds C – 2
- 3) Extended Field Trip Request for Manchester High School trip to Westfield State University – Cheerleading Camp with UCA Solid Ground Stunt – 10-15 Students – 2 Chaperones – July 29, 2016 to August 1, 2016 C – 3
- 4) Acceptance of Robotics Equipment for the Robotics Education & Competition Foundation Grant FY15-17 C – 4
- 5) Increase the appropriation for FY15-16 in the amount of \$1,815 for the for the Adult Education Grant, for the total appropriation of \$520,285 C – 5

D. REPORT FROM STUDENT REPRESENTATIVE

- 1) Ms. Shania Stanton and Ms. Nabila Hoor Un Ein

E. PUBLIC COMMENTS (any item before the board)

F. SUPERINTENDENT’S REPORT

- 1) PTO Presidents Report – Ms. Christine Cardosa
- 2) MHS Counseling – Mr. David Stetson, Director of School Counseling, MHS; F – 1
Melane Thomas, Denise Batista, Laurie Pels-Roulier, Marie Michael-Rogers, Pam Hall, Justine Meyers, JAG Specialist, Hartford Consortium for Higher Education, and Tammy Lorenzo, Career Beginnings College Counselor, Hartford Consortium for Higher Education

G. UNFINISHED BUSINESS –

1) 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

- a. Bullying Policy - 5131.1

G – 1a

H. NEW BUSINESS – None

- 1) 2016-2017 Board of Education Meeting Dates

H – 1

Recommended Motion: Move to adopt the Regular Board of Education

Meeting and budget workshop meeting dates for 2016-2017.

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

J. COMMUNICATIONS

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 Public Schools
Board of Education
Policy Committee
Minutes
Monday, April 25, 2016
Director's Room
Lincoln Center

The meeting was called to order at 5:30 PM.

Members Present: Deb Hagenow, Mary-Jane Pazda, Carl Stafford, Darryl Thames, Sr.

Others Present: Matt Geary, Susan Jacobsen, Iman Kahn

1. The committee reviewed the proposed revisions to the bullying policy and suggested a few additional changes. The Superintendent will review the suggested revisions with legal counsel and bring the policy back to the committee. In addition, the Superintendent presented a draft one page document on the process of reporting to the committee for review. The committee will send their feedback prior to the next meeting. The Superintendent will also get feedback on the document from parents prior to the next meeting.
2. The committee discussed the suggested role for parent liaisons and amended the description to allow Board members to serve as a liaison to a school where they are also parents. The role of the liaison will be worked into the revised Community Relations policy. A draft of that policy will be presented at the next policy committee meeting.
3. The committee decided that they will not adjust the requirement that students turn 5 years old prior to January 1 in order to enroll in kindergarten. The policy will not be revised.
4. The committee reviewed the School Wellness policy and directed the Superintendent to review the current School Wellness Policy with principals to ensure that the actual minutes scheduled for recess, lunch, and Physical Education are in line with the policy.
5. The committee reviewed the Transfer and Non-resident Students policy and will not recommend any changes at this time.
6. The committee reviewed the Religious Observances and School Prayer policy and will establish a process for adding additional holiday's observances to the school calendar. This process will be discussed at the next meeting.
7. The committee reviewed the Use of Therapy Dogs in Schools Policy and will send it back to the full Board for a second reading at the Board meeting on May 9, 2016.

The meeting adjourned at 6:30 PM.

Next meeting date: Monday June 13, 2016

Respectfully Submitted: Matt Geary, Superintendent of Schools

Manchester Board of Education
Building and Sites Committee
Manchester High School
May 9, 2016

Attendees: Deborah Hagenow, Susan Jacobsen, Neil Leon and Peter Staye

Mr. Staye presented the 3-Year Capital Plan, revised to reflect that Alliance funding will not be available after FY 16/17 and the list of projects considered candidates for Bond funding. The removal of Alliance funding from future years extends the plan by more than a year and places even more importance on the Bond plan. Various ideas were discussed for how best to present this information to the full board, and, eventually, to the Board of Directors. The Bond plan is to be presented to the BOE at its next regular meeting with additional information, such as pictures, to present a greater case for the need.

In addition, the Alliance Grant that has been approved is only partially funded. Of the \$1,710,000 awarded, only \$1,098,500 has been allocated. The \$611,500 balance was to be approved at the April meeting of the state bond commission, but that meeting was canceled. The next meeting of the state bond commission is scheduled for May 27, 2016. Should the remaining \$611,500 not be made available projects will need to be canceled. PO's for those projects are being withheld pending final notice from the state.

The committee reviewed again the request of the MHS class of 2018 to locate 3 clothing collection boxes on the site of MHS. The student proposal is intended to generate potentially \$150 / month from the sale of clothing deposited in the boxes from the community, however, that amount is not guaranteed. The students propose to use the funds to reduce the cost of prom tickets, and other student functions. Though the committee recommended against the idea at the March 2016 meeting, upon further review it elected to defer the decision to the administration.

The next meeting is currently scheduled to be held at 6:00 on Monday, August 22, 2016, at the Lincoln Center, though this meeting is subject to adoption of the meeting schedule of the full BOE.

Respectfully Submitted,

Peter Staye - Facilities Director

PERSONNEL ACTION**APPOINTMENTS**

Gina Carrese to be a World Language – Spanish teacher at Manchester High School. Ms. Carrese received a Master of Arts in Romance Languages at Boston College. Ms. Carrese resides in Plymouth, Massachusetts. It is recommended that her appointment be approved effective August 29, 2016 (MA/Step 5, \$57,130).

Timothy Dowd to be a Physics teacher at Manchester High School. Mr. Dowd received a Master of Science in Chemistry at University of Oklahoma. Mr. Dowd resides in Niantic. It is recommended that his appointment be approved effective August 29, 2016 (MA/Step 9, \$68,470).

Amanda Turley to be a STEM Specialist at Keeney Street Elementary School. Ms. Turley received a Bachelor of Science in Education at Central Connecticut State University. Ms. Turley resides in Amston. It is recommended that her appointment be approved effective August 29, 2016 (BA+30/Step 2, \$51,025).

Jean Wright to be an English teacher at Manchester High School. Ms. Wright received a Master of Science in Secondary Education at University of Bridgeport. Ms. Wright resides in Hartford. It is recommended that her appointment be approved effective August 29, 2016 (MA/Step 2, \$51,205).

RESIGNATIONS

Christina Knickerbocker, Mathematics teacher at Illing Middle School has submitted a letter of resignation for personal reasons effective the end of business on June 30, 2016. Ms. Knickerbocker has been with Manchester Public Schools since August 27, 2009. It is recommended that her request be approved.

