

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
TUESDAY, MAY 26, 2015

C & I Committee Mtg.
Board Of Education Mtg.

5:30 P.M. - Director's Room
7:00 P.M. – Lincoln Ctr.

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Approval of Board of Education Minutes – May 11, 2015 A – 3

B. CONSENT CALENDAR

- 1) Personnel Information B – 1
- 2) Transfer of Funds B – 2
- 3) Extended Field Trip Request – MHS Activities Planning Board – Stonehill College, Easton, MA - 2015 Student Leadership Conference – 8 to 10 students – Chaperones and Teachers - July 14, 2015 – July 17, 2015 B – 3
- 4) Extended Field Trip Request – MHS Euro Trip - World Language – Paris and Madrid – 30 Students – 3 Teachers – June 7, 2017 – June 16, 2017 B – 4

C. COMMITTEE REPORTS

- 1) Personnel & Finance Committee Minutes – May 6, 2015 C – 1
- 2) Policy Committee Meeting Minutes – May 11, 2015 C – 2

D. PUBLIC COMMENTS (any item before the board)

E. SUPERINTENDENT'S REPORT

- 1) Update on Humanities – Mrs. Diane Sheehan-Burns, Director of Teaching & Learning, Humanities E – 1
- 2) Update on Adult Education – Dr. Diane Kearney, Adult Education Coordinator E – 2

F. UNFINISHED BUSINESS –

1) Policies Revisions

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

- a) Policy 5131-81 Electronic Communication F – 1

G. NEW BUSINESS -

- 1) 2015-2016 Board of Education Meeting Dates G – 1

Recommended Motion: Move to adopt the Regular Board of Education Meeting and budget workshop meeting dates for 2014-15.

2) Policies Revisions

G – 2

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

a. Promotion, Retention, Acceleration, #5120

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

I. COMMUNICATIONS

1) Student Representatives – Ms. Lori Fogg and Ms. Shania Stanton

J. ITEMS FOR FUTURE AGENDAS

K. ADJOURNMENT

Welcome to the Manchester Board of Education meeting. Observers are always welcome. The following instructions are to assist those who wish to speak during the Public Comment session(s):

- 1) Print your name and address on the sign-in sheet at the podium for accurate record keeping.*
- 2) State your name and address for the record. Students state name only.*
- 3) First Session: Three minute time limit for any item that may come before the Board. Listen for the bell.*
- 4) Second Session: Comments must be limited to items on the Board's agenda for this meeting. The Board Chair has the discretion to limit comment time.*
- 5) Written statements may be substituted for Board members if time runs out for speaker.*
- 6) Immediate replies to questions/concerns should not be expected (Board Chair/Superintendent's discretion).*
- 7) Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language. Board of Education Policy #1220.*

PERSONNEL ACTION**APPOINTMENTS**

Kathryn Cafazzo to be a District-wide Speech and Language Pathologist. Ms. Cafazzo received a Master of Arts in Speech Language Pathology degree at University of Connecticut. Ms. Cafazzo resides in Manchester. It is recommended that her appointment be approved effective August 24, 2015 (MA+30/Step 5, \$57,130).

Susan Kohanski to be an Orchestra teacher at Manchester High School. Ms. Kohanski received a Master of Music in Early Music Performance degree at New England Conservatory of Music. Ms. Kohanski resides in Rocky Hill. It is recommended that her appointment be approved effective August 24, 2015 (MA/Step 13, \$81,475).

RESIGNATIONS

Beverly Brooks, Vocational Education teacher at Manchester Regional Academy has submitted a letter of resignation for retirement purposes effective the end of business on June 30, 2015. Ms. Brooks has been with Manchester Public Schools since November 24, 1997. It is recommended her request be approved.

Rachel Pelchat, District-wide Elementary Music teacher has submitted a letter for resignation for personal reasons effective the end of business on June 30, 2015. Ms. Pelchat has been with Manchester Public Schools since August 25, 2014. It is recommended her request be approved.

Julie Steffenson, Grade 3 teacher at Washington Elementary School has submitted a letter of resignation for personal reasons effective the end of business on June 30, 2015. Ms. Steffenson has been with Manchester Public Schools since November 14, 2011. It is recommended 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 26, 2015

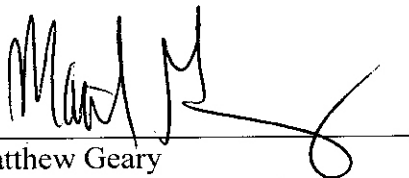
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2014-2015 Budget.

