

**MANCHESTER BOARD OF EDUCATION**  
**REGULAR MEETING**  
**MONDAY, MAY 11, 2015**

**Policy Committee Mtg.**  
**Waddell Elementary – 5:30 P.M.**  
**Executive Session – 6:00**  
**Superintendent's Evaluation Format; Contract**  
**Negotiations – Hall Monitors**  
**Conference Rm.**  
**Board of Education Meeting**  
**Waddell Elementary - Gymnasium - 7:00 P.M.**

**A. OPENING**

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Approval of Board of Education Minutes – April 27, 2015 A – 3

**B. CONSENT CALENDAR**

- 1) Personnel Information B – 1
- 2) Transfer of Funds B – 2
- 3) Establish an increase in appropriation for FY14/15 in the amount B – 3  
of \$175,000 for the Medicaid Grant bringing the new appropriation  
total to \$375,000
- 4) Establish an appropriation for FY14/15 in the amount of \$22,000 for B – 4  
the Heisman Scholars grant at Washington Elementary School

**C. COMMITTEE REPORTS**

- 1) Policy Committee Meeting Minutes – April 27, 2015 C – 1

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

**E. SUPERINTENDENT'S REPORT**

- 1) Student Representative Recognition – Mr. Joseph Coyne
- 2) Introduction of two new Student Representatives - Ms. Lori Fogg (Senior)  
and Ms. Shania Stanton (Junior)
- 3) Waddell School Improvement Plan – Mr. Michael Moynihan, Principal, E – 3  
Waddell Elementary School
- 4) Update on Athletic Programming - Mr. Lindsey Boutilier, Athletic Director E - 4

**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) Policy 5131-81 Electronic Communication

G – 1

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

**I. COMMUNICATIONS**

- 1) Student Representative – Joseph Coyne

**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**

Confirming the appointment of Julie Tjagvad from Special Education Supervisor to Assistant Principal at Buckley Elementary School effective April 20, 2015, (Elementary Assistant Principal (210 days) Step 5, \$120,503).

Alejandra Munoz to be a STEM Specialist. Ms. Munoz received a Master of Arts in Elementary Education degree at University of Connecticut. Ms. Munoz resides in New Britain. It is recommended her appointment be approved effective August 24, 2015 (MA/Step 1, \$46,228).

John Niemann to be a STEM Specialist. Mr. Niemann received a Sixth Year Certificate of Advanced Study – STEM at Sacred Heart University and a Master of Science in Elementary Mathematics Education degree at Central Connecticut State University. Mr. Niemann resides in Bristol. It is recommended his appointment be approved effective August 24, 2015 (MA+30/Step 9, \$66,724).

**Town of Manchester  
Board of Education**

**To:** Manchester Board of Education  
**From:** Mr. Matthew Geary, Superintendent of Schools  
**Subject:** Transfer of Funds  
**Date:** May 11, 2015

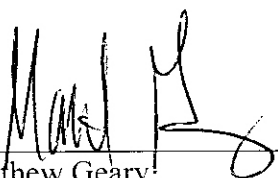
**Background:** In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2014-2015 Budget.

**Discussion/Analysis:** Transfer from Systemwide Language Arts Instructional Supplies and Materials account to Systemwide Language Arts Dues & Fees account. A total transfer of \$3,734 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 2014-2015 Budget.

  
\_\_\_\_\_  
Matthew Geary  
Superintendent of Schools  
Manchester, Connecticut  
April 15, 2015



S - 4/21/15  
C

**TRANSFER**

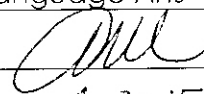
Manchester Public Schools  
Manchester, Connecticut

To: Accounting Department

School:

Language Arts

Approval Signature:



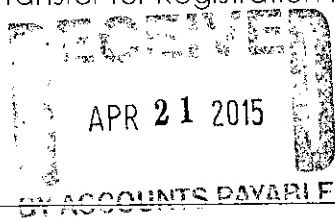
Date: April 15, 2015

Date of Approval:

4.20.15

**JUSTIFICATION:**

Transfer for Registration Fees (Dues and Fees)



SUBJECT: Language Arts

DECREASE:

\$ 3,734.00 Account #: 128991005611 Description: Instructional Supplies

\$ Account #: Description:

Account #: Description:

INCREASE:

\$ 3,734.00 Account #: 128991005310 Description: Dues & Fees

\$ 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 11, 2015

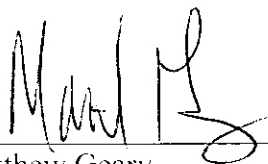
**Background:** In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2014-2015 Budget.

**Discussion/Analysis:** Transfer from Systemwide Music Contracted Services account to Systemwide Music Instructional Supplies and Materials account. A total transfer of \$5,427 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 2014-2015 Budget.



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Matthew Geary  
Superintendent of Schools  
Manchester, Connecticut  
April 10, 2015

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TW Ce

**Manchester Public Schools  
Manchester, Connecticut**

To: **Accounting Department**

School: System Music

Date: 4/10/15

Principal's Sign: \_\_\_\_\_

Date of Approval: 4/10/15

**JUSTIFICATION (Required Field) :**

**Additional music posture chairs/racks needed for new IMS Orchestra room. Secure cello storage required for store more Bennet cellos. Purchase Spring Concert sheet music.**

APR 21 2015

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

**DECREASE In whole dollars only:**

\$ 5,427 Account # 13299100-5430 Description: Contracted Services

\$ \_\_\_\_\_ Account # \_\_\_\_\_ Description: \_\_\_\_\_

\$ \_\_\_\_\_ Account # \_\_\_\_\_ Description: \_\_\_\_\_

\$ \_\_\_\_\_ **TOTAL DECREASE**

**INCREASE In whole dollars only:**

\$ 5,427 Account # 13299100-5611 Description: Instructional Supplies

\$ \_\_\_\_\_ Account # \_\_\_\_\_ Description: \_\_\_\_\_

\$ \_\_\_\_\_ Account # \_\_\_\_\_ Description: \_\_\_\_\_

\$ 8,000.00 **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:** May 11, 2015

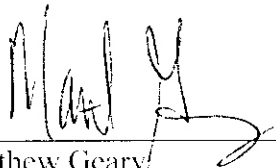
**Background:** In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2014-2015 Budget.

**Discussion/Analysis:** Transfer from Keeney School Admin Printing and Advertising (\$300) and Admin Dues and Fees (\$622) accounts to Keeney Math Instructional Supplies & Materials (\$300) and Science Instructional Supplies & Materials (\$622) accounts. A total transfer of \$922 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 2014-2015 Budget.



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Matthew Geary  
Superintendent of Schools  
Manchester, Connecticut  
April 15, 2015

S - 4/15/15  
CP

**Manchester Public Schools**  
**Manchester, Connecticut**

To: Accounting Department

School: Keeney School

Date: April 15, 2015

Principal's Sign: [Signature]

Date of Approval: 4/15/15

**JUSTIFICATION (Required Field) :**

Monies transferred to complete end of year purchase orders

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

**DECREASE In whole dollars only:**

|        |                         |                                   |
|--------|-------------------------|-----------------------------------|
| \$300  | Account # 42306100-5540 | Description: Printing/Advertising |
| \$622  | Account # 42306240-5570 | Description: Admin Dues/Fees      |
| \$     | Account #               | Description:                      |
| \$ 922 | <b>TOTAL DECREASE</b>   |                                   |

**INCREASE In whole dollars only:**

|        |                                                   |                               |
|--------|---------------------------------------------------|-------------------------------|
| \$300  | Account # 13006100-5611                           | Description: Math Supplies    |
| \$622  | Account # 14006100-5611                           | Description: Science Supplies |
| \$     | Account #                                         | Description:                  |
| \$ 922 | <b>TOTAL INCREASE (Must match total decrease)</b> |                               |

**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:** May 11, 2015

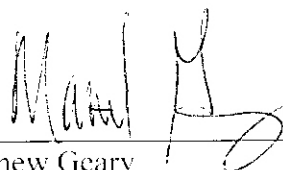
**Background:** In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2014-2015 Budget.

**Discussion/Analysis:** Transfer from Verplanck School Admin Professional Development (\$486) and Contracted Kelly Subs PD (\$822) accounts to Verplanck School Admin General Supplies and Materials account. A total transfer of \$1,308 is being requested.

**Financial Impact:** None

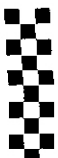
**Other Board/Commission Action:** None

**Recommendations:** The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2014-2015 Budget.



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Matthew Geary  
Superintendent of Schools  
Manchester, Connecticut  
April 21, 2015



OK  
4/21/15  
AC

**Manchester Public Schools  
Manchester, Connecticut**

To: **Accounting Department**

School: Verplanck

Date: 4/21/2015

Principal's Sign: \_\_\_\_\_

Date of Approval: \_\_\_\_\_

**JUSTIFICATION (Required Field) :**  
**Money needed for Supplies**

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

**DECREASE In whole dollars only:**

\$486.00 Account # 42312221 5320

Description: PD

\$822.00 Account # 42312221 5432

Description: Contracted Kelly Subs

\$\_\_\_\_\_ Account # \_\_\_\_\_

Description: \_\_\_\_\_

\$\_\_\_\_\_ **TOTAL DECREASE**

**INCREASE In whole dollars only:**

\$1308.00 Account # 42312240 5610

Description: General Supplies

\$\_\_\_\_\_ 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  
Manchester Board of Education**

**To:** Manchester Board of Education  
**From:** Matthew Geary, Superintendent of Schools  
**Re:** Increase of Appropriation FY 2014-2015  
**Date:** April 27, 2015

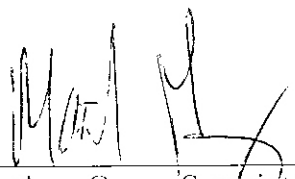
**Background:** The Manchester Board of Education is requesting an increase in the appropriation for Medicaid. The Manchester Board of Education receives funds from the State of Connecticut, Department of Social Services, for Medicaid eligible Special Education and related services.

**Discussion/Analysis:** The Board of Education is currently incurring costs under the School Based Child Health Program (Medicaid). The State of Connecticut, Department of Social Services, reimburses the Board for these expenditures in accordance with C.G.S. Section 10-76d(a)(6).

**Financial Impact:** The anticipated payment of Medicaid funds is calculated as part of the Special Education budget.

**Other Board Action:** None

**Recommendation:** The Superintendent of Schools recommends that the Board of Education request the Board of Directors increase the appropriation in the amount of \$175,000 for the Medicaid Grant bringing the new appropriation total to \$375,000 for the 2014-2015 fiscal year.

  
\_\_\_\_\_  
Matthew Geary, Superintendent of Schools  
Manchester, CT  
May 11, 2015



**Town of Manchester  
Board of Education**

**To:** Manchester Board of Education  
**From:** Matthew Geary, Superintendent of Schools  
**Subject:** Heisman Scholars-Achieving by Reading Program Grant FY 14-15  
**Date:** April 23, 2015

Background:

Washington School received a \$22,000 grant from Heisman Trophy to purchase books for all students. We will be mirroring the research stated in the article "Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students" by Richard Allington; which states that if you give children approximately 12 self selected books prior to the summer vacation then reading ability will more likely be sustained. In addition, we will purchase backpacks for each child to carry their books. Assessment and tracking data will be collected around student interest and reading levels.

Discussion/Analysis:

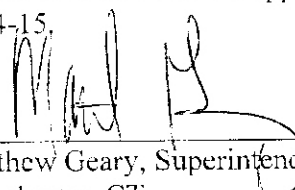
The goal is to prevent the "reading slide" that often occurs during the summer hiatus from school.

Financial Impact: None.

Other Board/Commission Action: None.

Recommendations:

The Superintendent of Schools recommends the Board of Education request the Board of Directors to establish an appropriation for Heisman Scholars in the amount of \$22,000 for 2014-15.

  
\_\_\_\_\_  
Matthew Geary, Superintendent of Schools  
Manchester, CT  
May 11, 2015



# HEISMAN TROPHY TRUST

April 8, 2015

*Trustees:*

William J. Dockery  
*President*

Michael J. Comerford

James E. Coreahan

Ann F. Donahoe

N. Richard Kalikow

Vasile Krishnamurti

Brian D. Obergfell

Carol A. Pisano

Sanford Wunnfeld

Honorable John E. Sprizzo  
*1934-2008*

Washington School  
94 Cedar Street  
Manchester, CT 06040

Attention: Ms. Karen Grey, Principal

Dear Ms. Grey:

The Heisman Trophy Trust is pleased to contribute to the fine work of Manchester Public Schools. Enclosed you will find the Trust's donation in the amount of Twenty Two Thousand 00/100 (\$22,000) Dollars to be utilized for the Washington School "Lead to Read" program.

Very truly yours,

Rob Whalen  
*Executive Director*

Tim Henning  
*Heisman Coordinator*

Rudy Riska  
*Executive Director Emeritus*

Heisman Trophy Trust

By: William J. Dockery

5318

**Heisman Trophy Trust**  
111 Broadway, Suite 103A  
New York, NY 10006  
212.425.7000

**SIGNATURE BANK**  
Private Client Group - 622  
71 Broadway, NY, NY 10006  
01-1357/260

04/08/2015

PAY TO THE  
ORDER OF

Manchester Public Schools, Washington Elementary

\$ \*\*22,000.00

Twenty-two thousand and 00/100\*\*\*\*\*

DOLLARS.