LEAVE OF ABSENCE

Erica Gonsalves, English teacher at Manchester High School, has requested a leave of absence for education purposes, effective August 29, 2016, for the 2016/2017 school year. Ms. Gonsalves has been with Manchester Public Schools since August 29, 2011. It is recommended that her request be approved.

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: May 10, 2016

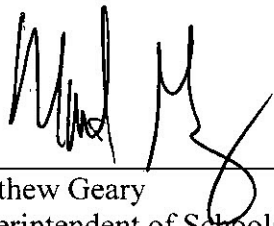
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2015-2016 Budget.

Discussion/Analysis: Transfer from Illing School Admin Dues & Fees to Illing School Admin Contracted Services account. A total transfer of \$668 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
May 23, 2016

S - 5/12/16
CE
DC

TRANSFER

Manchester Public Schools
Manchester, Connecticut

RECEIVED
MAY 11 2016
BY ACCOUNTS PAYABLE

To: Accounting Department

School:

Illing Middle School

Approval Signature:

B. H. [Signature]

Date: May 10, 2016

Date of Approval:

JUSTIFICATION:

Funds needed to pay bills

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER

DECREASE: Administration

\$ 668.00 Account #: 423 53 240 5810 Description: Dues & Fees

\$ _____ Account #: _____ Description: _____

_____ Account #: _____ Description: _____

INCREASE: Administration

\$ 668.00 Account #: 423 53 100 5430 Description: Contracted Services

\$ _____ 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: May 12, 2016

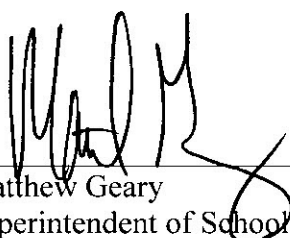
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2015-2016 Budget.

Discussion/Analysis: Transfer from Systemwide Medical Services Repair of Equipment to Systemwide Medical Services Printing/Advertising account. A total transfer of \$1,012 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.

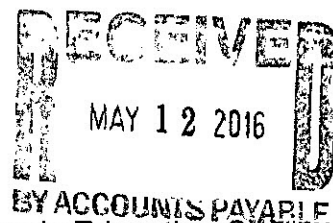


Matthew Geary
Superintendent of Schools
Manchester, Connecticut
May 23, 2016

S - 5/12/16

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DL

**Manchester Public Schools
Manchester, Connecticut**



To: **Accounting Department**

School: Kennedy Education Center

Date: 5/12/2016

Principal's Sign: Linda Hodgkins

Date of Approval: _____

JUSTIFICATION (Required Field) : Move money from Repair of Equipment to increase the Printing/Advertising budget to pay the MHS Copy Center invoice.

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

DECREASE In whole dollars only:

\$1,012.00 Account # 31299210 5435

Description: Repair of Equipment

\$ _____ Account # _____

Description: _____

\$ _____ Account # _____

Description: _____

\$1,012.00 **TOTAL DECREASE**

INCREASE In whole dollars only:

\$1,012.00 Account # 31299210 5540

Description: Printing/Advertising

\$ _____ Account # _____

Description: _____

\$ _____ Account # _____

Description: _____

\$1,012.00 **TOTAL INCREASE (Must match total decrease)**

Accounting Department Only

Board Approval Needed: Yes ☒ No ☐

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____

EXTENDED FIELD TRIP REQUEST FORM

In accordance with the Board of Education Policy titled "Instruction - 6153" all extended field trips must be approved by the Superintendent of Schools. The following TYPED information must be forwarded to the Superintendent in TRIPLICATE 30 days (4 months for international trips) prior to the Board meeting, which antedates the trip.

Name of School Manchester High School Date of Request 4/18/2016
Name of Club or Activity Cheerleading
Trip to Westfield State University Purpose: to attend
cheerleading camp with UCA Solid ground Stunt

Number of students Participating: 10-15

Dates of Trip: From 7/29/2016 To 8/1/2016

Number and names of teachers and chaperones:

(Give ages of chaperones under 25 and list relationship of all chaperones to system or staff)

a. Kayleigh LaCava b. _____
c. Assistant Coach TBB d. _____
e. _____ f. _____
g. _____ h. _____

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

Are fundraising activities planned? yes if so, describe:

• sweet frog • crusin on main
• chipotle
• Varsity fundraiser

Lodging: Hotel/Motel _____ Camp ☒ Private Home _____

If known, please give specifics of room assignments:

Dorm rooms 4 students per room

Insurance Arrangements for Staff and Students:

Camp/UCA has full coverage insurance

INSTRUCTION
SCHOOL SPONSORED FIELD TRIPS

POLICY 6153
G - 1b

Cost per Teacher and/or Chaperone: \$290

Explain how the above sum is paid.

Cost per Student: \$290

Total Cost of Substitute Teachers Needed: \$ None

If Travel Agencies are engaged, at least three quotations need to be approved with documentation attached to this form:

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

Other:

Signature of teacher making request: Kayleigh LaCava

Typed Name: Kayleigh LaCava

Athletic Director
Approved by Department Head at: [Signature]

Secondary Level: _____ Date: _____

Approved by Administrator: [Signature] Date: 4/22/16

Approved by Superintendent of Designee: [Signature] Date: 5/1/16

Attachments: Quotations
Itinerary

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Acceptance of Robotics Equipment for the Robotics Education & Competition Foundation Grant FY2015-2017

Date: May 4, 2016

Background:

The Robotics Education & Competition (REC) Foundation Grant will be used to increase robotics programming in order to meet the growing needs and interests of the student population. The robotics program will build science, technology, engineering and math (STEM) skills that will foster creative problem-solving, teamwork and leadership in our students.

Discussion/Analysis:

Manchester Public Schools has been selected to receive the REC Foundation Grant which will provide robotics equipment allowing each elementary, middle, and high school in the district to participate in the VEX IQ Challenge (VEX IQ) and/or VEX Robotics Competition (VRC) program and host official VEX IQ and VRC events in partnership with the REC Foundation.

Financial Impact:

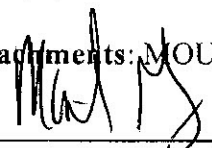
None.

Manchester Public Schools will have perpetual use of the equipment until the district no longer participates in the programs.

Other Board/Commission Action: None

Recommendations: The Superintendent recommends that the Board of Education accept the equipment for FY 15/17 Robotics Education & Competition Foundation Grant.