Discussion/Analysis: Transfer from Martin Admin General Supplies & Materials account to Martin Art Contracted Services account. A total transfer of \$100 is being requested.

Financial Impact: None

Other Board/Commission Action: None

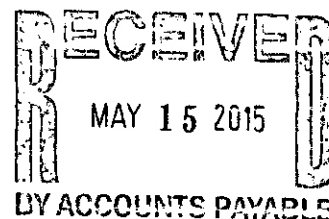
Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2014-2015 Budget.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
May 14, 2015

5-5/18/15
cl

Manchester Public Schools
Manchester, Connecticut



To: Accounting Department

School: Martin

Date: 5/19/15

Principal's Sign: [Signature]

Date of Approval: 5/19/15

JUSTIFICATION (Required Field):

Add'l. funds needed to pay stipend owed to the H.O.T. school site coordinator.

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

DECREASE In whole dollars only:

\$ <u>100.00</u>	Account # <u>423-16-240-5610</u>	Description: <u>Admin. Gen'l. Office</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

\$ 100.00 TOTAL DECREASE

INCREASE In whole dollars only:

\$ <u>100.00</u>	Account # <u>104-16-100-5430</u>	Description: <u>Cont. Svcs.</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

\$ 100.00 TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes ☒ No ☐

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____

MANCHESTER PUBLIC SCHOOLS
45 North School Street
Manchester, CT 06040

EXTENDED FIELD TRIP REQUEST FORM

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

Name of School: Manchester High School **Date of Request:** May 11, 2015

Name of Club or Activity: Activities Planning Board

Trip to: Stonehill College **Purpose:** 2015 Student Leadership Conference

Number of students participating: 8-10 **From:** 07/14/15 **To:** 07/17/15

Number of school days missed: 0

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

a. Richard Blade b. _____

c. _____ d. _____

e. _____ f. _____

g. _____ h. _____

Others: _____

CT ASSOC. of Schools provides
Additional chaperones

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

Are fund-raising activities planned? ☐ Yes ☒ No If so, describe: _____

How will funds be allocated to students participating?* _____

Lodging: ☐ Hotel/Motel ☐ Camp ☐ Private Home

If known, give specifics of room assignments: college dorm

Cost per teacher and/or chaperone: \$250.00 (Chaperones may need to provide some of their own expenses if the field trip fund is not adequate.)

Total cost per student: \$250.00 (Money from fund-raising activities is deposited into an account for the designated field trip in order to offset student costs. However, students may still be responsible for a portion of the cost.*)

Cost per student after fund-raising: \$ _____

Financial Assistance is
Available

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

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

Name of teacher making request:

Signature: Lynn Wabble Typed: Lynn Wabble

(PLEASE PRINT TO OBTAIN REQUIRED SIGNATURES BELOW)

Approved by Department Chair at secondary level:

Signature: _____ Date: _____

Approved by Principal:

Signature: [Signature] Date: 5/11/15

Approved by Superintendent or designee:

Signature: [Signature] Date: 5/15/15

Attachments: Quotations
Itinerary

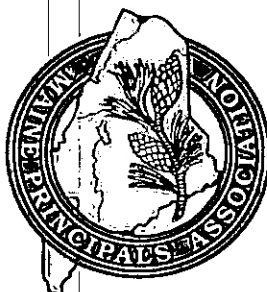
*Every effort should be made to allow all eligible students to participate regardless of financial situation.

★ NEW ENGLAND ★ 2015 STUDENT LEADERSHIP CONFERENCE

STUDENT DELEGATE INFORMATION

July 14-17, 2015

Stonehill College - Easton, MA



Sponsored by the NFHS Section 1 State Associations

MANCHESTER PUBLIC SCHOOLS
45 North School Street
Manchester, CT 06040

EXTENDED FIELD TRIP REQUEST FORM

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

Name of School: MHS Date of Request: May 7, 2015

Name of Club or Activity: Eurotrip

Trip to: Paris ~~Madrid~~ Purpose: practice W.L. skills

Number of students participating: 30 From: 04/07/2017 To: 04/14/2017

Number of school days missed: 1

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

a. _____	b. _____	a. Jenna Biondino
c. _____	d. _____	b. Isabelle Jayawickrama
e. _____	f. _____	c. Baileys Irizarry
g. _____	h. _____	

Others: _____

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

Are fund-raising activities planned? ☒ Yes ☐ No If so, describe: T.B.D.

How will funds be allocated to students participating? equally.

Lodging: ☒ Hotel/Motel ☐ Camp ☐ Private Home

If known, give specifics of room assignments: 3 students per room max.