Manchester Public Schools  
94 Cedar Street  
Manchester, CT 06040

Authorized Signature

Authorized Signature

2015 DONATION: Funding Restricted for SUMMER I

⑈005318⑈ ⑈026013576⑈ ⑈500257489⑈

Heisman Trophy Trust  
04/08/2015

Manchester Public Schools, Washington Elementary

5318

2015 General Donation (app 033115)

22,000.00



APR 22 2015

Cash and Cash Equiv 2015 DONATION: Funding Restricted for SUMMER READING PROGRAM

22,000.00

**Manchester Public Schools**  
**Board of Education**  
Policy Committee  
Minutes  
Monday, April 27, 2015  
Lincoln Center  
5:30 PM

Members Present: Maria Cruz, Deb Hagenow, Mary-Jane Pazda, Carl Stafford  
Others Present: Matt Geary, Superintendent of Schools

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

1. The committee reviewed the Electronic Communication Devices Policy 5131.81 and will send it for the full Board of Education for consideration.
2. The committee discussed the current Promotion and Retention Policy and recommended that the Superintendent add language to the proposed revision regarding intervention and support available for students. The Superintendent will bring a revised draft back to the committee at the next meeting.
3. The committee discussed a 7<sup>th</sup> Grade only first day of school at Illing Middle School which would allow 7<sup>th</sup> grade students to get acclimated to the building. This process would mirror the transition to high school for 9<sup>th</sup> grade students. The Superintendent of Schools will bring a revised school calendar to the full Board for consideration.
4. The committee discussed adjusting the end time of the Illing school day back to 2:45 rather than the current time of 2:40. This end time aligns Bennet with Illing.

The meeting adjourned at 6:15 P.M.

Next Meeting Date: Monday, May 11, 2015 at 5:30 PM in the conference room in the main office at Waddell Elementary School

Submitted by Matt Geary, Superintendent of Schools



# Waddell Elementary School

*A School of*

**Creativity** + **Courage** + **Collaboration** + **Excellence**

# DISTRICT IMPROVEMENT PLAN









## ***Welcome to:***

- Michelle Wlochowski, Grade K
- Donna Watson, Grade 1
- Janice Medynski, Grade 1
- Tesha Serer, Grade 2
- Terry Doherty, Grade 2
- Amy Medynski, Grade 3
- Theresa Golino, Grade 3
- Devra Daigle, Grade 3
- Jackie Ginn, Grade 4
- Christina Fedolfi, Grade 4
- Kim Leining, Grade 5
- Sue Schiavetti, Media Specialist



# Academics

## **DIP Strategy highlighted:**

Teachers will incorporate student-centered instructional strategies including opportunities for digital learning to ensure all learners are engaged and achieve at high levels in culturally responsive classrooms

## **Waddell SIP Related Strategies:**

- Establish the guided math model in all classrooms
- Continue Lucy Calkin's writer's workshop
- Collaborate with coaches and media specialist
- Increase student discourse throughout the day
- Implement our two MPS Creativity Grants (Computer Science Comes to Waddell and Author in Residency)



# MPS Creativity Grant: Computer Programming Comes to Waddell

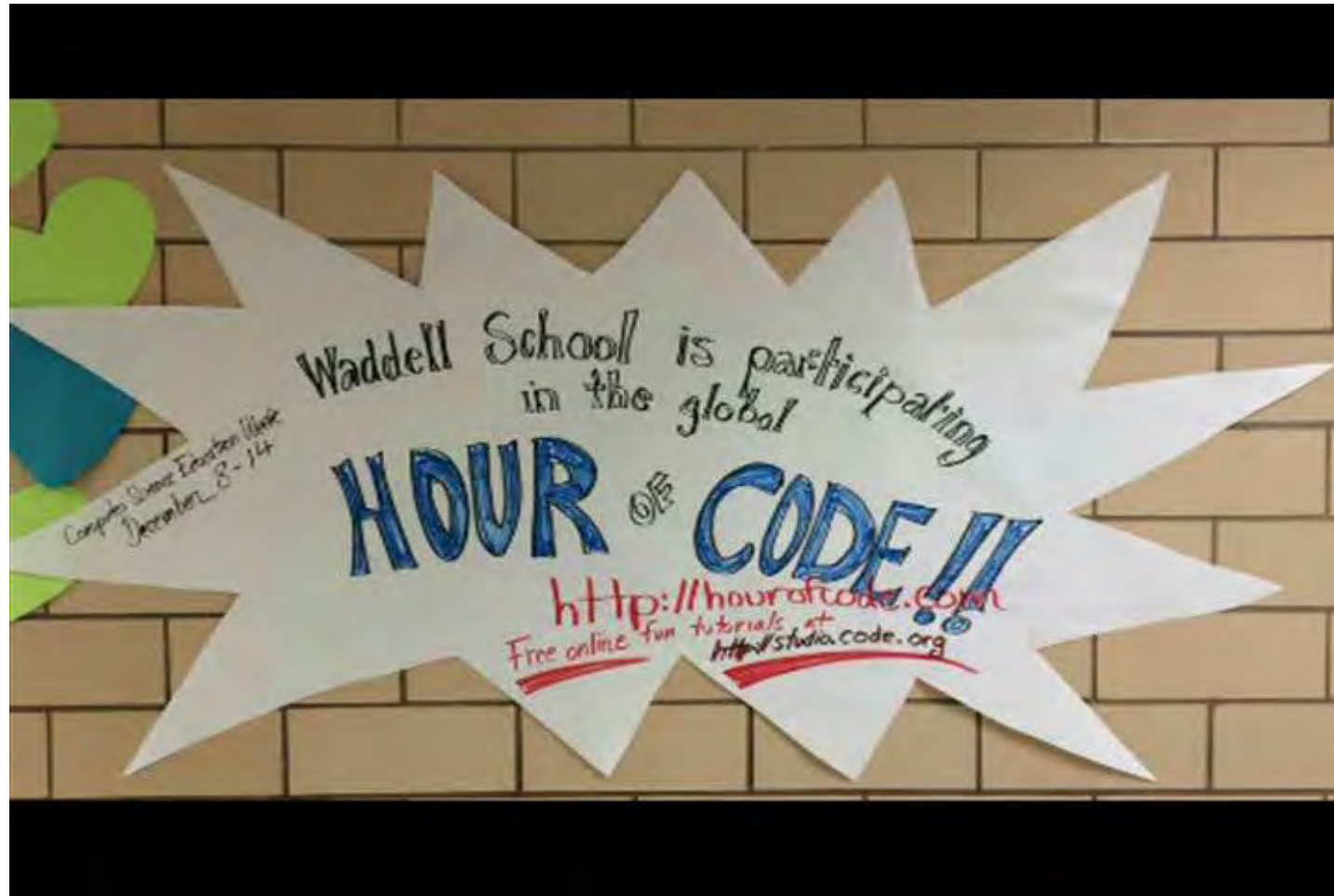
## ***Why introduce computer coding to elementary students?***

- Supports 21<sup>st</sup> Century skills
  - Creativity and Innovation
  - Communication and Collaboration
- Student-centered activities encourage logical thinking, computational skills, applying technology strategically, and perseverance
- Supports Career and College Readiness - computer programming is currently one of the fastest growing occupations in the United States (girls are underrepresented in the field and pay is 75% higher than median salary in US)

# Computer Programming Comes to Waddell

## *Phase One of Implementation:*

- All students participated in the December's Hour of Code and completed online tutorials of basic block programming during the year



# Computer Programming Comes to Waddell

## *Phase Two of Implementation:*



**BeeBot**



**Dash**



# Grade K: BeeBot



- Funded by our Creativity Grant
- Introduction to computer coding using student-friendly robots
- Sequence commands
- Problem solving
- Logical thinking
- Reinforcement of subject area content
- Student discourse
- Can be used during creative play or in a student center



# The BeeBot

Introduction to Computer Coding

Grade K



# Grade 1: Pen Pal Letters

*(with a twist of Google!)*



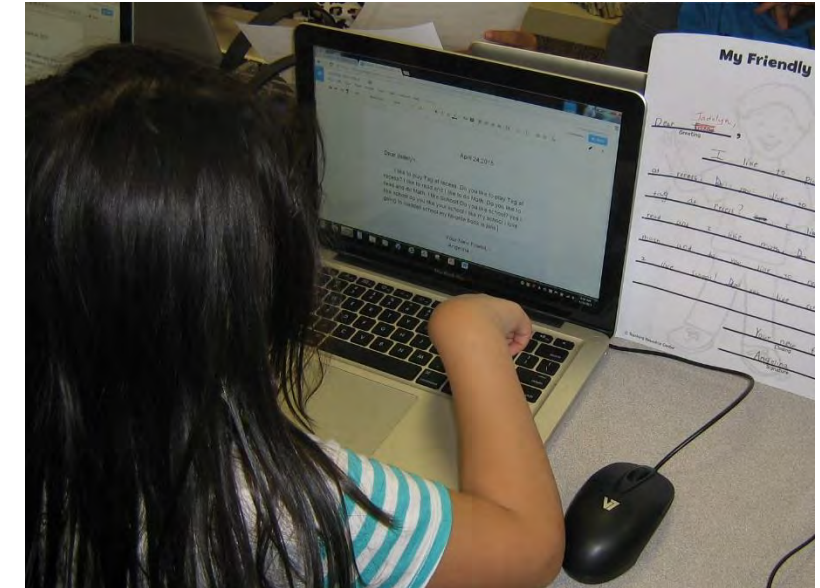
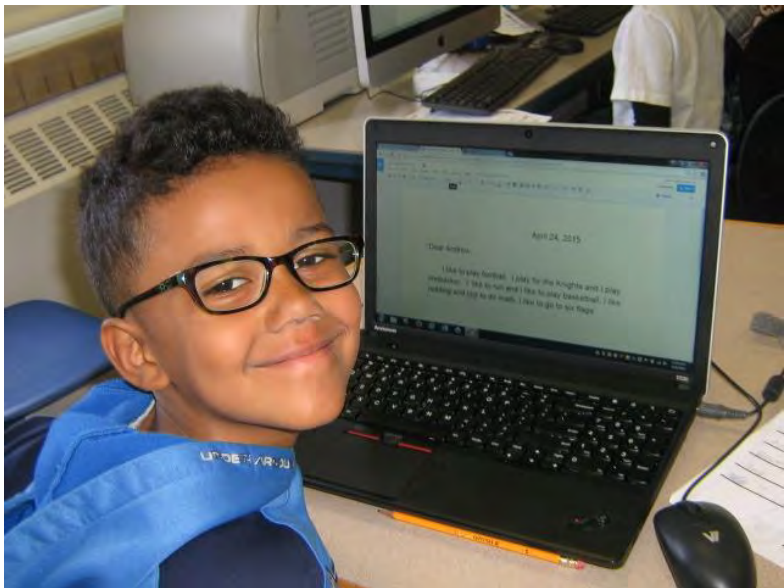
- Collaboration project with Highland Park
- Common Core ELA and Writing skills reinforced
- Technology Integration and Collaboration with Media Specialist
  - Developing word processing skills
  - Using Google docs to share letters with their peers from Highland Park
- Will video conference our Highland Park friends!







## *Using Google docs*







## ***Student Discourse and Collaboration***

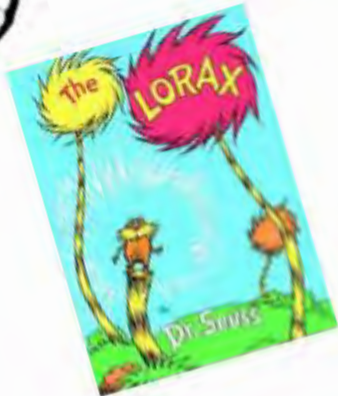




4/27/2015

Dear Princeton,  
My name is Kevin. Waddell is my school. I like to play baseball. I like to watch Sponge Bob. I have a white dog. My dog's name is Kadee. My favorite book is The Lorax. My favorite food is pizza. What do you like to do?

Your pal,  
Kevin

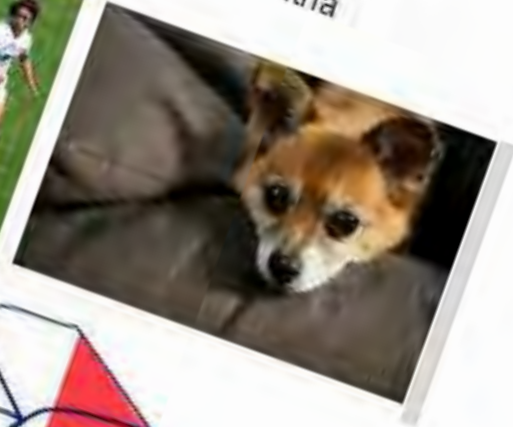


Dear Alison,

April 24, 2015

I like to play soccer. I am on a soccer team. My favorite part in soccer is kicking the ball. I like to read when I'm at school and when I am home. I like to play with my hamster. I play with my dog Diamond. I like to go to gym and I like Waddell. During vacation, I go to the Cape Cod. I have fun there. I am glad to be your penpal.