Attachments: MOU.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
May 23, 2016



**Memorandum of Understanding
Between REC Foundation and Manchester Public Schools**

The Robotics Education & Competition Foundation (REC Foundation) is pleased that Manchester Public Schools has agreed to be district organizers and will share the excitement of STEM education and activities in the form of robotics education and competitions throughout your school district. Manchester Public Schools has been selected to receive a grant that will provide robotics equipment allowing each elementary, middle, and high school in the district to participate in the VEX IQ Challenge (VEX IQ) and/or VEX Robotics Competition (VRC) program and host official VEX IQ and VRC events in partnership with the REC Foundation. Manchester Public Schools will have perpetual use of the equipment outlined in this document until the district no longer participates in the VEX IQ or VRC programs. Once it has been established that your organization will no longer participate in the programs, the REC Foundation will make arrangements to pick up the equipment so that it can be made available to another deserving organization.

This MOU outlines the guidelines for participating in this equipment loaning program. Please read the information below, provide the necessary information, and return the signed agreement to the REC Foundation (grants@roboticseducation.org) as soon as possible.

Manchester Public Schools Rep.: Nichole Greco

REC Foundation Rep: Brad Lauer

School District: Manchester Public Schools

Location that the equipment will be shipped to:

TBD

Phone Number of Grantee: (860) 647-3487

Phone Number of REC Foundation Contact: (978) 394-6494

E-Mail of Grantee: ngreco@mpspride.org

E-Mail of REC Foundation Contact: brad_lauer@roboticseducation.org

Manchester Public Schools agree to the following:

- The equipment will be stored in a safe, clean location.
- The equipment will be used for official VEX IQ or VRC competitions or activities.
- The equipment will be returned to the REC Foundation if the organization decides to no longer participate in the VEX IQ or VRC programs.
- Manchester Public Schools will designate a Program Manager to execute this MOU, and support schools across the district.
- Manchester Public Schools will host at least 2 VEX Robotics Competition events in the 2016-2017 school year.
- Manchester Public Schools will identify 2 schools to host competitions, and designate 2 "Event Partners" no later than October 1, 2016.
- Manchester Public Schools will identify 1 district representative to attend the REC Foundation Event Partner Summit in July of 2016,
- Manchester Public Schools will have at least 9 schools, representing at least 9 teams, participating by the end of the 2016-2017 competition season (registered by January 1, 2017).
- Manchester Public Schools will have 100% school participation by the end of the 2016-2017 season (registered by January 1, 2017).
- Manchester Public Schools will participate in three scheduled WebEx meetings with the REC Foundation.
- Manchester Public Schools will agree upon a quarterly reporting schedule and format with the REC Foundation.
- Manchester Public Schools will coordinate a monthly teleconference to discuss training and support needed for sustainability with their REC Foundation Regional Support Manager, or an official REC Foundation designee.
- Manchester Public Schools will be present during VEX Worlds 2016, in Louisville, Kentucky on April 22nd for official announcement of this grant award, if possible.



Manchester Public Schools will receive the following from the REC Foundation:

- One VEX IQ Grant Kit per school site (8 sites) valued at \$500 consisting of:
 - 1 qty - Super Kit (P/N: 228-2500)
 - 1 qty - Competition add on Kit (P/N: 228-3600)
 - 1 qty - REC Foundation VEX IQ Registration Fee, valued at \$100;
- One VRC Grant Kit per school site (1 site) valued at \$1,200 consisting of:
 - 1 qty - Classroom & Competition Super Kit (P/N: 276-3000)
 - 1 qty - RobotC Programming Language
 - 1 qty - 3000 mAh Robot Battery
 - 1 qty - AAA Joystick Cable
 - 1 qty - REC Foundation VRC Registration Fee, valued at \$100
- One VEX IQ Sponsored Event Bundle - Competition Fields & Materials, valued at \$1,650:
 - 2 x VEX IQ Challenge Full Field Perimeter and Tiles
 - 1 qty: Competition Field Monitors (16"-19" LED Monitors)
 - 1 qty: Peavey Escort 3000 Sound System
 - 1 qty: GTD Audio G-622H UHF Wireless Microphone System
 - 1 qty: 3.5 mm TRS to Dual ¼ inch cables for computers
- One VRC Sponsored Event Bundle - Competition Fields & Materials, valued at \$3,500:
 - 2 qty - Competition Field Perimeter Kits
 - 2 qty - Competition Field Tile Kits
 - 2 qty - VEXnet Field Controller Kits
 - 2 qty - VEX Competition Field Monitor Stands
 - 2 qty - Competition Field Monitors (16"-19" LED Monitors)
 - 1 qty - Peavey Escort 3000 Sound System
 - 1 qty - GTD Audio G-622H UHF Wireless Microphone System
 - 1 qty - 3.5 mm TRS to Dual ¼ inch cables for computers
- In-person training and supervision for two official VEX IQ/VRC events during the 2016-2017 competition season provided by the REC Foundation, valued at \$5,000.

I accept the terms as described above, and verify that all information submitted for this grant is correct and accurate:

Manchester Public Schools Authorized Signature *Patricia F. Brooks* Date April 12, 2016

Printed Name Patricia F. Brooks Title Assistant Superintendent
Finance and Management

REC Foundation Authorized Signature *Jason Morrell* Date 5-16-16

Printed Name Jason Morrell Title President

This MOU is considered in full effect upon signature of authorized representatives from the REC Foundation and Manchester Public Schools.

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Mr. Matt Geary, Superintendent of Schools
Subject: Item for Increase in Appropriation Adult Education Grant FY15/16
Date: May 19, 2016

Background: Each year the State of Connecticut provides grants to Boards of Education who offer Adult Education Services. We have received notice of the final award in the amount of \$520,285. The current appropriation is for the preliminary grant award; therefore, we require an increase in the current appropriation in the amount of \$1,815.

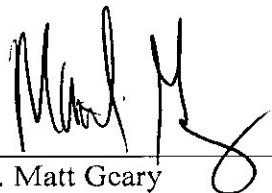
Discussion/Analysis: The grant is paid based on the total dollars spent for Adult Education Services. Adult Education Services are important services in keeping Manchester's drop out rate low.

Financial Impact: There is no financial impact to the town. This grant provides funds from the State of Connecticut.

Other Board/Commission Action: None

Recommendations: The Superintendent recommends that the Board of Education request the Board of Directors increase the appropriation for FY15/16 in the amount of \$1,815 for the Adult Education Grant, for a total appropriation of \$520,285.

Attachments: Award letter and budget.