Cost per teacher and/or chaperone: \$ 0 (Chaperones may need to provide some of their own expenses if the field trip fund is not adequate.)

Total cost per student: \$ 3.020 (Money from fund-raising activities is deposited into an account for the designated field trip in order to offset student costs. However, students may still be responsible for a portion of the cost. *)

Cost per student after fund-raising: \$ T.B.D.

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

a. _____ b. _____
c. _____ d. _____
① Prometour. # 3,020
② Explorica # 2,986
③ E.F. # 3,594

Name of teacher making request:

Signature: Jena Biondino

Typed: Jena Biondino

(PLEASE PRINT TO OBTAIN REQUIRED SIGNATURES BELOW)

Approved by Department Chair at secondary level:

Signature: Rosemary Stone

Date: 5/8/15

Approved by Principal:

Signature: Julie Kuj

Date: 5/11/15

Approved by Superintendent or designee:

Signature: [Signature]

Date: 5/15/15

Attachments: Quotations
Itinerary

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

YOUR ITINERARY

PROMÉTOUR

a class of its own



USA: 1-800-304-9446

CAN: 1-800-657-7754

INFO@PROMETOUR.COM

PARIS & MADRID

8 DAYS / 6 NIGHTS

TRAVEL DATES: APRIL 7 – 14, 2017

USA: 1-800-304-9446

CAN: 1-800-657-7754

INFO@PROMETOUR.COM

**Manchester Board of Education
Personnel & Finance Committee
May 6, 2015**

Attendees: Neal Leon, Deb Hagenow, Pat Brooks

The Committee entered into Executive Session to discuss contract negotiations. At 5:45 p.m., the Committee returned to open session.

The next meeting will be June 17, 2015, at 5:30 p.m., in the Central Office Board Room.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Patricia F. Brooks". The signature is written in a cursive, flowing style.

Patricia F. Brooks
Assistant to the Superintendent
Finance and Management

Manchester Public Schools
Board of Education
Policy Committee
Minutes
Monday, May 11, 2015
Waddell Elementary School
5:30 PM

Members Present: Maria Cruz, Deb Hagenow
Others Present: Matt Geary, Superintendent of Schools

Absent: Mary-Jane Pazda and Carl Stafford

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

1. The committee reviewed the revised Promotion and Retention Policy and will send it for the full Board of Education for consideration.

The meeting adjourned at 5:50 P.M.

Next Meeting Date: Monday, June 22, 2015 at 5:30 PM in the Director's Room at Lincoln Center

Submitted by:
Matt Geary, Superintendent of Schools

Curriculum Units for Literacy & Humanities

Presented by
Diane Sheehan-Burns, Director
Teaching & Learning, Humanities K-12
April 27, 2015

Humanities

- Delivery of curriculum that is authentic and in context
- Sharing the responsibility of grammar, writing and reading through interdisciplinary practices
- Curriculum provides students choices in their work
- Integrates reading, writing and grammar in cores, specials and electives

Writing Across the Curriculum

- Workshop Model
- Common Rubrics based on 6 + 1 Traits
- Research Papers
- Essays

Reading Across Curriculum Exposure To:

- Literature across the globe
- Journals
- Print Media
- Critical Analysis
- Reading Methods

Understanding by Design

Curriculum Framework

- **Stage 1 *Desired Results***

- Goals
- Understandings- Big Ideas
- Essential Questions
- Knowledge & Skills

- **Stage 2 *Evidence***

- Performance Tasks
- Formative Assessments

- **Stage 3 *Learning Plan***

- Outline of learning experiences from which the lesson plans are developed

Overview of Curriculum Units Written

- Approximately 103 units which include;
 - K-8 Literacy
 - 7-8 Social Studies
 - 7-8 ELA
 - 9-12 English
 - 9-12 Social Studies



ELA Scope and Sequence

(SS & Science Content)

K-5

Sample

Grade	Reading	Writing	Science	Social Studies
Kindergarten	Unit 1 Building A Community of Readers Unit 2 Elements of Fiction Unit 3 Ready to Retell Unit 4 Elements of Non fiction Unit 5 Forming Opinions	Unit 1 Building A Community of Writers Unit 2 & 3 Launching Writer's Workshop; Pictures & Words tell a Story Unit 4 Writing to Inform Unit 5 Writing to Persuade	Unit 1 What is Matter? Unit 2 How Weather Affects Us Unit 3 Living & Non Living Things	Theme Me & My Community: Home, Class, School and Town

Where to go from here?