Your friend,  
Samantha



April 24, 2015

Dear Adrian,

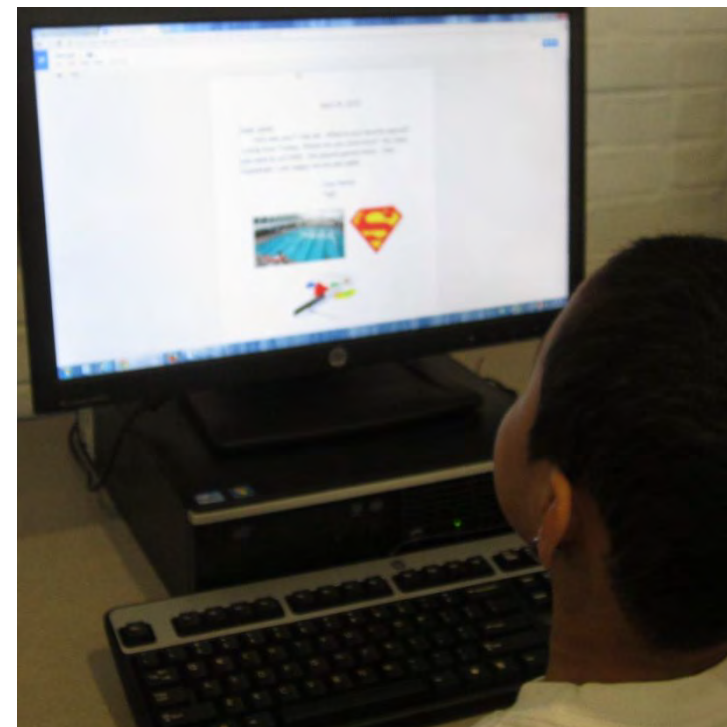
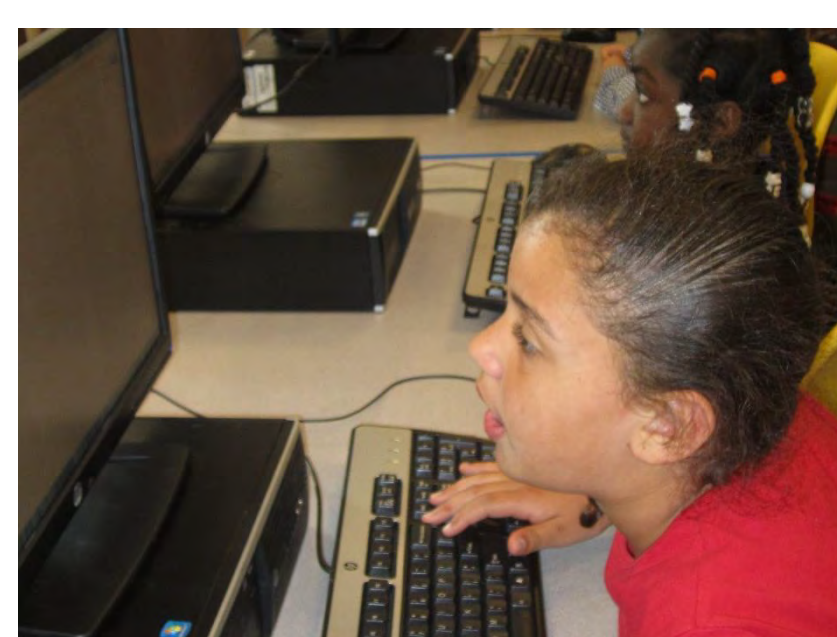
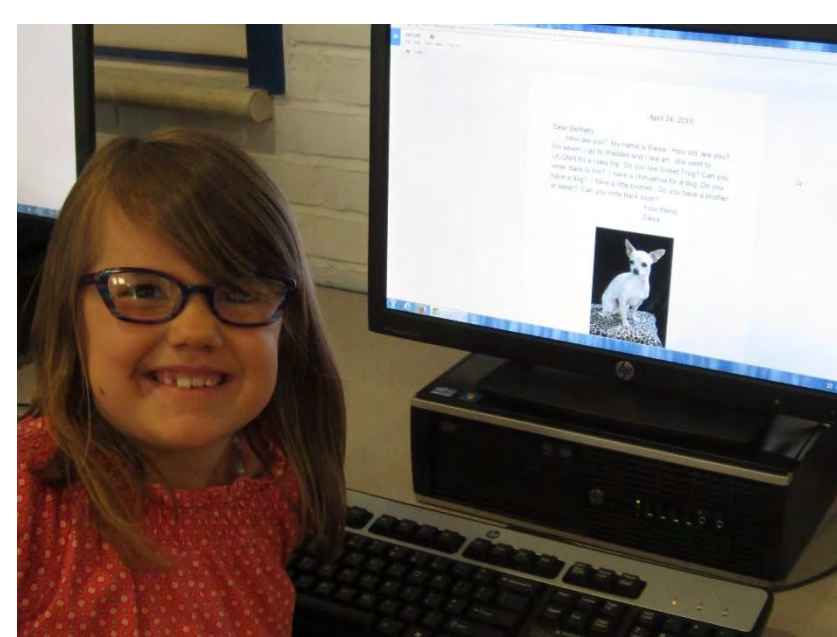
I like to read books because we get smarter. I like football because we play catch with the football! I like to play tag with my sister and dad. It is lots of fun. My birthday is on October 10! I like Waddell and Odyssey. I like dinosaur books because it gives facts about dinosaur bones! I like summer because we can go to the pool! I like to play soccer. My team name is ECHN. Write back soon!

Your new friend,  
Rayyan



In line | Wrap text | Break text





**Our Highland Park  
Pen Pals**

*"We've got ~~mail~~  
a shared Google doc!"*



# Grade 2: Nonfiction Animal Research Book

- CCSS for Grade 2 Reading and Writing
- Research using print and electronic sources
- Technology Integration (Google docs)
- Collaboration with peers
- Collaboration with Media Specialist



## *Angelfish*



*By Juliana & Hiteshree*



# Grade 2 CCSS for Reading and Writing

- *Know and use various **text features** (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.*
- *read and comprehend **informational texts***
- ***Write informative/explanatory texts** in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*
- *With guidance and support from adults and peers, **focus on a topic** and strengthen writing as needed by revising and editing.*
- *With guidance and support from adults, **use a variety of digital tools to produce and publish writing**, including in collaboration with peers*
- *Participate in **shared research and writing projects** (e.g., read a number of books on a single topic to produce a report*

## Table of Contents

|                   |   |
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| Habitat           | 2 |
| Food              | 3 |
| Reproduction      | 4 |
| Fun Facts         | 5 |

## *Physical Features*



*Angelfish have pointed fins. Angelfish are colorful fish. Males and females look the same. Some angelfish have black and white and yellow stripes. Angelfish can grow nearly ten inches.*

## *Habitat*



*Angelfish live in tropical oceans. Angelfish live in lakes in South America. Some angelfish live in freshwater and some angelfish are sold in pet shops in aquariums. They also live in tropical spaces.*

## *Food*



*Angelfish eat coral reefs. Did you know they eat algae plants? They also eat small shrimp. Angelfish use their snout to eat. They also eat sponges that are in the bottom of the oceans.*



## Reproduction



Some female angelfish lay 1,500 eggs. Most Angelfish lay 100 to 1,000 eggs that hatch in a couple of days. They lay their eggs on leaves or underwater logs. The baby angelfish which is called a fry is still attached to eggs for another week. When they are bigger than a week old, the baby angelfish are free to swim.

## Fun Facts



Angelfish swim alone in pairs. There are more than 100 kinds of angelfish. Angelfish live in the ocean and are also sold in pet stores. Some angelfish are different kinds of color, shapes, and sizes.



# Animal Research Fact Sheets

The name of our animal is Cheetah.

## Physical Features

They have spots the spots help them hide. Cheetahs hide in tall grasses and they move toward prey. Then they ATTACK! A cheetah goes to a safe place and puts their prey there.

Cheetahs have small heads. They have long thin bodies. It is hard to see a cheetah spotted tan coat in the grass.



## Habitat

Cheetahs live in southern Africa. A few cheetahs live in Asia. Cheetahs live on mostly open land such as plains or grass lands. Most Cheetahs live on the Savannahs of Africa.

There are also a small amount of cheetahs that live in Iran. Cheetahs once lived in India and Pakistan, but there are a few or no cheetahs there today.



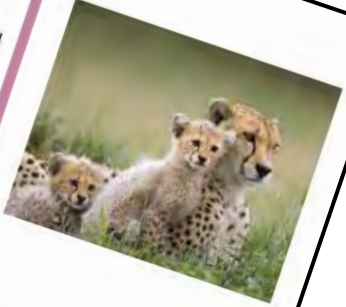
## Food

Cheetahs eat antelopes and hares and other animals. They also eat deer. They stalk their prey for a long time. They wait until there is about the length of a school bus between them and their prey. Cheetahs eat small prey, such as rabbits or game birds. Sometimes they hunt medium-sized prey, like small antelope.



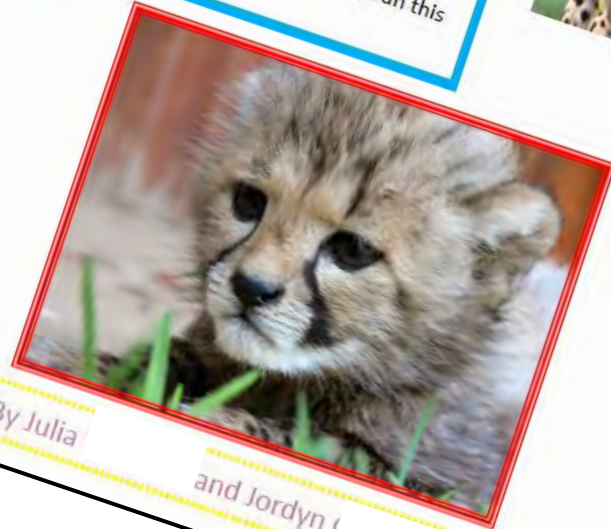
## Babies

Cheetah babies are called cubs. The cubs are blind at birth. The cubs stay with their mom until they are a year and a half. The boys stay with each other for life. The girls don't stay together they break apart to give birth.



## Fun facts

Cheetahs are the fastest animal on land. Their legs are strong. Cheetah are excellent hunters unlike other cats. The mother cheetah teaches cubs to hunt for food. There are not many cheetahs left on Earth. People work to help save them. A cheetah's spine bends easily. This helps the cheetah creep up on it's prey when it hunts. They bite the neck of the animal to kill it. Cheetahs can run as fast as a car driving on the highway! They can only run this fast for about 20 seconds.



By Julia

and Jordyn

# SWANS



by  
Riya  
Mrs. Doherty's Class  
2015

## Table of Contents

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| Life Cycle        | 4 |
| Interesting Facts | 5 |
| Glossary          | 6 |

## Description



Swans are huge birds. There are all kinds of swans in the world. Swans are good at flying and swimming. Swans have feathers. Some swans have white feathers. Some swans have black feathers. Swans have long necks. They have big wings too. Swans are some of the gigantic birds that can fly.

## Habitat



Swans want to live close to water. Some swans like to live in the Arctic in the summer. In the fall, those swans migrate. They fly to where it's warmer.

<sup>1</sup> <<http://www.teachmeanimals.com/images/USFWS-trumpeterSwan2.jpg>>  
<sup>2</sup> <<http://noirles.artsvoices.com/files/2013/04/swans.jpg>>





# Grade 3: Animal Adaptation Research Projects

- Researched animal adaptations using print and electronic sources
- Synthesized this research to **create** an animal to survive with environmentally appropriate adaptations
- Shared product using a Web 2.0 tool called Blabberize



## The Snow Cary by Thomas



# MPS Creativity Grant: Author in Residency Program

(May 11 - May 18)



- Author J Monkeys will work with six groups of Grade 3 students
- Group members will collaborate with each other to write and illustrate an original story
- Each group's book will be **published!**



# Grade 4 Discourse and Collaboration Experiences

*Students in Grade 4 are engaged daily in  
**discourse and collaboration**  
as an integral part of their learning!*



# Math







# Math

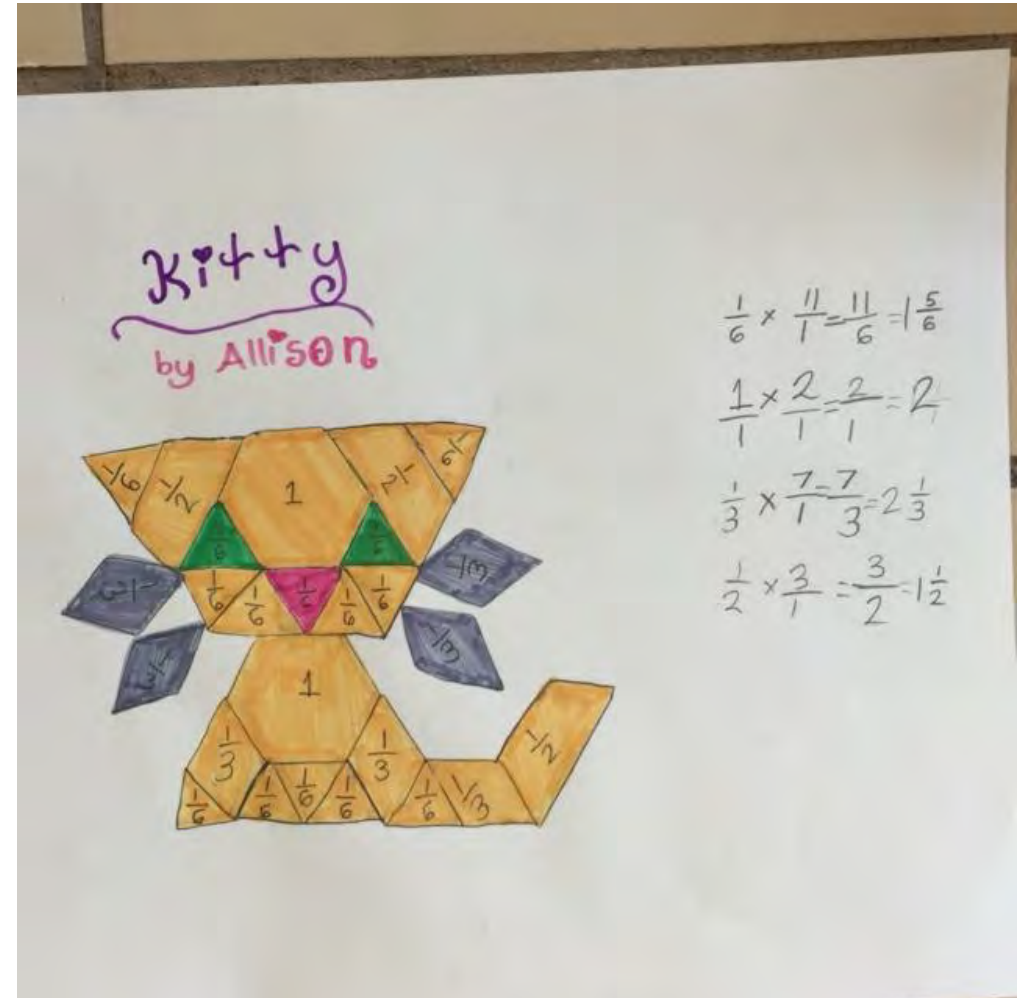




### Languages Spoken At Waddell

| Language  | Count |
|-----------|-------|
| Burmese   | 10    |
| Sanskrit  | 42    |
| Tamil     | 10    |
| Gujarati  | 5     |
| Marathi   | 5     |
| Hindi     | 10    |
| Urdu      | 5     |
| Arabic    | 5     |
| Chinese   | 5     |
| Italian   | 10    |
| Goan      | 5     |
| Audiotape | 5     |
| Turkish   | 10    |
| Hebrew    | 5     |
| Albanian  | 5     |
| Chaldean  | 5     |
| Chinese   | 5     |
| French    | 10    |
| Irish     | 5     |
| American  | 5     |
| Nepali    | 5     |
| Telugu    | 5     |
| Native    | 5     |
| Hindi     | 5     |
| Gujarati  | 5     |