Mr. Matt Geary
Superintendent of Schools
Manchester, Connecticut
May 23, 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

Statute: C.G.S. 10-71(c)

Grant Number: 077-000 11000-17030-2016-84002-170013

2 Grant Title

ADULT EDUCATION - PROVIDER

5 Award Period

7/1/2015 - 6/30/2016

3 Education Staff

Program Manager:

Marcy Reed

Payment & Expenditure Inquiries:

Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$520,285

Funding Status: Final

7 Terms and Conditions of Award

Subject to the availability of state funds, your application (ED-244) for total adult education expenditures of \$1,105,054 has been approved for Fiscal Year 2016.

State funds eligibility is based on estimated state/local expenditures allowable under Section 10-71 of Connecticut General Statutes. This grant may be subject to revision based on the expenditure report for FY 2016 that will be submitted by September 1, 2016. and the expenditure report for FY 2016. The required expenditure report for FY 2016 will be forwarded to you under separate cover.

In accepting these funds, the Grantee agrees that, as required by the assurances listed on the ED-244A grant application, it will prepare and deliver to the Department of Education an audit in accordance with Sections 7-394a and 7-396a of Connecticut General Statutes. Such audit shall identify any expenditures made by the Grantee that are not in compliance with the terms of Section 10-69 through 10-73c of the Connecticut General Statutes. Furthermore, the Grantee agrees to preserve all records and accounts for a period of three years.

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

This grant has been approved.

5/17/2016

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

BUDGET FORM

Created On: 5/17/2016

ED 114

Fiscal Year: 2016

Funding Status: Final

Grantee Name: MANCHESTER

Grantee: 077-000

Vendor ID: 00077

Grant Title: ADULT EDUCATION - PROVIDER

Project Title:

Fund: 11000 SPID: 17030 Year: 2016

PROG: 84002

CF1: 170013

CF2:

Grant Period: 7/1/2015 - 6/30/2016

Authorized Amount: \$1,105,054

Project Code: SDE0000000000002

AUTHORIZED AMOUNT BY SOURCE:

LOCAL: \$584,769

COOP DUE:

STATE: \$520,285

CODES	DESCRIPTIONS	STATE/LOC	COOP REV	COOP CODE
111A	NON-INSTRUCTIONAL	529,838		
111B	INSTRUCTIONAL	344,800		
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	66,621		
322	IN SERVICE	3,844		
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	11,401		
400	PURCHASED PROPERTY SERVICES	45,126		
500	OTHER PURCHASED SERVICES	65,463		
600	SUPPLIES	33,684		
700	PROPERTY	4,277		
	TOTAL	\$1,105,054		
XC01	COOPERATING TOWN 1:			
XC02	COOPERATING TOWN 2:			
XC03	COOPERATING TOWN 3:			
XC04	COOPERATING TOWN 4:			
XC05	COOPERATING TOWN 5:			
XC06	COOPERATING TOWN 6:			
XC07	COOPERATING TOWN 7:			
XC08	COOPERATING TOWN 8:			
XC09	COOPERATING TOWN 9:			
XC10	COOPERATING TOWN 10:			
XC11	COOPERATING TOWN 11:			
XC12	COOPERATING TOWN 12:			
XC13	COOPERATING TOWN 13:			
XC14	COOPERATING TOWN 14:			
XC15	COOPERATING TOWN 15:			
XC16	COOPERATING TOWN 16:			
XC17	COOPERATING TOWN 17:			
XC18	COOPERATING TOWN 18:			
XC19	COOPERATING TOWN 19:			

Original Request Date: 6/24/2015

This budget was approved by Marcy Reed on 5/11/2016.



MHS School Counseling & Support Services





**Counseling
Services
Available to
Students**

Primary Services

	Individual	Classroom	Evening Events	Large Group
9	Orientation & Programming	Transition to MHS, Interest Inventory, Indigo Assessment, Academies, Transition to gr. 10	Grade 8 Open House Freshmen Parent Night Grade 8 Parent Orientation	PSAT 8/9
10	Programming	PSAT preparation, Occupational Search, PSAT interpretation, Transition to gr. 11		PSAT 10
11	Programming & College Conference	PSAT preparation, PSAT Interpretation, Post-secondary Planning	Future planning night	National College Fair, PSAT/NMSQT SAT
12	College Conference	Post-secondary Planning parts 1 & 2: Naviance and Financial Aid	Post-secondary planning night Financial aid night	SAT school day Mini College Fair

Academies

Academy Model Benefits

The Academy model allows for a “one stop shop” for students to seek support

The structure and close proximity promotes collaboration among staff to support students in their respective academies

It is advantageous for counselors/administrators to work with groups of students who share a focused area of interest.

Imagine College and ICC 9

Center

oom
ties
izations
n Unity Wing
ter
Center





UConn
UNIVERSITY OF CONNECTICUT



**UNIVERSITY
OF HARTFORD**



**QUINNIPIAC
UNIVERSITY**





[https://drive.google.com/a/mpspride.org/file/d/0B1lyXD12xHvkZHFQSI9ycXdkUkFkVzh6YVU3Z1lVaXVjZkFv/view?
usp=sharing](https://drive.google.com/a/mpspride.org/file/d/0B1lyXD12xHvkZHFQSI9ycXdkUkFkVzh6YVU3Z1lVaXVjZkFv/view?usp=sharing)

Imagine College Goals

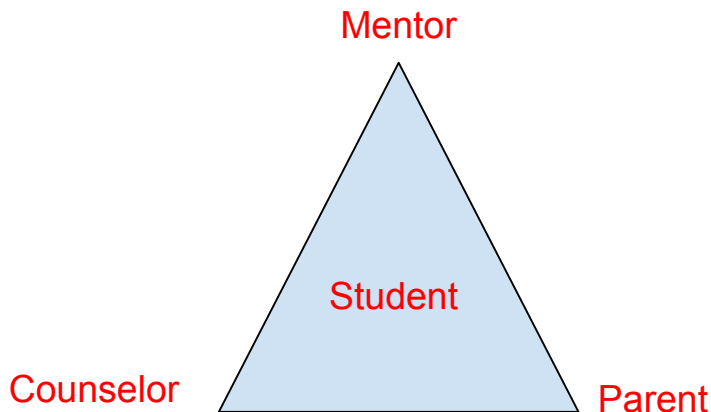
Provide students with the best college match

Academic

Social

Financial

Mentor-Counselor-Parent Partnership





IC participation

IC class of 2016: 47 students

IC class of 2017: 45 students

IC class of 2018: 52 students

Total students participating in IC: 144 students

Mentors: 73 staff

Student Support Center

Student Support Center

The Student Support Center is available to all MHS students. We offer a variety of services to help students in need on a daily basis. Some of the programs include:

1. Student Support Focus Groups. The most common groups we offer are:
 - Managing Conflict
 - Stress Management
 - Interpersonal Relationships
 - The Choices We Make
 - Modern Family

We run between 12-15 groups a year which supports approximately 65-78 students.