Example

K-5 ELA Curriculum Phase 2

Layer 1

- How do we look at units holistically? (how are they different ie: genre, rigor)
- Who (grade level) will be doing what in each unit? (ex. Fairy Tales, Folk Tales, Poems, etc.)
- What could be developed (performance task wise) for each unit?

Layer 2

- What is it that we are asking kids to do? (Explicit vs implicit teaching).

Layer 3

- Creating Lessons

Considerations:

- Do we want a committee to create lessons next year?
- Support intentional lesson planning with Lit Life Consultant
- PD for greater district to build capacity for teacher to then create lesson plans to be warehoused in curriculum connector.
- Identify mentor texts for each of the units and confirm that all buildings have these resources to teach reading.
- How do we angle PD for next year? (Keep the environment, small group and independent but also consider assessment-how is it used for grouping? Define independent reading and behaviors --do we promote stamina and choice?)
- Complete Instructional Handbook

Connecticut Elementary and Secondary Social Studies Frameworks

adopted February 2015

- Frameworks are designed to assist curriculum writers as they revise the Social Studies curriculum
- Work was guided by the *College, career, and civic Life (C3) Framework for SS State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* and directly link to the CT Core Standards
- C3 framework (*introduced in 2013*) is aligned to the Common Core State Standards (CCSS) and states four major disciplines in Social Studies-civics, economics, geography, and history-and that links to all four disciplines should be found in all social studies courses

Grade 8 Scores Increase in U.S. History and Civics Since First Assessment Year

Summary of the Assessment Results

- In 2014, NAEP measured the knowledge of the nation's eighth-graders in U.S. history, geography, and civics. The chart below summarizes the changes in student performance overall and by specific demographic groups compared to the first assessment year under the current frameworks, and 2010, the last year these subjects were administered before the current assessment.
- Compared to 1994, which was the first assessment year, overall scores have increased in U.S. history and civics.
- There have been no changes in the overall scores in any of the three subjects from 2010.
- Across all three subjects, scores have increased since the first assessment year for White and Hispanic students.
- The scores for Black students increased in U.S. history and geography from the first assessment year.
- Change in average scores and score gaps for eighth-grade students assessed in NAEP U.S. history, geography, and civics, by selected student groups: Various years, 1994–2014

2012 NAEP Economics Assessment

- The 2012 NAEP economics assessment measured twelfth-graders' understanding of how economies and markets work, the benefits and costs of economics interaction and interdependence, and the choices people make regarding limited resources. The 2012 administration is the second time that economics has been assessed; the subject was first assessed in 2006.
- There was no significant change in the overall average economics score of twelfth-grade students from 2006 to 2012.

Disciplinary Concepts & Tools

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Spatial Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture	Perspectives
Processes, Rules, and Laws	The National Economy	Human Population: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

Six Guiding Principles of the C3 Framework

- Social Studies prepares the nation's young people for success in college and career, as well as informed, engaged participation in civic life.
- Inquiry is at the heart of Social Studies instruction.
- Social Studies involves interdisciplinary instruction and benefits from interaction with and integration of the arts and humanities.
- Social Studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Teachers emphasize skills and practices that prepare students for informed and engaged participation in civic life.
- Social Studies education has direct and explicit connections to the CCSS for English/language arts and literacy in history/social studies.
- C3 framework informs the process by which states and districts develop social studies standards.

Social Studies Scope and Sequence

Grades 6-12

Facilitated by Heather Banas, MHS Instructional Coach, Humanities

- Grade 6 World Regional Studies
- Grade 7 World Regional Studies
- Grade 8 Early American History
- Grade 9 Roots of Civilization
- Grade 10 Modern World History
- Grade 11 Modern US History
- Grade 12 Civics requirement and electives offered

Common Instructional Goals for MPS Social Studies Courses 2015-2016

- **Goal # 1: Alignment to Common Core State Standards and the C3 State Social Studies Framework: Improving literacy in the Social Studies**
 - **Writing:** Students grades 6-11 will write three DBQ (document based question) essays per year. Between 6th grade and 11th grade, DBQs should reflect greater text complexity.
 - **Reading:** Teach students strategies for reading primary and secondary sources using a variety of methods. Model close reading and teach annotation skills.
 - **Content:** Teach units using the 4 C3 Framework lenses: History, Economics, Civics, and Geography