These languages from VSR







# Reading



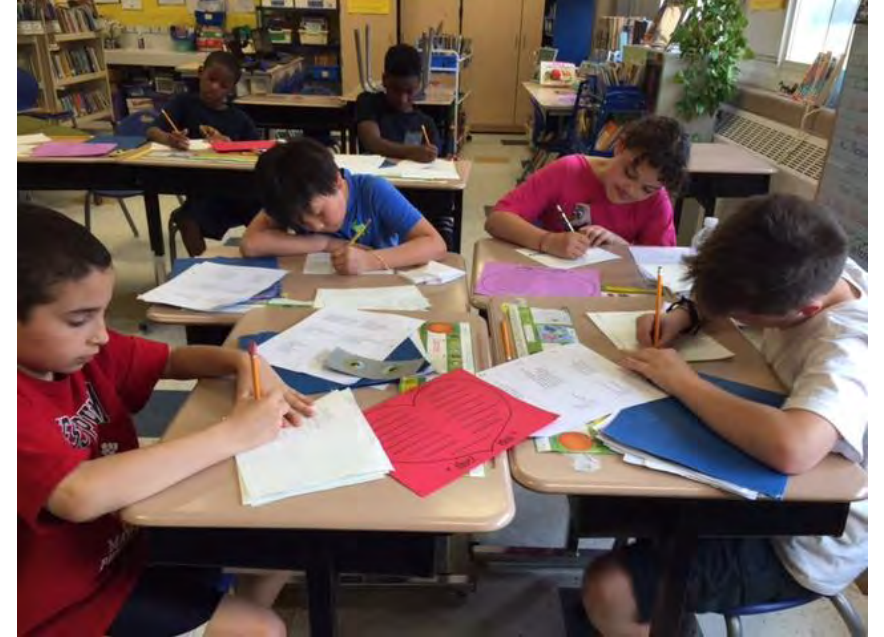




# Reading

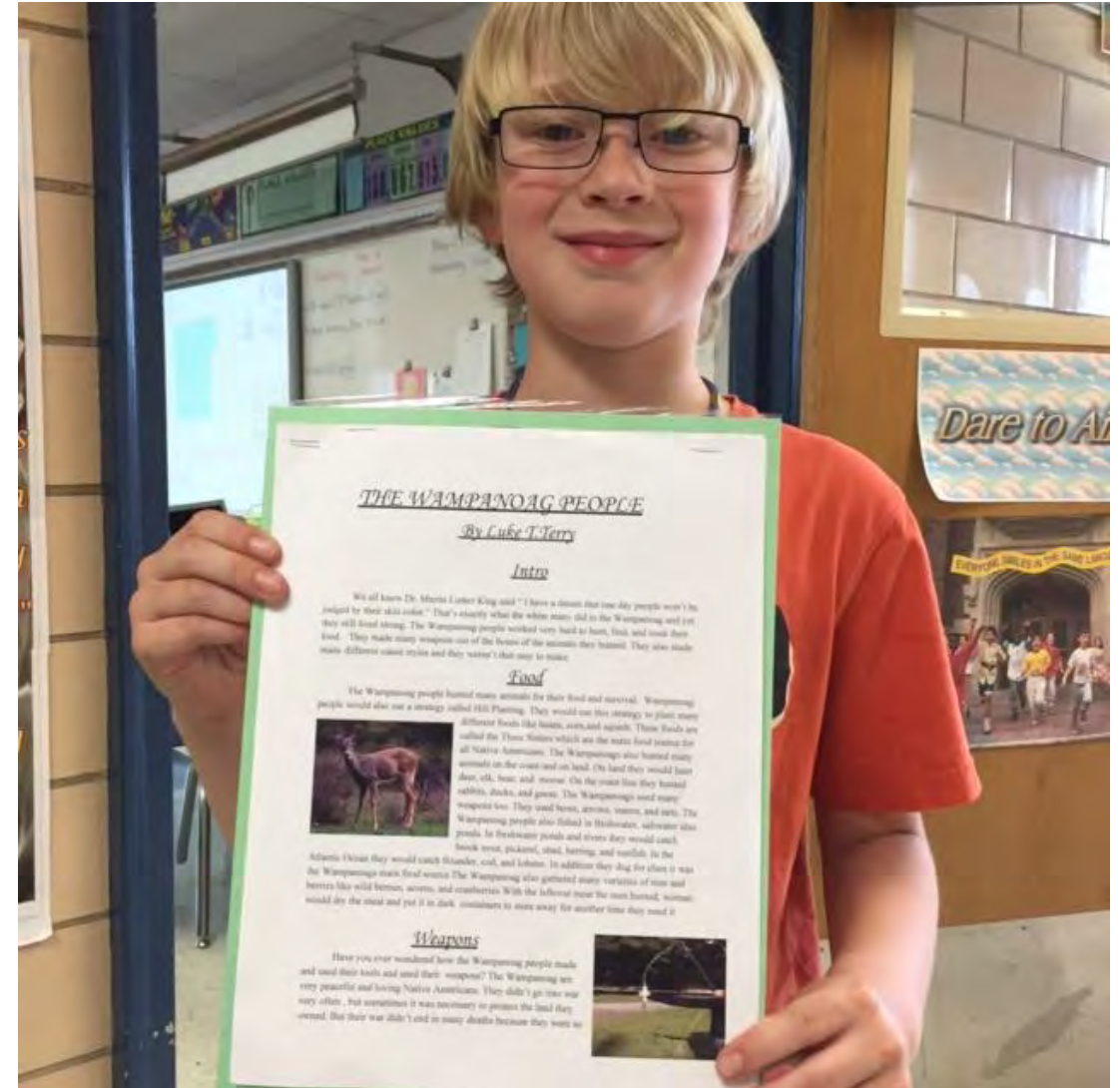
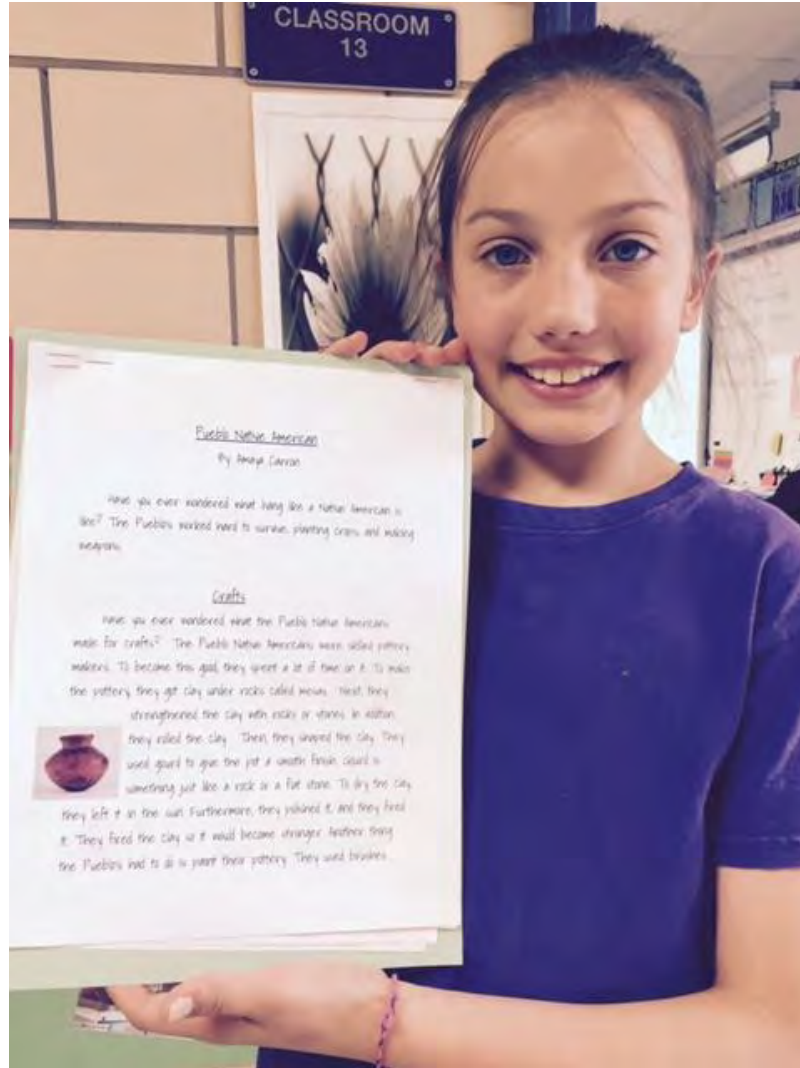


# Writing





# Native American Research



# Persuasive Writing

## Don't Keep Wild Animals as Pets!

by Allison

Have you ever thought of owning a tiger or a monkey or some other kind of wild animal? Well I am telling you now, think again! People should not be able to keep wild animals as pets. The reasons are, animals belong in their natural habitat, animals should stick with the food they eat in the wild, and wild animals can be very destructive.

The most important reason is that animals belong in their natural habitat. Can you ever imagine being trapped in a cage or enclosure all day long, when you could have been running free in the Amazon? It's not right that wild animals have to be kept in the house all day. They should be able to roam free in their own environment. Did you know that wild animals can become restless and fidgety if they do not have enough space? Being trapped in a cage or enclosure in your house or backyard is no way to treat a majestic wild animal, no matter how big or how small!

Another important reason to not keep wild animals as pets is animals should stick with the food they eat in the wild. Eating food diets that an animal does not have in the wild can cause changes in the animal's mood and health. Wild animals want to hunt and kill their own food. They don't want to be fed dog food and kibble like a dog or cat. They are being held back from the natural instinct of hunting! That is not how wild animals are supposed to live.

The last reason to not keep wild animals as pets is they can be very destructive. Wild animals can hurt you and your family members. You don't want to be blamed for your animal's bad behavior. Also, wild animals can destroy precious objects in your home! You would not like if one of your most special items got broken. If your family members know you have a dangerous, destructive wild animal in your house, they will never want to visit you. You will have to leave your own home just to see your family!

Can you now see just how wrong it is to keep wild animals as pets? Animals belong free and in the wild. Also, animals should eat the food that they are meant to eat. Finally, animals can get over energetic and destroy people and objects. If you help soon, we can solve this problem!

## **Students Shouldn't Have to Wear Uniforms**

by Ashley

There is a great discussion about girls and boys having to wear torturous uniforms. The principle and some parents think it's a good idea to make them wear uniforms so they make their students or children wear the uniforms. However other parents and even some teachers think it is outrageous to make the students and children wear unbelievable school uniforms. Students are the ones that are wearing the uniforms, so they should be able to share their opinion. It doesn't matter if some kids wear uniforms, just please don't make all the rest of the students suffer and wear school uniforms.

### **If Kids Are Able To Be Unique, They Will Be Happy!**

If kids buy new clothes they will want to wear them. If they can't the kids would be very unhappy. All the kids want to be able to buy and wear their own clothes. How do you think Mary Kate and Ashley Olsen (famous fashion designers) feel if kids can't wear their creations? They would be upset that kids can't wear the clothes that they made for teens and kids. Student want to use ideas thought their clothes so if you take away their fashion you take away their ideas. So that is why I think kids shouldn't have to wear uniforms.