2. Short term individual counseling to students in need

Student Support Center

Peer Mediation

30 students are trained a year as peer mediators

Peer Mediations are referred by administrators and can be self-referred by students.

75 mediations conducted 2014-15 school year

Peer Mediators are scheduled to work in the Student Support Center

Student Leadership Groups

H.E.R.O. student leaders are a group of high school students committed improving school climate at Manchester Public Schools.

- They conduct educational skits and presentations regarding positive peer leadership and avoiding the cycle of mean spirited behavior to MPS elementary schools, middle schools and all MHS freshmen
- 25 students a year are trained as HERO leaders

Agents of Change:

As part of our initiative to improve school climate, we recently identified 65 student leaders who will be working in MHS to make positive initiatives to improve climate.

Substance Abuse Services

Staffing

1 FTE Substance Abuse

Specialist/Supervisor

1 FTE Prevention Intervention

Worker

½ Time Intern



Primary Locations

MHS

Bentley

MRA

New Horizons

E-credit

Illing



Substance Intervention Services

Substance Abuse Screening/interview

Individual Counseling

Group Counseling

Family Support and Education

Referrals to Other Services

Case Management

Drop in Services



Prevention Services

Student/Family/Staff/Community Education

Specialized groups with high risk students at Bentley,

MRA, New Horizons

MHS and Bentley Seniors-opiates

Prevention Coalition Involvement



Community Collaboration

Youth Service Bureau
Local Prevention Council
Alateen
Behavioral Health Treatment Providers



Program Highlights

Students return for services to continue to receive support

We follow kids through the school system

Services are flexible and individualized to student need

We collaborate with families and within the school

Jobs for America's Graduates







JAG is a national, state-based leadership development program, with 35 years of history and a dedication to quality services and data. JAG is offered in Connecticut and 31 other states.

Graduation

A Quality Job

Postsecondary Success

JAG came to CT in 2014 under the leadership of Governor Dannel Malloy as a program of the Hartford Consortium for Higher Education. Funding comes from seven partner state agencies.

Key Program Elements

1 credit, year long elective course

Each cohort of students must have an average of at least 5 barriers

A student-led Career Association that is part of a national organization, taking part in local, state and national projects and conferences

Intensive 1:1 career development by JAG Specialist

Instruction in 37 personal skills and employability competencies

Helping students overcome social, academic or other barriers that affect school success

Assistance identifying and pursuing education/training beyond high school

JAG Senior Year Competencies

- A. Career Development
- B. Job Attainment
- C. Job Survival
- D. Basic Competencies
- E. Leadership and Self-Development
- F. Personal Skills

JAG Program Facts...

Currently serving 39 students across 3 class periods

Individual Conferencing

Academic Remediation

JAG Curriculum Lessons and Project Based Learning

Guest Speakers from the greater Manchester area

JAG CT serves a total of 240 students in seven schools, in Hartford, New Britain, New Haven, East Hartford and Manchester.

Follow Up Services: MHS Spring 2015

Class

23 seniors were in JAG's first MHS cohort:

76% were from bottom 25% of their class;

MHS JAG showed 96% graduation rate.

Note that services started halfway through the school year, in January 2015. To date:

4 in full-time jobs

2 in full-time jobs with school

8 in part-time jobs

5 in part-time jobs with school



Employer Outreach



Stop&Shop®



Winner for Best Traditional Pizza!
-Hartford Food Show-

FILOMENA'S
PIZZERIA



ITALIAN
Bertucci's
RESTAURANT

JAG National Student Leadership Academy -- CT students met their peers from around the US and competed in employability and other skills.



Career Development Conference

Students from all 7 JAG CT schools came together to compete in public speaking, employability skills and other areas, and hear from guest speakers and a career panel.

Shaimere Vioude won 1st place in Employability Skills competition and Angel Maldonado took 3rd!

Thalia Longo received 2nd place in the Career Presentation.

Cassy Barrett and Devaughn Woods-Walters were both recognized for their leadership, hard work and dedication to the JAG program at MHS.



Career Beginnings



Purpose



CAREER BEGINNINGS connects Hartford-area high schools, businesses, volunteers/mentors and parents in a coordinated effort to increase the percentage of teenagers who graduate from high school, pursue higher education, and fulfill career goals.

Student Support Services

Career Beginnings' counselors provide one-on-one, in-school support, in all participating high schools. Students meet regularly with counselors, when their progress in goal-setting is discussed; their academic situation(s) assessed and addressed and plans for the future developed.

- SAT/ACT fee waivers
- College Application fee waivers
- College visits and tours



Workshops

During the junior and senior year, a series of workshops are held. Workshops cover topics ranging from the college admissions and financial aid processes, essay writing, resume development, the Common Application, decision-making and goal-setting skills.



Career Beginnings collaborates with the Board of Education and other strategic partners during the year, hosting the annual Summer Enrichment Fair, the College Fair and the Voices of Hartford Success among other events.

Mentoring

Career Beginnings students are matched with volunteer adult mentors, all professionals with college experience.

The mentoring program is a flexible, off-site commitment, beginning at the end of the student's junior year through their senior year.

Mentors are recruited from March – June. After an orientation and on-going program direction, they give their mentees individual college-related support, encouragement and are essentially their “Cheerleader” during the year. All potential mentors undergo a background check.

Bridge Program



Career Beginnings employs a twelve month follow-up, 'seamless counseling' model, continuing advising after high school graduation to ensure fall matriculation and a smooth transition to college.

Career Beginnings' counselors stay with the students with whom that have worked for up to two years thereby leveraging a pre-existing relationship into the college years.

Class of 2015

Students earning college credit = 284

Total college credits earned = 1648

AP = 423 credits

UConn ECE = 562 credits

MCC Career Pathways = 630 credits

Partnership Colleges = 33

STUDENTS

5131.1

Bullying**STATEMENT**

The Manchester Board of Education is committed to creating and maintaining an educational environment free from bullying, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,

Series 2008-2009 (March 16, 2009)

Public Act No. 08-160

Adopted: June 27, 2003

Revised: December 18, 2006

Revised: June 11, 2007

Revised: February 23, 2009

Revised: November 28, 2011

Revised: January 23, 2012

Revised: May 23, 2016

The Manchester Board of Education has the responsibility to create and maintain a school environment free from bullying, harassment and discrimination. The Safe School Climate Plan represents a comprehensive approach to promoting a school climate in which bullying is not tolerated by students and school employees.