Common Instructional Goals for MPS Social Studies Courses 2015-2016

- **Goal #2: Critical Thinking and Creativity**
 - Vary instructional strategies to engage students in frequent debate and discussion of content
 - Refer to Webb's Depth of Knowledge and Bloom's revised Taxonomy to include rigor in question stems
 - Engage students in inquiry based learning, have students investigate sources to make claims and defend thinking
 - Teach students media literacy and research skills

Common Instructional Goals for MPS Social Studies Courses 2015-2016

- **Goal # 3: Collaboration**

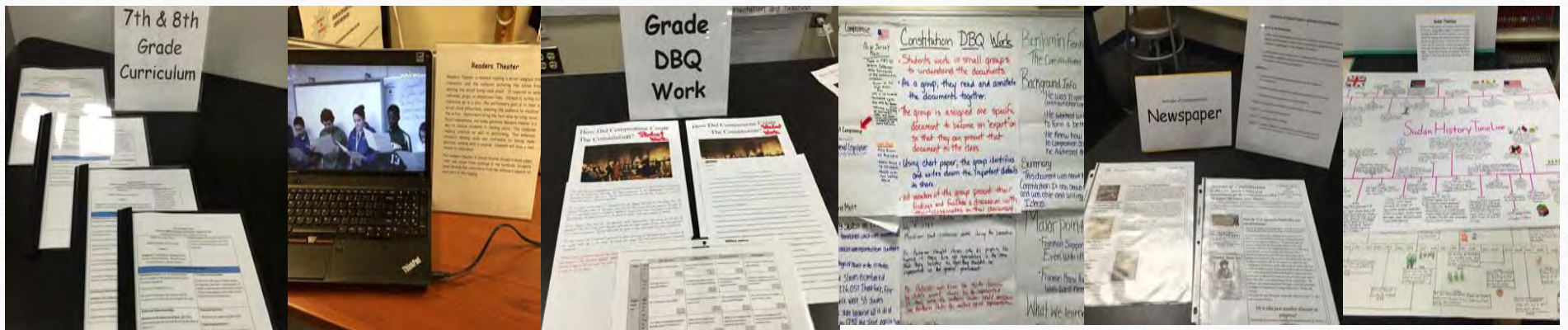
- Engage in student centered learning
- Flexible grouping models

- **Goal # 4; Making Connections**

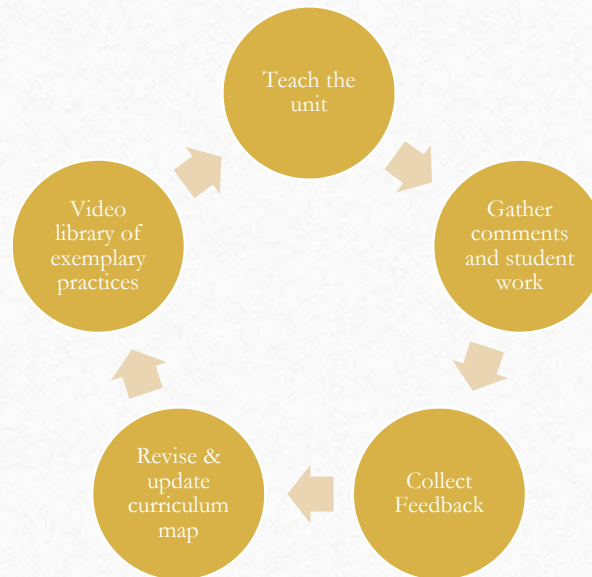
- Connect unit content to current events
- Create interdisciplinary connections at elementary and middle school levels

Illing Middle School 1st Annual Social Studies Gallery Walk

May 18, 2015



Review



Questions session

Questions

10000

Questions session

Questions

10000

Questions session

Questions

10000

1. ABE – Daytime
2. ABE –Evening
3. Adult High School Credit Diploma Program – 18 Evening Courses
4. Citizenship - Evening
5. Continuing Education – Daytime; Evening; Saturday; Sunday
6. ESL - Daytime Beginner & Intermediate
7. ESL - Daytime Advanced
8. ESL - Evening Beginner
9. ESL - Evening Intermediate
10. ESL - Evening Advanced
11. GED – Daytime
12. GED – Evening
13. National External Diploma Program – Daytime and Evening
14. OdysseyWare - Daytime and Evening
15. REACT – Firehouse Daytime Math Blast
16. REACT – MHS Evening
17. REACT – Firehouse Daytime English Boot Camp
18. REACT – Vernon Evening; Saturdays
19. REACT 1 – Firehouse Daytime Section 1
20. REACT 2 – Firehouse Daytime Section 2