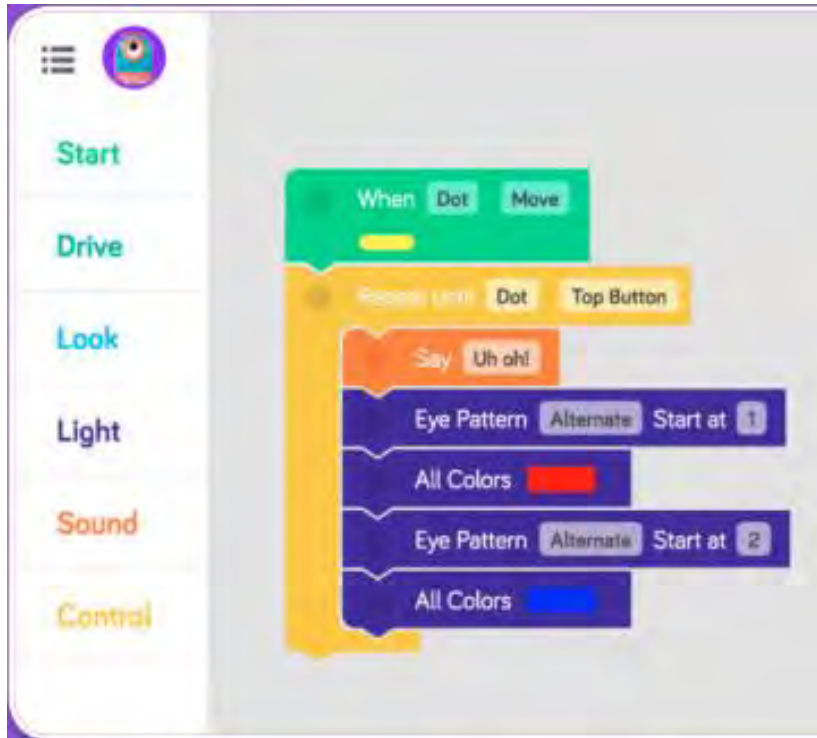
# Superflex Pilot





# Grade 5: Robotics with Dash

## Block Coding – Free Exploration





# Grade 5: Robotics with Dash

## Integration with Math and Science

### Robot Investigations

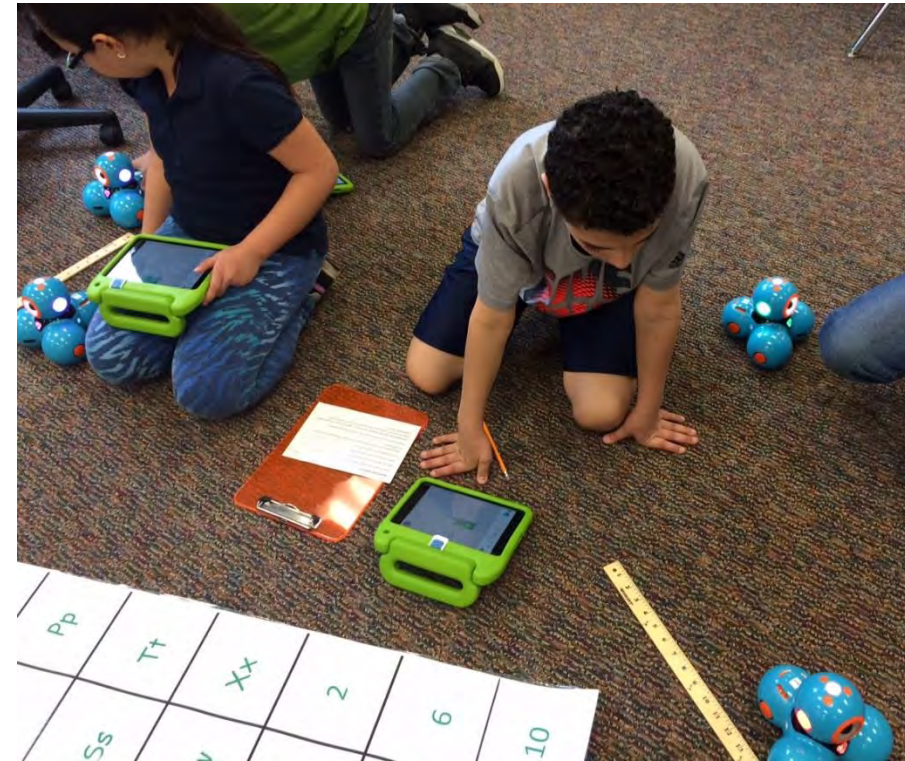
How far does your robot travel at 10? 1 inch

How far does your robot travel at 30? 12 inches

How far does your robot travel at 50? 20 inches

Does the speed matter (normal/fast)? No

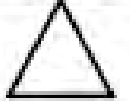
- Student discourse
- Scientific method
- Problem solving
- Logical thinking



# Robot Challenge 2

**Robot Challenge:** Write code to spell out your name! The robot needs to make a sound at each of the letters. You have to start at the circle, square, rectangle, or triangle.

THE GRID

|                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |
| A                                                                                   | B                                                                                   | C                                                                                   | D                                                                                   |
| E                                                                                   | F                                                                                   | G                                                                                   | H                                                                                   |
| I                                                                                   | J                                                                                   | K                                                                                   | L                                                                                   |
| M                                                                                   | N                                                                                   | O                                                                                   | P                                                                                   |
| Q                                                                                   | R                                                                                   | S                                                                                   | T                                                                                   |
| U                                                                                   | V                                                                                   | W                                                                                   | X                                                                                   |
| Y                                                                                   | Z                                                                                   | 1                                                                                   | 2                                                                                   |
| 3                                                                                   | 4                                                                                   | 5                                                                                   | 6                                                                                   |
| 7                                                                                   | 8                                                                                   | 9                                                                                   | 10                                                                                  |



# THE GRID

|   |   |   |    |
|---|---|---|----|
| ○ | □ | ▭ | △  |
| A | B | C | D  |
| E | F | G | H  |
| I | J | K | L  |
| M | N | O | P  |
| Q | R | S | T  |
| U | V | W | X  |
| Y | Z | 1 | 2  |
| 3 | 4 | 5 | 6  |
| 7 | 8 | 9 | 10 |

Each box is a square 6" x 6"

## COMMANDS

FORWARD: 10, 20, 30, 40, 50  
 BACKWARD: 10, 20, 30, 40, 50  
 TURN LEFT: 45, 90, 180, 270, 360  
 TURN RIGHT: 45, 90, 180, 270, 360  
 SOUND - SAY (SOMETHING)  
 SOUND - ANIMAL (NOISE)

Connection from Previous Robot Investigation:

How far does robot travel at 10? 1 inches  
 How far does robot travel at 20? 2 inches  
 How far does robot travel at 30? 3 inches  
 How far does robot travel at 40? 4 inches  
 How far does robot travel at 50? 5 inches

Robot Challenge: Write code to spell out your name! The robot needs to make a sound at each of the letters. You have to start at the circle, square, rectangle, or triangle.

Start at

Square

Forward 30

Left 90

Forward 20

Animal moo

Left 90

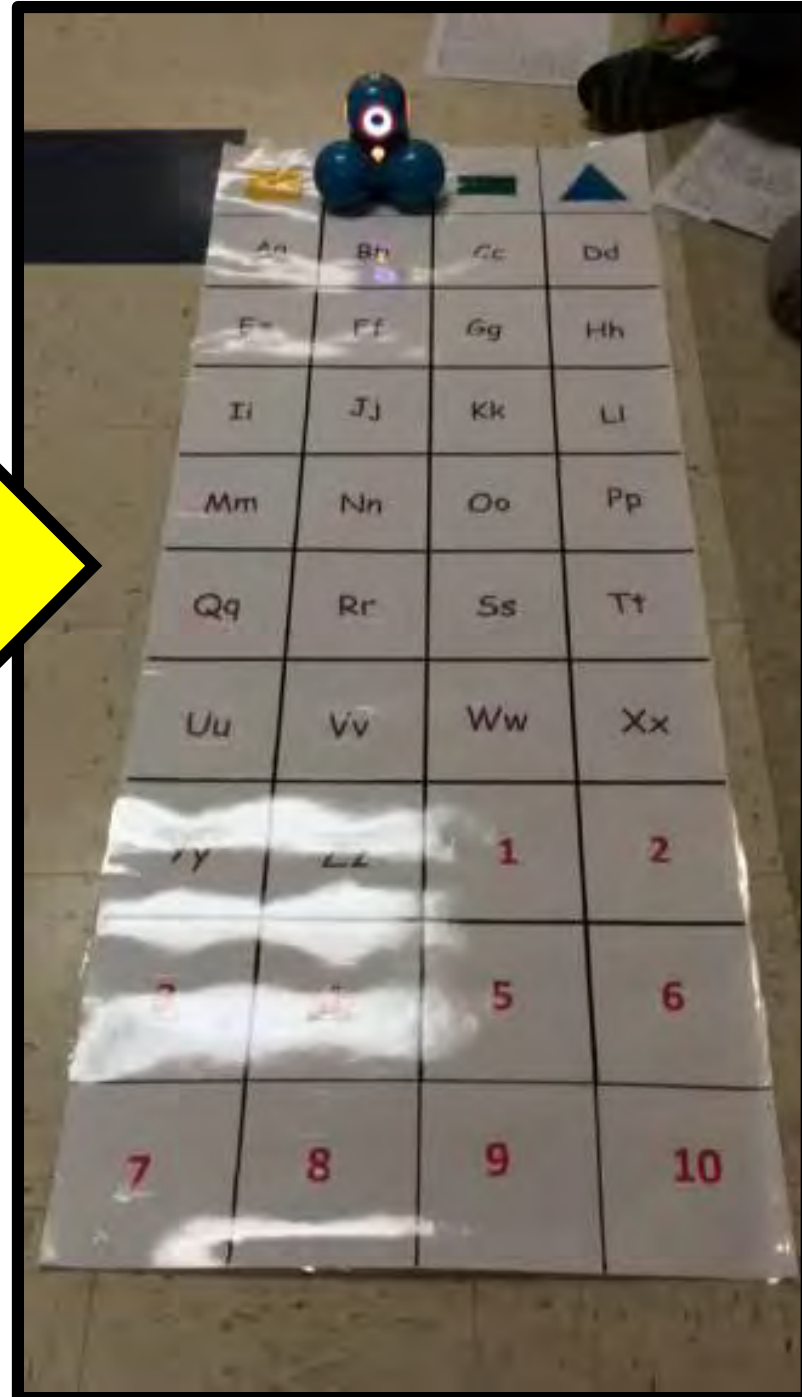
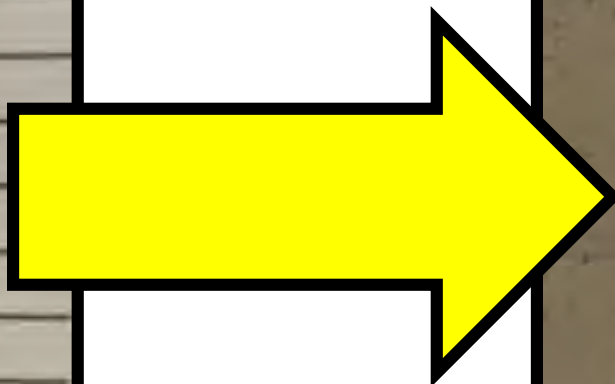
Forward 30

Animal moo

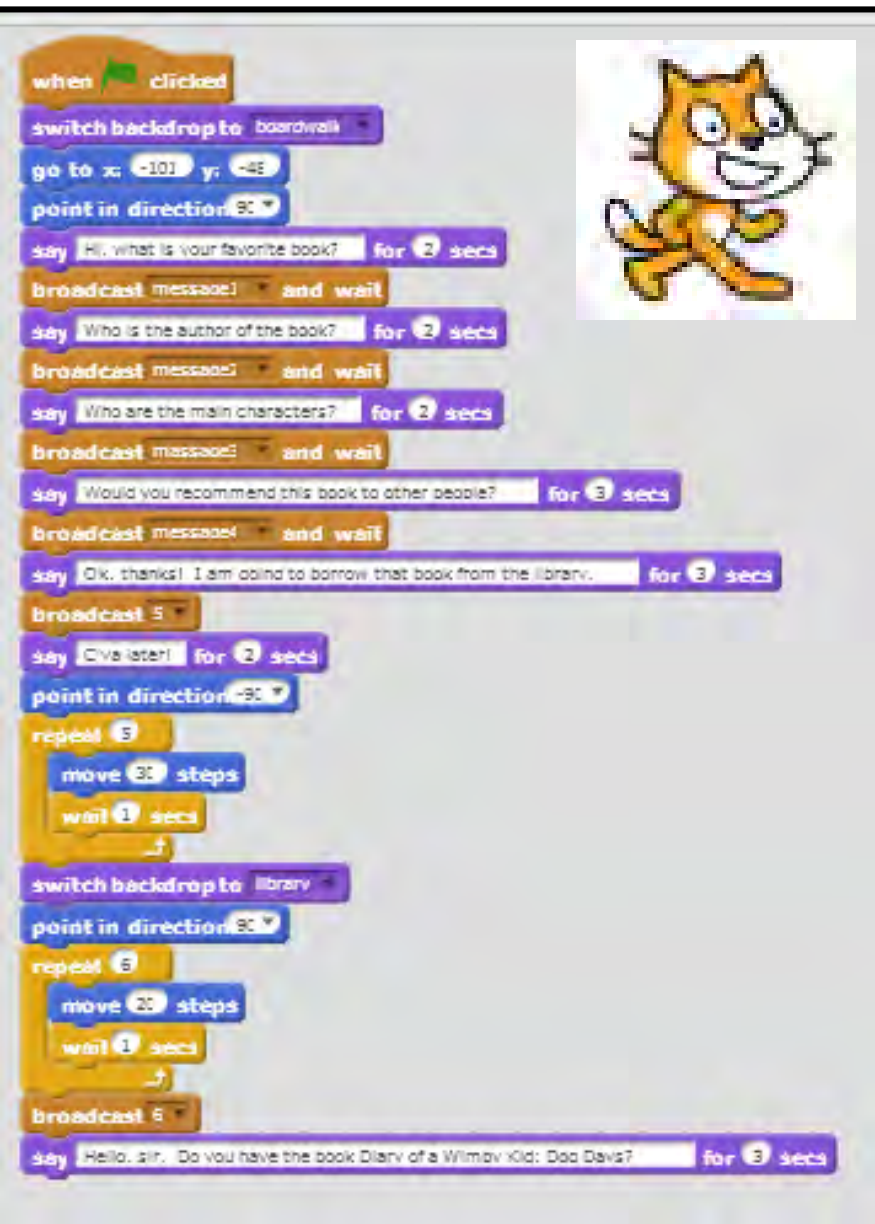
Backward 30

SAY YAY!!