I. Definition of Bullying

- A. **"Bullying"** means the **repeated** use by one or more members of the school community of a written, verbal or electronic communication, such as cyber-bullying, or a physical act or gesture directed at another student attending school in the same district that:
1. causes physical or emotional harm to such student or damage to such student's property;
 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 3. creates a hostile environment at school for such student;
 4. infringes on the rights of such student at school; or
 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying includes, but is not limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

II. Other Definitions

- A. **"Cyber-bullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system;
- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a cellular telephone, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned,

leased or used by a local or regional board of education;

- F. **"Prevention and intervention strategy"** may include, but is not limited to,
- (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in Kindergarten through high school, (5) individual interventions with the student found to be engaged in bullying behavior, parents and school employees, and interventions with the student who experienced the bullying, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **"School-Sponsored Activity"** means any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

III. Prohibition Against Bullying and Retaliation

- A. The Board prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.
- C. The Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- D. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan will be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

IV. Leadership and Administrative Responsibilities**A. District Safe School Climate Coordinator**

The Manchester Board of Education directs the Superintendent to appoint a District Safe School Climate Coordinator. **The Superintendent will communicate, in writing, the name and contact information of the District Safe School Climate Coordinator annually.** The Coordinator will:

1. be responsible for implementing the district's Safe School Climate Plan;
2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

The principal of each school (or principal's designee) will serve as the Safe School Climate Specialist. **The Principal will communicate, in writing, the name and contact information of the Safe School Climate Specialist annually.** The Safe School Climate Specialist will investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

- A. The Principal of each school will establish a committee in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee will include **teachers and special services staff** as well as at least one parent/guardian of a student enrolled in the school, as appointed by the school principal. School Climate teams at the secondary level will include at least one student. **The Principal will communicate, in writing, the names and contact information of the School Climate Committee annually.**
- B. This committee will: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee will not participate in any activities that may compromise the confidentiality of any student, including receiving copies of

investigation reports, or identifying or addressing patterns of bullying among students in the school.

- D. The School Climate Plan will be available on the district's and each school's web site, all student handbooks, and any school publications that include the rules, procedures, and standards of conduct.
- E. The Manchester Public Schools **District Safe School Climate Coordinator will ensure that** all staff receive annual training on the safe school climate plan.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Parents (or guardians of students) must file written reports of **alleged** bullying. A form will be available in the school's office to report an **alleged** bullying complaint. Written reports of **alleged** bullying will include the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. The building principal will receive such reports and forward them to the Safe School Climate Specialist for review and actions consistent with the Plan.
- B. Students may make written anonymous reports of **alleged** bullying. Anonymous complaints must be made to any school professional employee. If the student requests anonymity when making a report, the Safe School Climate Specialist will meet with the student to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. Anonymous complaints will be reviewed and reasonable action will be taken to address the complaint. The Safe School Climate Specialist will not disclose the source of the complaint, and any disclosure must be consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action will be taken solely on the basis of an anonymous complaint.
- C. School employees who witness acts of **mean-spirited behavior or possible** bullying or receive reports of **alleged** bullying will orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **as soon as reasonably possible but** no later than one (1) school day after such school employee witnesses or receives a report of **alleged** bullying. The school employee will then file a written report with the Safe School Climate Specialist no later than **one (1)** school day after making such oral report.
- D. The Safe School Specialist will be responsible for reviewing any anonymous reports of alleged bullying and will investigate or supervise the investigation of all reports of alleged bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the school to investigate all complaints adequately the parent of the student suspected of being bullied must provide written consent to permit the release of that student's name to those third parties that the Safe School Climate Specialist contacts as part of the investigation.
- E. In investigating reports of bullying, the Safe School Climate Specialist will consider all available information known, including the nature of the allegations and the ages of the students involved, interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. If acts of bullying are verified following the investigation, the Safe School Climate Specialist will:

1. Notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed. This notification will include a description of the school's response to the acts of bullying and be consistent with the statutory privacy rights of students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student, may not be disclosed except as provided by law.
2. Invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation must include a description of the school's response to such acts, along with consequences, as appropriate. At the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.
3. Develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
4. Develop a case-by-case intervention plan to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual, which may include counseling and discipline.
5. Coordinate an investigation with other appropriate district personnel if the bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, age or disability).

If the investigation concludes that bullying has not occurred, the Safe School Climate Specialist will notify the parents or guardians of the finding not later than forty-eight hours after the investigation is completed. The steps that will be taken to address any mean-spirited behavior will also be explained to parents or guardians at the time of notification.

- B. If the principal reasonably believes that any act of bullying constitutes a criminal offense, he/she will notify the Manchester Police Department.

VIII. Documentation and Maintenance of Log

- A. Each school will maintain written complaints of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The principal of each school will maintain a tally of each verified act of bullying in the school and this list will be available for public inspection upon request. The list will not identify any of these particulars of each verified act, including, but not limited to any personally identifiable student information.

- C. The principal will annually report the number of verified acts of bullying in the school to the Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

- A. To protect students from further acts of bullying, the school administration will develop a written intervention plan to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual.
- B. Prevention and intervention strategies may include non-disciplinary and disciplinary responses to enforce the Board's prohibition against bullying.

1. Non-disciplinary interventions may include:

- a. counseling;
- b. increased monitoring and supervision of students;
- c. peer mediation;
- d. positive behavioral interventions and support systems to create a safe and positive school climate;
- e. rules and consequences designed to prevent bullying behavior;
- f. adequate adult supervision in specific areas where bullying is likely to occur;
- g. grade-appropriate bullying prevention curriculum for all grades;
- h. intervention strategies with the perpetrator, the perpetrator's parents and school staff; and interventions with the bullied student, parents, and school staff;
- i. staff training related to a safe school climate;
- j. student peer training, education, and support;
- k. promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- l. planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence-based practices concerning same;
- m. modeling by teachers of positive, respectful, and supportive behavior toward students;
- n. creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- o. employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere;
- p. yoga, mindfulness, or other calming activities;
- q. use of therapy dogs in schools and classrooms;
- r. implementation of a social emotional learning curriculum.

2. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences consistent with the Board's discipline policy. No disciplinary action will be taken based solely on anonymous complaints.

3. Other Prevention and Intervention Strategies

Administrators, teachers and other professional employees will educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior.

Administrators, teachers and other professional employees will intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, harassing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of “bullying.”