Re-Tooling Manchester

Adult & Continuing Education



May 7, 2015

Advisory Committee

Computer-Based Technology



- CASAS e-Testing to assess academic skills
- Accuplacer, Pearson VUE GED, and NCRC certified testing center
- Remedial software to create individualized learning pathways
- Blended learning strategies that employ hybrid online courses
- Online, supervised, courses
- Career pathway development via software that analyzes the student's career interest profile

Certification Preparation



- Microsoft Office Specialist
- Digital Literacy
- A+ Computer Technician
- Computer Aided Drafting
- Manufacturing
- KeyTrain – workplace skills preparation for the National Career Readiness Certificate (NCRC) exam

Support Services



- School counselors and social workers
- Tutors who provide students with content specific assistance
- Partnerships with business and industry, post-secondary institutions and employment services
- On site, certified placement and certificate granting testing facilities

Rebuilding basic skills

Teaching academic skills

Developing workforce skills



- Bachelor's Degree or higher annual income of \$69,387
- No High School Diploma annual income 20,936
- Between 2010 and 2020, jobs requiring a Master's will increase by 22% (US News)

Manchester Adult Education Demographics

- 24% Black/African American, 32% Hispanic/Latino, 24% White
- 62% of students enter below secondary level in reading and 98% enter below secondary level in math
- 67% unemployed (nationally, 41% of HS dropouts are unemployed), 8% on public assistance
- 10.8% of adults over age 18 do not have a High School Diploma and 2.6% do not speak English well in Manchester



Three students received awards at VOCAL's 6th Annual Greater Hartford STARS (Student/ Teacher Achievement Recognition Salute) ceremony in Hartford on Thursday, April 9, 2015.

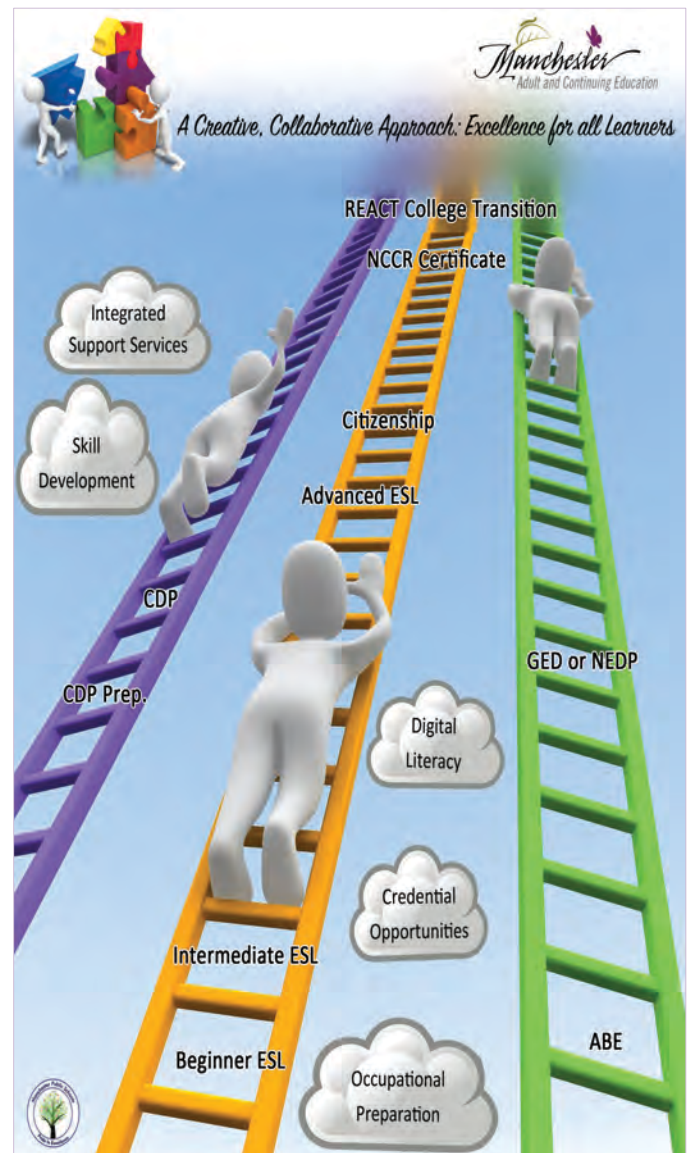


Current Programming: (all aligned to Trimesters)