EMELY



# Using block coding to share learned concepts



Scratch script for a cat character:

- when green flag clicked
- switch backdrop to boardwalk
- go to x: -101 y: -48
- point in direction: 90
- say Hi, what is your favorite book? for 2 secs
- broadcast message! and wait
- say Who is the author of the book? for 2 secs
- broadcast message! and wait
- say Who are the main characters? for 2 secs
- broadcast message! and wait
- say Would you recommend this book to other people? for 3 secs
- broadcast message! and wait
- say Ok, thanks! I am going to borrow that book from the library. for 3 secs
- broadcast 5
- say Give later! for 2 secs
- point in direction: -90
- repeat 5
  - move 30 steps
  - wait 1 secs
- switch backdrop to library
- point in direction: 90
- repeat 5
  - move 20 steps
  - wait 1 secs
- broadcast 6
- say Hello, sir. Do you have the book Diary of a Wimpy Kid: Dog Days? for 3 secs



Scratch script for a penguin character:

- when green flag clicked
- set rotation style left-right
- point in direction: -90
- go to x: 114 y: -34
- show
- when I receive message1
- say Diary of a Wimpy Kid: Dog Days for 2 secs
- when I receive message2
- say His name is Jeff Kinney. for 2 secs
- when I receive message3
- say The main characters are Gerd Heffley and his dad. for 2 secs
- when I receive message4
- say Yes, because my opinion is that this book is fun to read and it's really funny! for 4 secs
- when I receive 5
- say Enjoy the book! for 2 secs
- point in direction: 90
- repeat 5
  - move 30 steps
  - wait 1 secs
- hide

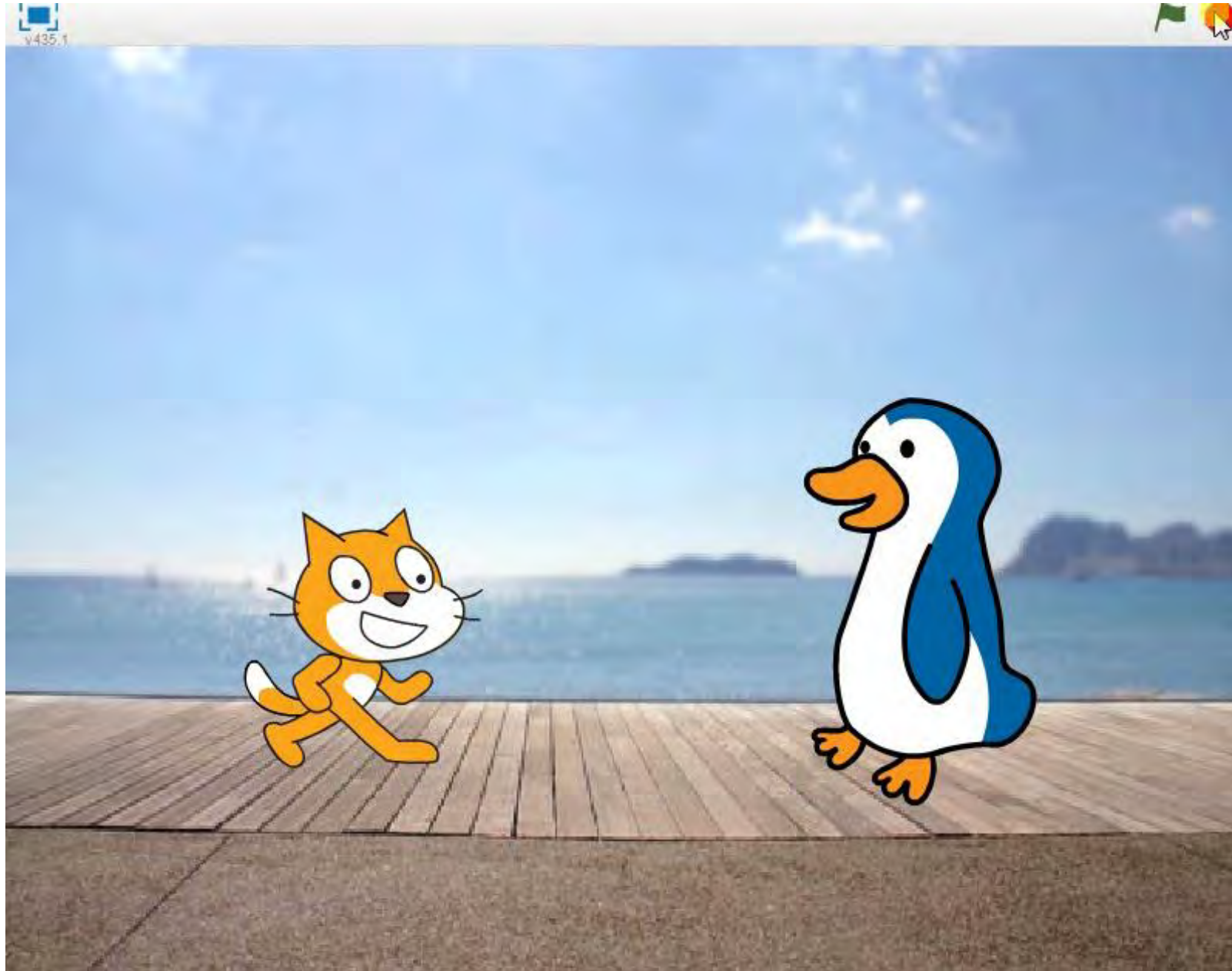


Scratch script for a character with a red hood:

- when green flag clicked
- show
- set rotation style left-right
- point in direction: -90
- hide
- when backdrop switches to library
- go to x: 84 y: -30
- show
- when I receive 6
- say for 2 secs



# Computer Coded “Book Report”





**Welcome to:**

- Karen Taylor, Numeracy Coach

# Talent Development

## DIP Strategies highlighted:

- Administrators will support curriculum coaches in their work
- Teachers will implement best instructional practices in all classrooms

## Waddell SIP Related Strategies:

- PLC's
- LitLife – literacy coach provide support
- Embedded coaching experiences in literacy and numeracy
- Guided math model



# The Coaching Model at Waddell

- Support teachers in implementing Guided Math by offering PLC's for creating stations and looking at resources
- Visit all classrooms with lessons such as number talks, problem solving, and guided math groups using iPads
- Support teachers with data information for teacher evaluation as well as strengths and weaknesses on midyear benchmarks and NWEA reports
- Team teach with teachers in order to increase student discourse using talk moves for small group and whole group lessons
- Offer PLC's for teachers to make the most of Curriculum Connector







***Welcome to...***

- Renee Bryan, FRC Coordinator

# Culture and Climate

## DIP Strategies highlighted:

- Establish and maintain positive learning environments in all areas of the school
- Work with colleagues and families to create plans to support students who receive multiple consequences

## Waddell SIP Related Strategies:

- PBIS Program
- Family Resource Center
- Husky Outreach
- School and PTA Events



# Waddell's PBIS Program

## (Positive Behavior Intervention & Supports)



### Three School-wide Expectations



- *Makes clear what's expected*
- *Everyone uses the same language*

# POSITIVE behaviors are reinforced!

- Students receive tickets for exhibiting RESPECT (students value tickets!)
- Social Thinking: Superflex program is being piloted
- Whole Class Awards are earned
  - Golden Dust Pan Award = clean classroom
  - Golden Shoe Award = quiet in halls
  - Golden Book Award = no overdue books



**GOAL is to teach RESPONSIBLE BEHAVIOR and REWARD it!**



# POSITIVE behaviors are reinforced!

- 10 Tickets = Fun Friday (each week) – group activity



- Fabulous Friday Event (end of each marking period)



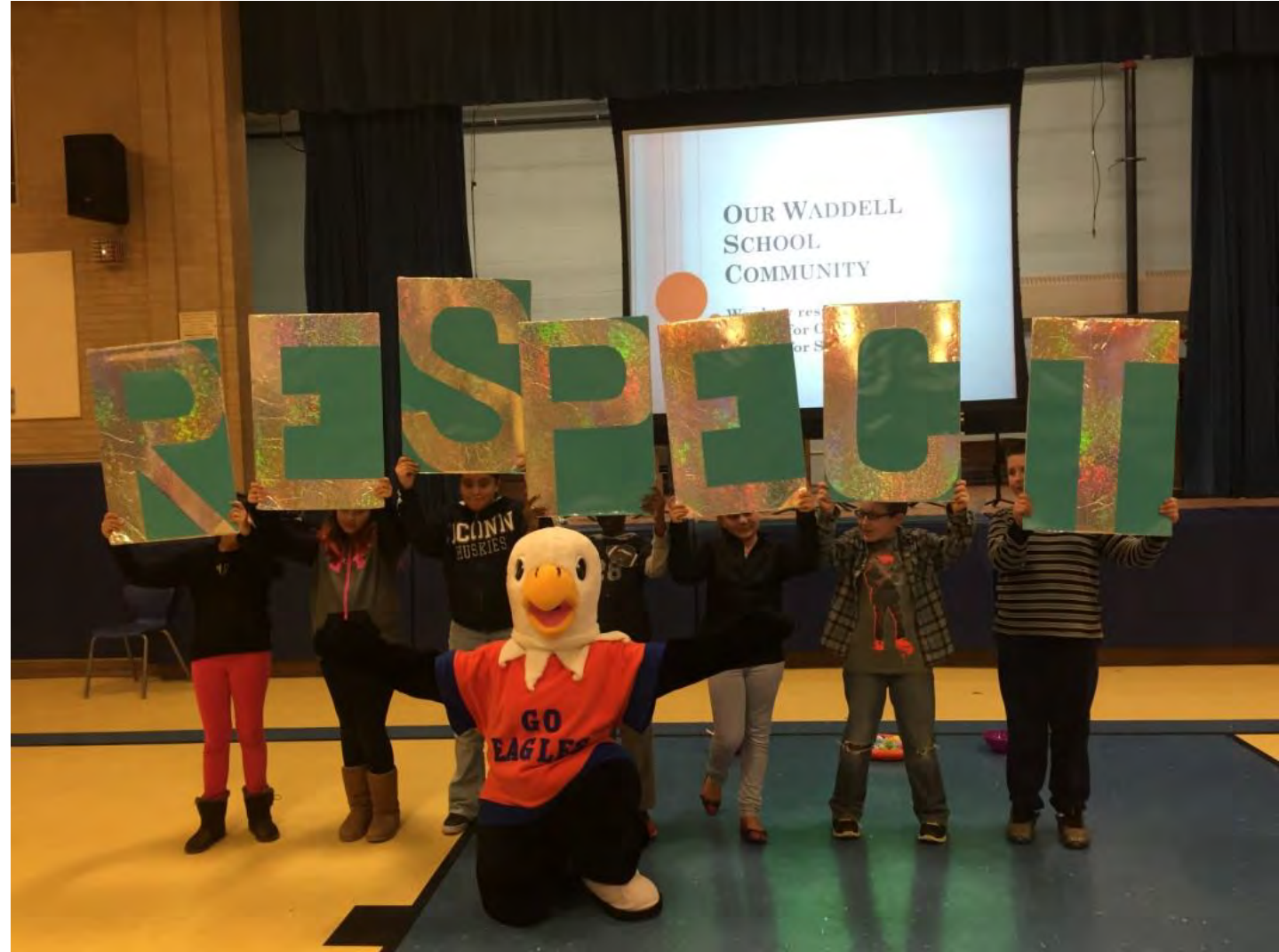
**Dance Party**



**Movie Day**

# Monthly Pep Rally

- Assembly theme focuses on one positive behavior trait
- Theme is also based on referral data
- 5<sup>th</sup> Graders perform the RESPECT cheer to start the assembly



**The Waddell Respect Cheer**  
*An Honored Tradition*



# Monthly Pep Rally *(cont.)*

- Students with NO referrals for the month get to be in the drawing for a **minute-to-win-it activity** that they get to perform in front of the entire school!!
- Students love this and everyone cheers them on!
- Rose, the Waddell Eagle, visits and dances with the students



# End Year Celebration for a RESPECTFUL SCHOOL YEAR





# Waddell's Eagle's Nest (Check-In/Check-Out Program)

- Provides individualized support for students needing on-going adult attention and reinforcement
- Daily Point Sheet provides collaboration between home and school



## Daily Progress Report (DPR) –Waddell School, Eagle's Nest

Name: \_\_\_\_\_ Rating Scale Points possible \_\_\_\_\_  
 Date : \_\_\_\_\_ 2 = Great Points received \_\_\_\_\_  
 1 = Needs work % of points \_\_\_\_\_  
 0 = Try again Goal met? Yes No

| Goals: | Morning work | Reading | Math | Lunch Recess | PE/Art Music | Lang. Arts | S.S. Science | Trans. | Bus | Other | Other |
|--------|--------------|---------|------|--------------|--------------|------------|--------------|--------|-----|-------|-------|
|        |              |         |      |              |              |            |              |        |     |       |       |
|        |              |         |      |              |              |            |              |        |     |       |       |
|        |              |         |      |              |              |            |              |        |     |       |       |

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Parent Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_  
 Please sign and have your child return this form on a daily basis!