X. Annual Notice and Training

- A. The principal will annually provide students, parents or guardians of students the process by which students may make reports of bullying.
- B. At the beginning of each school year, the Superintendent will provide all employees with a written or electronic copy of the school district’s safe school climate plan.
- C. All school employees will annually receive training on the identification, prevention and response to bullying as required by law. The Manchester Public Schools **District Safe School Climate Coordinator will ensure that** all staff receive annual training on the safe school climate plan.

XI. School Climate Assessments

The Board of Education requires each school in the district to complete an assessment using the school climate assessment instruments disseminated by the Department of Education. The Superintendent’s Office will collect the school climate assessments for each school in the district and submit such assessments to the Department of Education.

School principals will annually include, within their school improvement plans, strategies to improve the quality of school climate based on assessments of school climate, and behavioral data including but not limited to behavior that may constitute or lead to bullying or harassment.

May 23, 2016

**MANCHESTER PUBLIC SCHOOLS
REPORT OF ALLEGED BULLYING FORM/
INVESTIGATION SUMMARY**

(Please review Student Policy 5131.1 for further information on Bullying and School Climate)

School: _____

Date: _____

Reporter Information:

- ☐ Anonymous student
- ☐ Staff member (Name: _____)
- ☐ Parent/Guardian (Name: _____)
- ☐ Student (Name: _____)

Describe the alleged act of what happened:

Who committed the alleged bullying act? _____

Who was the **target(s)**? _____

Time(s) of day alleged act(s) happened: _____

Frequency of alleged bullying (Only once, daily, 2x/week, etc.): _____

Location alleged bullying occurred (If by electronic device, please specify type and if possible attach any supporting documents, usernames, etc.):

Please write the name(s) of any potential witness: _____

After completing the above information, please give this form to your building principal.

Parent/Guardian must also complete and attach the "Report of Bullying/Consent to Release Student Information" form when submitting this report to begin investigation.

Building Administrator Use Only:

Describe what action the reporter took (i.e. students were separated, office was called, police were called, etc.):

Administration Investigation Notes:

Was bullying verified? (If yes, you ***must*** do the following:) Yes ☐ No ☐

- ☐ Parent/Guardian of victim(s) and perpetrator(s) were notified within 48 hours of conclusion of investigation. *Date:* _____
- ☐ The notification included the mandatory statutory privacy rights and due process rights of students. *Date:* _____
- ☐ Parent/Guardian of perpetrator(s) was notified of specific disciplinary consequences imposed. *Date:* _____
- ☐ Parent/Guardian of victim(s) and perpetrator(s) were invited to attend a meeting to review. *Date:* _____
(Meetings should be separate unless both parties agree and give consent to a joint meeting.)
- ☐ A Student School Safety Plan was developed. (Attach with this form)
- ☐ (If applicable) A case-by-case intervention plan was developed for repeat incidents against a single individual or recurrently perpetrated bullying incidents by the same individual which may include counseling, etc.
- ☐ (If applicable) The Manchester Police Department was notified.
- ☐ ESchool and the principal's records have been updated and reflect the verified act of bullying.
- ☐ A copy of this form was forwarded to the District School Climate Coordinator and Director of Pupil Personnel Services.
- ☐ Other: _____

Administrator Signature: _____ Date: _____

MANCHESTER PUBLIC SCHOOLS
REPORT OF BULLYING/CONSENT TO RELEASE STUDENT INFORMATION

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A complaint of bullying has been filed on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the complaint, the Manchester Public Schools may need to disclose the name of your child and/or other information which may otherwise disclose your child's identity.

(Please check one):

- ☐ I hereby give permission for the Manchester Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such complaint, to third parties contacted by the district as part of its investigation.

- ☐ I do NOT give permission for the Manchester Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such complaint, to third parties contacted by the district as part of its investigation.

_____ Signature of Parent/Guardian	_____ Date
---------------------------------------	---------------

Name (Please print)

Manchester Public Schools

Student Safety Plan

The below student has been identified as a victim of substantiated bullying. New state law and school policy requires there must be a safety plan for named student.

If you have received a copy of this plan, you are responsible to read and implement this safety plan.

Student Name: _____ Grade: _____ School: _____

Primary Staff /Contact Person: _____ Classroom Teacher/Team Leader: _____

Plan Start Date: _____ Plan End Date: _____ Plan Review Date: _____

A. School/Staff (Check all that apply)

- ☐ All appropriate school staff will be informed of this plan and will make every effort to implement successfully.
- ☐ Any staff that becomes aware of or hears of any mean-spirited behavior against this student will intervene immediately and report it to the building principal.
- ☐ Mr./Ms. _____ has been designated as the primary point of contact (trusted adult) for this student.
- ☐ Mr./Ms. _____ has been informed about the situation and will keep the student and his/her aggressor separated in the classroom and during class activities.
- ☐ Classroom teachers have been informed about the situation and will keep students separated in the classroom and during staff activities.
- ☐ Security officers (or other appropriate staff) will be visible in hallways and monitoring the student during passing times.
- ☐ The student will visit _____ at a designated time daily to ensure that the plan is working. If student does not or cannot visit, the above designated person will locate and check with the student.
- ☐ The bus driver will be instructed to intervene and report any bus incidents immediately to the principal.
- ☐ The school will immediately report any mean-spirited behavior to the student's parents.
- ☐ Other: _____
- ☐ Other: _____

B. The Student (check all that apply)

- ☐ The student will not have face-to-face or electronic contact with perpetrator while this plan is in effect.
- ☐ The student will identify with the social worker/guidance counselor who his/her safe and trusted friend is.
- ☐ The student will remain as close as possible with his/her trusted friend during the school day.
- ☐ The student will visit _____ on a daily basis at _____ to check to see that the plan is working.
- ☐ The student will share all passwords and "friend" his parents on all social networking sites so his/her parents can monitor.
- ☐ The student will report any mean behavior immediately to his/her trusted adult, teacher or parents.
- ☐ Other: _____
- ☐ Other: _____

Parent/Family (Check all that apply)

- ☐ The parents or other family members agree to support this student with this safety plan, monitor the use of technology and contact the school if the problem persists.
- ☐ Parents are welcome to contact the school to check on effectiveness of this plan.
- ☐ Other: _____
- ☐ Other: _____

All parties understand that if the mean-spirited behavior persists or escalates, law enforcement may need to be called.

This plan is in place from _____ through _____ at which time it will be reviewed, revised, discontinued, or continued, if necessary.