1. ABE-Daytime-CT Works
2. ABE-Evening-MHS
3. Adult High School Diploma Program-32 Evening Courses-MHS
4. Citizenship-Evening-MHS
5. Continuing Education-Daytime; Evening; Saturday; Sunday (25-55 Classes)
6. ESL-Daytime Beginner-CT Works
7. ESL-Daytime Intermediate-CT Works
8. ESL-Daytime Advanced-153 Spruce St.
9. ESL-Evening Beginner-MHS
10. ESL-Evening Intermediate-MHS
11. ESL-Evening Advanced-MHS
12. GED-Daytime-CT Works
13. GED-Evening-MHS
14. National External Diploma Program-Daytime/Evening-MHS Portables
15. OdysseyWare-Daytime/Evening-CT Works/MHS
16. CT Virtual High School-MHS
17. REACT-Daytime Math Blast-MCC
18. REACT-Daytime Boot Camp-MCC
19. REACT-Vernon Evening-Rockville LC
20. REACT-Full Program Daytime-MCC
21. REACT-Full Program Evening-MCC

Re-Tooling Manchester Adult & Continuing Ed.



It is imperative to continue to extend our programs throughout the community as evidenced by the following:

- Family Literacy, ESL and GED® preparation classes offered via the Family Resource Centers
- ESL and GED® preparation classes offered at CT Works
- College transition (REACT) programs in partnership with Manchester Community College.
- Continuing Education offering a variety of classes for the community at-large, including specialized programs at various locations throughout the community

REACHING EDUCATIONAL ACHIEVEMENT FOR COLLEGE TRANSITION

The first two years...

Growth and development. Successes and challenges...



Year one recommendations:

- Increase efforts to strengthen college/adult education partnership,
- shorten classes/sessions,
- deepen technology integration,
- incorporate college experience opportunities, and
- add support services for completers.

Year two changes:

- Increased student enrollment,
- 7 to 10 week sessions, Fall and Spring,
- MyFoundationsLab and English, and
- Challenge Essays as an alternative measure for college placement,
- workshops on college success and college transition.

Students identified the following experiences during the first two years:

- high-quality instruction,
- no cost,
- a focus on relevant skills,
- web-based programs,
- staff support and motivation, and
- peer support.

Year two recommendations:

- implement a mix of computer-based and teacher-led instruction,
- create an introduction to computers course or workshop,
- incorporate field trips to support student bonding, and,
- align curriculum to the Accuplacer.

Recommendations and conclusions: target appropriate prospective students; use multiple placement measures; build on best practices; and encourage students to try on CASAS tests.³

Overall for the first two years, 18.75% of students moved into credit-bearing English classes and 8% moved into credit-bearing Math classes after one semester.

Y1 & Y2 85%
Retention Rate



What does the data say? Year one and year two...

Most students are between the ages of 17 and 29

Year One Pilot Data. "On the Accuplacer, 64% improved their reading score, 72% improved their arithmetic score and 78% improved their algebra score. On the CASAS, 76% improved their reading score, 52% improved their math score, and 36% improved their writing score."⁴

Year Two Data. 68% of students improved their English Accuplacer score and 72% increased their Math Accuplacer score.

REACT

BACKGROUND



In 2011, the State of Connecticut enacted legislation to establish "a college transition pilot program between the adult education program in Manchester and Manchester Community College, the adult education program in New Haven and Gateway Community College, and the adult education program in Meriden and Middlesex Community College."¹



"The pilot will provide preparatory support to adults who have a high school degree but are not academically prepared to take college courses. Counseling, mentoring and support services components will enable the participating adults to successfully transition to college and earn degrees."²



"REACT was initially designed to provide a supportive, educational environment for students who would like to transition to college. Classes were hybrid and co-taught at community centers for 23 hours a week for 19 weeks. Manchester, along with the other pilots, experienced successful implementation (despite many implementation challenges), substantial academic growth with the student population, but did experience a struggle to recruit students. Manchester focused on building strong relationships among students and an accelerated self-paced learning approach."³



¹ Public Act 11-48. ² Connecticut State Department of Education, Transition to College Pilot Application Overview, 2011.

³ Cross Sector Consulting, Adult Education College Transition Pilot Project Evaluation Report, 2013. ⁴ Cross Sector Consulting, Adult Education College Transition Pilot: Year One Evaluation Brief, 2012.

Years 3 and 4: Program revisions and additional student support...

Year three changes:

- Increased student enrollment,
- changed class focus to one subject per day
- began marketing initiatives to recruit,
- added orientation and transition weeks to sessions,
- created and delivered student development workshops,
- discontinued field trips because they took away from focus, and
- discontinued unused open labs.