**RESPECT: Being considerate and kind and having polite regard for yourself, others, and our environment!**

## Waddell's Motto

Waddell Eagles SOAR with RESPECT



# Waddell's Family Resource Center



- The Family Resource Centers support and uplift the school-family-community partnership, by providing a broad base of educational and supportive programs.
- Our success in fulfilling our mission hinges on positive and healthy community and family relationships.
- In delivering our services, we work closely with schools, social service agencies, and our community partners.



# Components of the Family Resource Centers

## Family Engagement

*We partner with our schools, other FRCs, and community agencies to support family development. We do this by providing workshops and fun, family events.*

## Outreach

*We participate in events hosted by our community partners to bring resources and information to the public.*

## Playgroups

*We facilitate playgroups that align with the CT Early Learning Development Standards. We utilize the ASQ Developmental and Social Emotional screening tool. We accept children ages birth to 5 from their home school district.*







# Positive Youth Development

*We offer a range of recreational and educational opportunities during the before or after school hours for students in grades 4-5.*

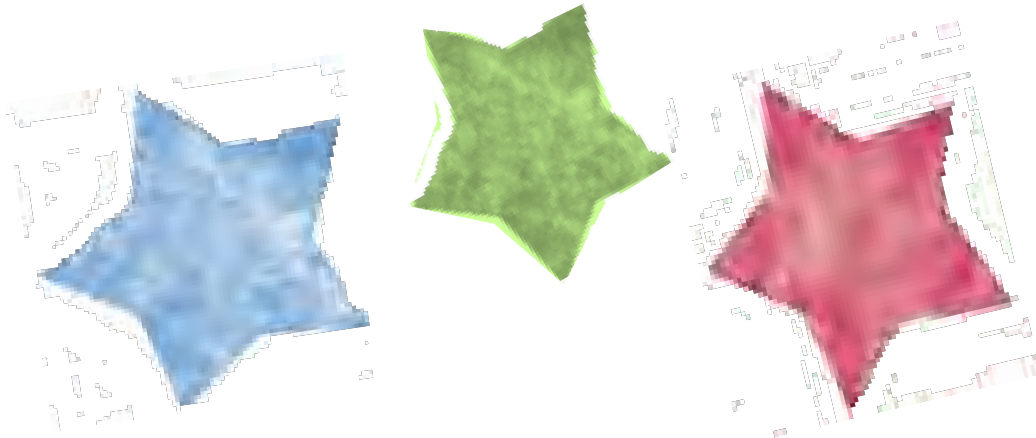
*Students are provided a chance to discuss issues that are important to them in a safe, non-biased, non-judgmental environment.*





# Resource and Referral

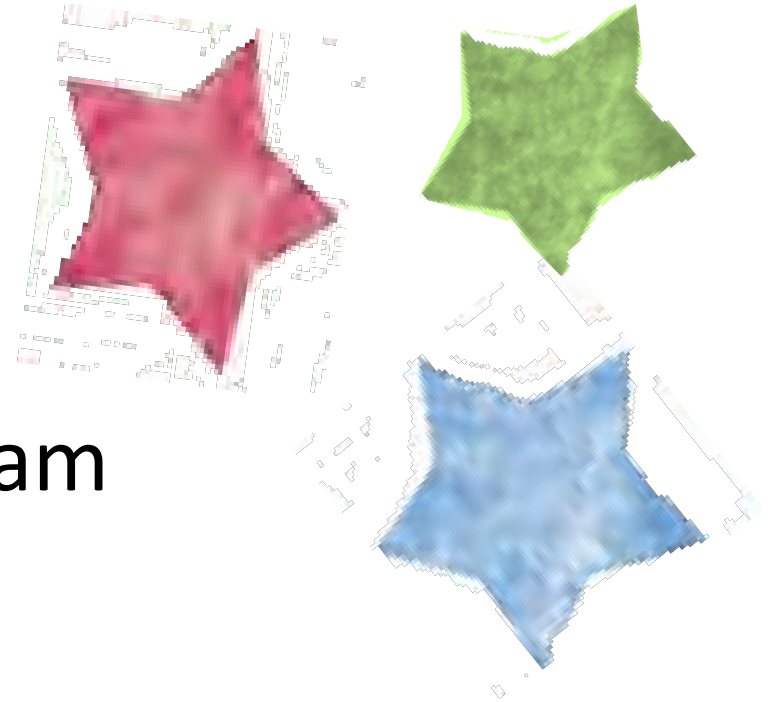
- *We are a primary resource and referral for matters pertaining to the well-being of the child, family, and school community.*
- *Weekly Lunch Groups: Grades 2- 5*
- *Kindergarten Constructive Play*
- *On –Going Collaboration with Social Worker co-facilitating groups which support our PBIS program*





# FRC Collaborations

- Town Youth Service Bureau
- 95210 - Virtual Grocery Shopping Program
- MELC- Character Education Program
- Manchester High School- Mentoring Program
- 21 Century /MELC – Family engagement
- Adult Education
- Manchester Area Conference Of Churches





## JOIN US FOR A GROCERY TOUR

Do you want to shop for healthier foods? Are food labels confusing? Would you like new ideas and recipes for your family meals?

Take a “virtual” grocery tour with a dietitian and learn what foods to buy and what to avoid; how to make sense of the food label and get new, easy recipes for your family and grocery coupons at each session to help get you started!

Where: Waddell School

When: Wednesdays, March 11 – April 1     5:30 PM – 7:30 PM

Registration is required.     Call 860-645-4816 to register

Dinner and child care provided. It is important that you attend



# Fifth Grade Leadership Training at MHS





# Husky Reach

- **Partnership with UCONN**
- **Promotes college readiness**
- **Supports Literacy**
  - Flashlight Reading Night
  - Student Athlete reader
- **Visits to UCONN**
  - Grades K-3: Field trip to UCONN campus
  - Grades 4-5: Basketball game at Gampel Pavilion





# Systems and Operations

## DIP Goal highlighted:

- Create and maintain a school improvement plan and coherent systems that support the implementation of the plan with fidelity

## Waddell SIP Related Strategies:

- Principal, parents and staff will work collaboratively on school-wide leadership teams
  - School Climate
  - School Improvement
  - School Governance
  - Active and Supportive PTA





# Waddell School: Parent Perspectives



*Welcome to...*

- Denise Curran
- Kristina Gozzo
- Tammy Mumley
- Joyce Rivera



**Creativity + Courage + Collaboration + Excellence**

# Waddell School

*Go Eagles!*





# Manchester 2010-11 Eligibility List Breakdowns

E -

**Total Count For 22 Eligibility Lists**

| Grade  | Males | Females | Total |
|--------|-------|---------|-------|
| 9th    | 134   | 105     | 239   |
| 10th   | 123   | 83      | 206   |
| 11th   | 86    | 76      | 162   |
| 12th   | 118   | 62      | 180   |
| Totals | 461   | 326     | 787   |

**Total Unique Athlete Count**

| Grade  | Males | Females | Total |
|--------|-------|---------|-------|
| 9th    | 98    | 79      | 177   |
| 10th   | 98    | 57      | 155   |
| 11th   | 65    | 49      | 114   |
| 12th   | 82    | 47      | 129   |
| Totals | 343   | 232     | 575   |

**By Team**

| Sport                     | Student-Athletes<br>On Eligibility List |
|---------------------------|-----------------------------------------|
| Football                  | 84                                      |
| Boys Outdoor Track        | 74                                      |
| Boys Soccer               | 66                                      |
| Girls Outdoor Track       | 64                                      |
| Baseball                  | 54                                      |
| Girls Soccer              | 46                                      |
| Wrestling                 | 41                                      |
| Softball                  | 41                                      |
| Boys Swimming and Diving  | 36                                      |
| Girls Volleyball          | 35                                      |
| Girls Indoor Track        | 33                                      |
| Girls Swimming and Diving | 33                                      |
| Boys Basketball           | 30                                      |
| Boys Indoor Track         | 25                                      |
| Girls Basketball          | 23                                      |
| Girls Tennis              | 23                                      |
| Boys Tennis               | 18                                      |
| Girls Cross Country       | 17                                      |
| Boys Cross Country        | 16                                      |
| Boys Ice Hockey           | 11                                      |
| Boys Golf                 | 9                                       |
| Girls Golf                | 8                                       |

# Manchester 2011-12 Eligibility List Breakdowns

**Total Count For 22 Eligibility Lists**

| Grade  | Males | Females | Total |
|--------|-------|---------|-------|
| 9th    | 145   | 97      | 242   |
| 10th   | 117   | 104     | 221   |
| 11th   | 121   | 78      | 199   |
| 12th   | 80    | 73      | 153   |
| Totals | 463   | 352     | 815   |

**Total Unique Athlete Count**

| Grade  | Males | Females | Total |
|--------|-------|---------|-------|
| 9th    | 106   | 66      | 172   |
| 10th   | 85    | 75      | 160   |
| 11th   | 82    | 52      | 134   |
| 12th   | 55    | 49      | 104   |
| Totals | 328   | 242     | 570   |

**By Team**

| Sport                     | Student-Athletes<br>On Eligibility List |
|---------------------------|-----------------------------------------|
| Girls Outdoor Track       | 79                                      |
| Boys Outdoor Track        | 73                                      |
| Football                  | 71                                      |
| Boys Soccer               | 60                                      |
| Baseball                  | 57                                      |
| Girls Soccer              | 53                                      |
| Boys Swimming and Diving  | 45                                      |
| Softball                  | 40                                      |
| Boys Indoor Track         | 39                                      |
| Girls Indoor Track        | 38                                      |
| Boys Basketball           | 36                                      |
| Girls Volleyball          | 36                                      |
| Girls Swimming and Diving | 29                                      |
| Wrestling                 | 26                                      |
| Girls Basketball          | 25                                      |
| Boys Cross Country        | 23                                      |
| Girls Tennis              | 21                                      |
| Boys Tennis               | 18                                      |
| Girls Cross Country       | 16                                      |
| Boys Golf                 | 14                                      |
| Girls Golf                | 12                                      |
| Boys Ice Hockey           | 4                                       |

## Manchester 2013-14 Eligibility List Breakdowns

**Total Count For 24 Eligibility Lists**

| Grade  | Males | Females | Total |
|--------|-------|---------|-------|
| 9th    | 118   | 151     | 269   |
| 10th   | 123   | 63      | 186   |
| 11th   | 128   | 88      | 216   |
| 12th   | 100   | 69      | 169   |
| Totals | 469   | 371     | 840   |

**Total Unique Athlete Count**

| Grade  | Males | Females | Total |
|--------|-------|---------|-------|
| 9th    | 89    | 100     | 189   |
| 10th   | 84    | 43      | 127   |
| 11th   | 91    | 61      | 152   |
| 12th   | 71    | 48      | 119   |
| Totals | 335   | 252     | 587   |

**By Team**

| Sport                     | Student-Athletes<br>On Eligibility List |
|---------------------------|-----------------------------------------|
| Football                  | 113                                     |
| Boys Outdoor Track        | 84                                      |
| Girls Outdoor Track       | 53                                      |
| Boys Soccer               | 52                                      |
| Girls Indoor Track        | 44                                      |
| Baseball                  | 43                                      |
| Girls Soccer              | 43                                      |
| Softball                  | 40                                      |
| Boys Basketball           | 36                                      |
| Cheerleading              | 35                                      |
| Boys Indoor Track         | 34                                      |
| Wrestling                 | 30                                      |
| Fall Cheerleading         | 27                                      |
| Girls Basketball          | 27                                      |
| Boys Swimming and Diving  | 26                                      |
| Girls Swimming and Diving | 25                                      |
| Girls Tennis              | 24                                      |
| Girls Volleyball          | 23                                      |
| Boys Cross Country        | 21                                      |
| Girls Golf                | 16                                      |
| Boys Golf                 | 15                                      |
| Girls Cross Country       | 14                                      |
| Boys Tennis               | 10                                      |
| Boys Ice Hockey           | 5                                       |



# Manchester 2014-15 Eligibility List Breakdowns

| Total Count For 23 Eligibility Lists |       |         |       | By Team                   |                                         |
|--------------------------------------|-------|---------|-------|---------------------------|-----------------------------------------|
| Grade                                | Males | Females | Total | Sport                     | Student-Athletes<br>On Eligibility List |
| 9th                                  | 162   | 88      | 250   | Boys Outdoor Track        | 96                                      |
| 10th                                 | 80    | 126     | 206   | Football                  | 73                                      |
| 11th                                 | 106   | 57      | 163   | Girls Outdoor Track       | 61                                      |
| 12th                                 | 106   | 70      | 176   | Boys Soccer               | 56                                      |
| Totals                               | 454   | 341     | 795   | Baseball                  | 50                                      |
|                                      |       |         |       | Girls Soccer              | 44                                      |
|                                      |       |         |       | Boys Indoor Track         | 43                                      |
|                                      |       |         |       | Boys Basketball           | 38                                      |
|                                      |       |         |       | Softball                  | 36                                      |
|                                      |       |         |       | Girls Volleyball          | 35                                      |
|                                      |       |         |       | Girls Indoor Track        | 33                                      |
|                                      |       |         |       | Girls Swimming and Diving | 26                                      |
|                                      |       |         |       | Girls Tennis              | 26                                      |
|                                      |       |         |       | Wrestling                 | 25                                      |
|                                      |       |         |       | Cheerleading              | 25                                      |
|                                      |       |         |       | Girls Basketball          | 22                                      |
|                                      |       |         |       | Boys Cross Country        | 21                                      |
|                                      |       |         |       | Girls Cross Country       | 19                                      |
|                                      |       |         |       | Boys Tennis               | 18                                      |
|                                      |       |         |       | Boys Swimming and Diving  | 17                                      |
|                                      |       |         |       | Girls Golf                | 15                                      |
|                                      |       |         |       | Boys Golf                 | 13                                      |
|                                      |       |         |       | Boys Ice Hockey           | 3                                       |