We agree to the above safety plan:

Student

Parent

Principal

Other

Completed/Modified/Extended _____
Date

**Manchester Public Schools
Family Guide to Understanding Bullying**



The Manchester Board of Education is committed to creating and maintaining learning environments that are free from bullying, harassment and discrimination. This document is intended to assist families with understanding and reporting alleged bullying.

What is bullying?

Bullying is defined as the **repeated** use by one or more members of the school community of a written, verbal or electronic communication, such as cyber-bullying, or a physical act or gesture directed at another student attending school in the same district that:

- causes physical or emotional harm to such student or damage to such student's property;
- places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- creates a hostile environment at school for such student;
- infringes on the rights of such student at school;
- substantially disrupts the education process or the orderly operation of a school.

The Board expressly prohibits any form of bullying behavior:

- on school grounds;
- at a school-sponsored or school-related activity, function or program, whether on or off school grounds;
- at a school bus stop;
- on a school bus or other vehicle used by the Board;
- through the use of an electronic device or an electronic mobile device owned by the Board;
- outside of the school setting if such bullying creates a hostile environment at school for the student against whom such bullying was directed, infringes on the rights of the student against whom such bullying was directed at school, or substantially disrupts the education process or the orderly operation of a school.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law. However, the specific disciplinary consequences imposed on a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

What do I do if I think my child is being bullied?

If your student is reporting that he or she is experiencing mean-spirited behavior, report the behavior to your student's teacher, psychologist or social worker, school counselor (in grades 6 – 12), or principal.

If you feel that the mean-spirited behavior has become bullying as defined above, you should **file a written report** with the school principal. The paperwork for the report can be found in the school office and on the homepage of our district website. In elementary schools, the Principal is the Safe School Climate Specialist and he or she investigates all allegations of bullying. In the secondary schools, an assistant principal is usually designated as the

Safe School Climate Specialist. Forms will be available in the school's office to report an alleged bullying complaint.

Can bullying be reported anonymously?

Students may make written anonymous reports of alleged bullying to any school employee. Anonymous complaints will be reviewed and reasonable action will be taken to address the complaint however, no disciplinary action will be taken solely on the basis of an anonymous complaint.

How is bullying investigated?

The Safe School Climate Specialist (the principal at the elementary level and an assistant principal at the secondary level) will investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports.

In order to allow the school to investigate all complaints adequately the parent of the student suspected of being bullied must provide written consent to permit the release of that student's name to those third parties that the Safe School Climate Specialist contacts as part of the investigation.

In investigating reports of bullying, the Safe School Climate Specialist will consider all available information known, including the nature of the allegations and the ages of the students involved, interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

How does the school respond if bullying is verified?

If acts of bullying are verified following the investigation, the Safe School Climate Specialist will:

- Notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed;
- Invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. This can, with the agreement of both parties, be a joint meeting;
- Develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- Develop a plan to support the growth, development, and change of behavior of the students who committed the verified bullying.
- Develop a case-by-case intervention plan to address repeated incidents of bullying against single individual or recurrently perpetrated bullying incidents by the same individual, which may include counseling and discipline.
- Coordinate an investigation with other appropriate district personnel if the bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, age or disability).

If the investigation concludes that bullying has not occurred, the Safe School Climate Specialist will notify the parents or guardians of the finding not later than forty-eight hours after the investigation is completed. An informal plan to address the mean spirited behavior will also be developed.

What can parents or families do if they are unhappy with the investigation or response of the Safe School Climate Specialist or the school?

Parents or Families who are not satisfied with the outcome of the school level investigation should contact the District Safe School Climate Coordinator who can review the work done at the school level. If parents or families are not satisfied with the work of the District Safe School Climate Coordinator, they should contact the Superintendent of Schools.

BOARD OF EDUCATION & BUDGET WORKSHOP
MEETING SCHEDULE 2016-2017

H-1

All regular BOE meetings will be held at 7:00 p.m. All budget workshops will be held at 6:00 p.m.

DATE		LOCATION	TOPIC 1	TOPIC 2
Monday, July 11, 2016		Lincoln Center	Close of School Update	Culture and Climate Update
Monday, August 22, 2016		Lincoln Center	Opening of School Update	Update on Building Projects
Monday, September 12, 2016		Lincoln Center	Smarter Balance Report	Talent Update: Staffing
Monday, September 26, 2016		Lincoln Center	Academics Update (Humanities and STEAM Update)	Equity Update
Tuesday, October 11, 2016		Bowers	Bowers School Improvement Plan	
Monday, October 24, 2016		Lincoln Center	Fall Data Report	SAAM Update
Monday, November 14, 2016		Robertson	Robertson School Improvement Plan	Talent Update: Learning Walks
Monday, November 28, 2016		Lincoln Center	Systems Update: Professional Learning Communities	Academics Update
Monday, December 19, 2016		Lincoln Center	Family and Community Partnership Update: School Walkthroughs	Update on Building Projects
Monday, January 9, 2017		Lincoln Center	2017-18 Budget Presentation	
Wednesday, January 11, 2017	Budget Workshop	MHS Room 293	Budget Workshop	
Monday, January 23, 2017		Lincoln Center	Culture and Climate Update	Pre K Programming Update
Wednesday, January 25, 2017	Budget Workshop	MHS Room 293	Budget Workshop	
Wednesday, February 1, 2017	Budget Workshop	MHS Room 293	Budget Workshop	
Monday, February 3, 2017		Lincoln Center	Systems Update	
Monday, February 27, 2017		Lincoln Center	Winter Data Update	
Monday, March 13, 2017		Verplanck	Verplanck School Improvement Plan	
Monday, March 29, 2017		Lincoln Center	Academics Update (Humanities and STEAM)	
Monday, April 17, 2017		Waddell	Waddell School Improvement Plan	
Monday, April 24, 2017		Lincoln Center	Update on Building Projects	
Wednesday, May 3, 2017	Budget Workshop	MHS Room 293	Budget Workshop	
Monday, May 8, 2017		Washington	Washington School Improvement Plan	
Wednesday, May 10, 2017	Budget Workshop	MHS Room 293	Budget Workshop	
Wednesday, May 17, 2017	Budget Workshop	MHS Room 293	Budget Workshop	
Monday, May 22, 2017		Lincoln Center	Family and Community Partnership Update	Adult Education Update
Monday, June 12, 2017		Lincoln Center	Culture and Climate Update	
Monday, June 26, 2017		Lincoln Center	Spring Data Update	
Monday, July 10, 2017		Lincoln Center	Close of School Update	
Monday, August 28, 2017		Lincoln Center	Opening of School Update	

Updated: 5-2-16