**Total Unique Athlete Count**

| Grade  | Males | Females | Total |
|--------|-------|---------|-------|
| 9th    | 116   | 60      | 176   |
| 10th   | 57    | 88      | 145   |
| 11th   | 66    | 42      | 108   |
| 12th   | 77    | 51      | 128   |
| Totals | 316   | 241     | 557   |

## May 11<sup>th</sup> BOE Talking Points

- Four year participation rates – (attachment)
- Current coaches

22 Head coaches

34 Assistant coaches

22 Varsity sports

8 Sub varsity sports

8 freshman sports

- Facilities update / Gymnasium floor
- Conference realignment – (attachment)
- Recruiting Realities – October 2<sup>nd</sup>
- College athletes
- Student Surveys
- Fundraising Opportunities
  - Golf tournament (attachment)
  - Field signs
- Links
  - [Manchesterathletics.org](http://Manchesterathletics.org)
  - [Casciac.org](http://Casciac.org)

**CENTRAL CONNECTICUT CONFERENCE  
2015-2016 DIVISIONS**

**FOR MOST SPORTS Three (3) Regions – North, Central, South with two (2) divisions in each region – Blue and White ( B/G Soccer, B/G X-C, G. VBall, B/G Basketball, Softball, Baseball, B/G Outdoor Track, G. Tennis, B. Tennis, B. Golf):**  
***Note: B. Tennis – none at Bloomfield or Weaver, HPHS & Bulkeley are a co-op team***

***B. Golf – none at Weaver, HPHS & Bulkely are a co-op team***

**Divisional Champs determined by all games within the division**

**North Region**

**Blue Division:** East Catholic, East Hartford, Hartford Public, South Windsor, Manchester

**White Division:** Bloomfield, EO Smith, Fermi, RHAM, Rockville, Tolland

**Central Region**

**Blue Division:** Conard, Hall, Glastonbury, Simsbury, Southington

**White Division:** Avon, Bulkeley, Farmington, Northwest Catholic, Weaver, Windsor

**South Region**

**Blue Division:** Bristol Central, Bristol Eastern, New Britain, Newington, Wethersfield

**White Division:** Berlin, Maloney, Middletown, Plainville, Platt, Rocky Hill

**FIELD HOCKEY:**

**North Region** – East Catholic, E.O. Smith, Fermi, Maloney, Southington, South Windsor, Wethersfield, Windsor

**South Region** – Avon, Conard, Farmington, Glastonbury, Hall, Newington, Northwest Catholic, Simsbury

**FOOTBALL:**

**Division I – East** – Bulkeley/Weaver/HMTCA, Glastonbury, Hartford Public, Manchester, East Hartford

**Division I – West** – Southington, Simsbury, Hall, Conard, New Britain

**Division II - East** – Farmington, RHAM, South Windsor, Middletown, Windsor, EO Smith

**Division II - West** – Newington, Wethersfield, Platt, Maloney, Bristol Eastern, Bristol Central

**Division III – East** – Avon, Berlin, Fermi, Rocky Hill, Rockville, Tolland

**Division III – West** – Bloomfield, NWC, East Catholic, Plainville, Rocky Hill

**GIRLS SWIMMING & DIVING:**



### **North Region**

Blue Division: Fermi, HPHS/Bulkeley, Rocky Hill, Wethersfield, Windsor

White Division: East Catholic, East Hartford, E.O. Smith, Glastonbury, South Windsor, Manchester

### **South Region**

Blue Division: Bristol Central, Bristol Eastern, Maloney/Platt, Middletown, Plainville

White Division: Berlin, Conard, Farmington, Hall, Newington, Southington

### **BOYS ICE HOCKEY:**

**North Region** – Conard, East Catholic, Glastonbury, Northwest Catholic, Simsbury, South Windsor

**South Region** – E.O. Smith/Tolland/Windham, Hall/Southington, Newington/Berlin/Manchester/Middletown, Wethersfield, Rockville/Bolton/Coventry/Lyman Memorial/RHAM, Fermi, Farmington/Avon/Windsor

### **BOYS SWIMMING & DIVING:**

#### **North Region**

Blue Division: East Hartford, East Catholic, Glastonbury, Manchester, South Windsor, Windsor

White Division: HPHS, Newington, Rocky Hill, EO Smith/Tolland, Wethersfield, Avon

#### **South Region**

Blue Division: Berlin, Bristol, Bulkeley, Middletown, Plainville, Platt/Maloney.

White Division: Conard, Farmington, Hall, Northwest Catholic, Simsbury, Southington.

### **GYMNASTICS: (One Division)**

D1: Southington, Glastonbury, Conard, Farmington, Wethersfield, RHAM and Hall

### **BOYS LACROSSE:**

**Central:** Avon, Conard, Hall, Glastonbury, Simsbury, Southington

**North:** Farmington, Newington, Northwest Catholic, RHAM, South Windsor, East Catholic

**South:** Berlin, Bristol Central, Bristol Eastern, Rockville, Rocky Hill, Tolland, Windsor

### **GIRLS LACROSSE:**

**North Region:** Avon, Conard, Farmington, Glastonbury, Hall, Southington, South Windsor, Simsbury

**South Region:** Berlin, Bristol, East Catholic, Newington, NWC, RHAM, Rocky Hill, Tolland, Windsor

### **BOYS VOLLEYBALL:**

**North Region:** Bloomfield, East Hartford, Fermi, Rockville, South Windsor

**Central Region:** Bulkeley/HPHS, Glastonbury, Maloney, Newington, Southington

**South Region:** Conard, Farmington, Hall, Simsbury, Wethersfield

**GIRLS GOLF:**

**North Region:** East Catholic, East Hartford, Glastonbury, Manchester, Wethersfield

**Central Region:** Avon, Conard, Farmington, Hall, Northwest Catholic, Simsbury

**South Region:** Berlin, Middletown, New Britain, Newington, Plainville

**WRESTLING:**

**North Region** – Avon, East Catholic, East Hartford, Glastonbury, Manchester, Wethersfield, and South Windsor

**East Region** – E.O. Smith, Fermi, RHAM, Rockville, Rocky Hill and Windsor

**West Region** – Conard, Farmington, Hall, New Britain, Newington, Simsbury and Southington

**South Region** – Berlin, Bristol Central, Bristol Eastern, Maloney, Middletown, Plainville and Platt

**Updated: 4/14/15**

**JULY 2<sup>nd</sup> 2015**

**2<sup>ND</sup> Annual MHS  
GOLF OUTING**

**at Manchester Country Club**  
305 South Main Street  
Manchester, CT

all proceeds to benefit  
**Manchester High School  
Athletics**



**REGISTRATION**

**\$135 per golfer**

Registration & lunch start at 11:00 am

Register online at:

<http://goo.gl/forms/fpHNOvifv0>

Check the box next to the Sponsor Package  
that interests you

Please make check payable to:  
Manchester High School

Mail this form, check and business card to:  
Manchester Athletics  
134 Middle Turnpike East  
Manchester, CT 06040

**SHOTGUN STARTS PROMPTLY AT 1PM**

\*Scamble Format

\*18 holes, Golf Cart

\*Raffle Prizes

\*Welcome Gift

\*Team & Individual Prizes

Registration is due by June 19th 2015  
for further information please contact

Mr. Lindsey Boutilier AD

860.647.3521 x5

**Team Participants**

Player Name \_\_\_\_\_  
#1 Phone # \_\_\_\_\_

Player Name \_\_\_\_\_  
#2 Phone # \_\_\_\_\_

Player Name \_\_\_\_\_  
#3 Phone # \_\_\_\_\_

Player Name \_\_\_\_\_  
#4 Phone # \_\_\_\_\_

**RED TITLE  
SPONSOR**

Hole sponsorship  
& entry fee  
for 4 players

**\$650**

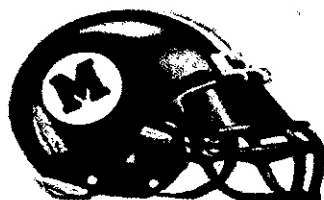
**WHITE  
SPONSOR**

Entry fee for  
4 players

**\$525**

**HOLE  
SPONSORSHIP**

**\$125**



Contact Name: \_\_\_\_\_ Email: \_\_\_\_\_

Business Name: \_\_\_\_\_ Cell # \_\_\_\_\_

Business Address: \_\_\_\_\_ Phone # \_\_\_\_\_

☐

Please Check box if you are donating a raffle prize. Please provide a description below:

\_\_\_\_\_  
\_\_\_\_\_



## STUDENTS

## ELECTRONIC COMMUNICATION DEVICE

5131.81

The Board of Education supports the use of mobile and personal electronic devices while at school, and school sponsored activities as learning tools intended to support instruction and as a means of communication under circumstances approved by the school administration. Electronic communication devices such as smart phones, e-book readers, tablets, laptops as well as any new technology developed with similar capabilities should be an integral part of the educational process. The Board encourages their appropriate use in the classroom or other school settings.

Use of mobile and personal electronic devices must not disrupt the classroom, harass, or harm others, or compromise law, order, and safety. The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images including recording someone covertly at a time when that person can reasonably expect that no recording is taking place whether by electronic data transfer or other means, including but not limited to texting and e-mailing. This prohibition applies to students, employees, volunteers, or any other person on school property or at a school-sponsored activity.

“Recording” for purposes of this policy includes audio recording and recording of video, still images, or other types of images. Violation of this policy may result in disciplinary action in accordance with the Code of Conduct for students or disciplinary action for employees, including suspension or termination.

Possession of electronic communication devices by students is a privilege that may be forfeited by any student who fails to abide by this policy; or otherwise misuses this privilege. Failure to abide by this policy or other misuse of this privilege shall result in confiscation of the electronic communication device and may result in further disciplinary action.

The student who possesses an electronic communication device is responsible for its care. The Board is not responsible for preventing theft, loss, damage, or vandalism to electronic communication devices brought onto its property. In addition, school staff may confiscate an electronic communication device brought to school or to a school sponsored activity based on a reasonable belief the student has used the device in a manner that violates this policy, any other school policy or state or federal law.

The Superintendent or his/her designee will establish guidelines and procedures for responsible use of mobile and personal electronic devices aimed at promoting an optimal learning environment.

Legal Reference: Connecticut General Statutes  
10-233j Student possession and use of telecommunications devices

Policy adopted: January 11, 2010  
Revised,

## ELECTRONIC COMMUNICATION DEVICE ADMINISTRATIVE GUIDELINES

## I. Definitions

- A. **Electronic communication device** means any device designed to receive and/or send an electronic signal including but not limited to smart phones, e-book readers, tablets, laptops as well as any new technology developed with similar capabilities

## II. Student use of electronic communication devices

- A. Electronic communication devices may be used to support instruction or as a means of communication in classrooms when approved by the classroom teacher or in other school settings when approved by the school administration
- B. The use of electronic communication devices that contain cameras is prohibited, at all times, in locker rooms, bathrooms and/or locations in which images may violate privacy.
- C. Students may not use electronic communication devices on school property or at a school-sponsored activity to access and/or view Internet websites that are otherwise blocked to students at school or take part in any activity prohibited by the district's Technology Acceptable Use Policy.
- D. Possession of electronic communication devices by students is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege. Failure to abide by the terms of this policy or otherwise engage in misuse of this privilege shall result in confiscation of the electronic communication device and may result in further disciplinary action as outlined in the Code of Conduct.
- E. Electronic communication devices shall not be used in a manner that disrupts the educational environment, including sending or receiving personal messages, data, or information that would contribute to or constitute cheating on tests or examinations; violate the confidentiality or privacy rights of another individual; constitute bullying, or otherwise violate student conduct rules. In such cases, disciplinary action may be taken.

## III. Confiscation of electronic communication devices

- A. If a student is found to be using an electronic communication device in violation of district rules, the staff member will ask the student to turn off the device and hand it to them. Students who do not comply will be immediately escorted to the office for disciplinary action.
- B. The staff member who confiscates the electronic communication device will not turn it on or view its contents.
- C. The electronic communication device will be immediately transported to the office and given to the principal or the principal's designee

- D. The principal or the principal's designee may turn-on and examine the contents of the electronic communication device only under the following conditions:
  - 1. The principal or the principal's designee first determines there are reasonable grounds to suspect that such an examination will reveal evidence that the student has violated or is violating either the law or the rules of the school.
  - 2. A second staff member is present as a witness when the principal or the principal's designee examines the contents of the electronic communication device.
  - 3. The principal or the principal's designee will document the relevant contents of the electronic communication device only if the examination reveals evidence the student has violated or is violating either the law or the rules of the school.
- E. The principal or the principal's designee may refer the matter and turn the electronic communication device over to law enforcement upon reasonable suspicion that the device provides evidence of illegal activity.
- F. The principal or the principal's designee may take disciplinary action and / or require the student's parent or legal guardian to come to the school's main office during normal office hours to retrieve the electronic communication device.

Legal Reference: Connecticut General Statutes  
10-233j Student possession and use of telecommunications devices