Year four changes:

- Increased student enrollment,
- implemented Accuplacer APP in English class,
- revised English curriculum based on student data and classroom observation,
- contextualized Math curriculum,
- partnered with Vernon Adult Education to offer a section of REACT,
- moved all Manchester classes to MCC campus,
- deepened connections with MCC staff and faculty for seamless student services,

- provided ongoing professional development between and among college and adult education staff,
- hired case managers for each cohort of students, and
- incorporated social services and disability services to provide additional student supports.

Students and staff identified the following positives:

- ALEKS program use in Math,
- the availability of bus passes,
- small class size,
- tutor availability,
- technology integration, and
- confidence-building activities.

"REACT program is a great program to people who are afraid to take the first step toward continuing education, and the best thing is I am studying the program in MCC, and I feel I have already started my education in the college."

**Years Three and Four
93% Retention Rate**

Year Three Data

77% of students improved their English Accuplacer score and 81% increased their Math Accuplacer score.

Year Four Data-Semester One.

On the Accuplacer, 62% increased Reading Comprehension scores, 86% increased Sentence Skill scores, 85% improved Arithmetic scores, and 81% improved Elementary Algebra scores.

On the CASAS tests, 89% increased reading scores, 45% improved writing scores, and 63% improved Math scores.

2014 Student Testimonials

"REACT will help me change my future plans." "This program going as it is a very important part of my life right now and my future." "REACT gives returning adults the opportunity to reach their goal of getting a college level education." "It is benefitting the community to bring adults and teens together and help train us to meet college levels."

Cumulative Data – Four Years of Successes and Positive Experiences...*

*excluding data from 2015 Spring Semester



"When I left REACT I didn't have questions about what I have to do in college." -2014 REACT Student

# of students enrolling	172
# of student completing	142
% of students completing	83%
\$ amount saved in tuition	\$67,498
# of developmental (credits) avoided	426
Avg # of dev ed courses avoided per student	1.5
Avg retention rate	89%
Avg attendance rate	84%

Interview Data

Week one-"I don't want to be here. I am gonna quit. This is stupid. I am dumb. School is dumb."

Week two-"Would you be upset if I dropped out? This is too hard. I think you would miss me if I dropped out right?"

Week three-"I felt smart today in class. I answered a question right."

Two days later-"Will you come to my graduation?"

Cumulative Data:

60% Unemployed*
75% non-white*
60% ESL*

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

Manchester Board of Education Meeting Schedule

All regular Board of Education Meetings will be held at 7:00 PM. All Budget Workshops will be held at 6:00 PM.

<u>Date</u>		<u>Location</u>	<u>Topic 1</u>	<u>Topic 2</u>
Monday, July 13, 2015		Lincoln Center	STEAM	Field Trips
Monday, August 24, 2015		Lincoln Center	Talent	District Goals 15-16
Monday, September 14, 2015		Buckley	Buckley SIP	
Monday, September 28, 2015		Lincoln Center	Humanities	
Thursday, October 15, 2015		Highland Park	Highland Park SIP	
Monday, October 26, 2015		Lincoln Center	STEAM	Building Projects
Monday, November 9, 2015		Keeney	Keeney SIP	
Monday, November 23, 2015		Lincoln Center	School Climate and Culture	
Monday, December 14, 2015		Lincoln Center	Family Community Partnership (FCP)	Equity
Monday, January 11, 2016		Martin	2015-16 Budget Presentation	
Wednesday, January 13, 2016	Budget Workshop	Room 293 – MHS	Budget Workshop	
Wednesday, January 20, 2016	Budget Workshop	Room 293 – MHS	Budget Workshop	
Monday, January 25, 2016		Lincoln Center	Midyear Update on District Goals	
Wednesday, January 27, 2016	Budget Workshop	Room 293 – MHS	Budget Workshop	
Wednesday, February 3, 2016	Budget Workshop, Snow	Room 293 – MHS	Budget Workshop	
Monday, February 8, 2016		Lincoln Center	Martin SIP	
Monday, February 22, 2016		Lincoln Center	Student-Centered Learning	
Monday, March 14, 2015		Bennet	Bennet SIP	
Monday, March 28, 2015		Lincoln Center	Specials / Electives	
Monday, April 11, 2015		Illing	Illing SIP	
Monday, April 25, 2015		Lincoln Center	Humanities	
Wednesday, May 4, 2016	Budget Workshop	Room 293 – MHS	Budget Workshop	
Monday, May 9, 2016		MHS	MHS SIP	
Wednesday, May 11, 2016	Budget Workshop	Room 293 – MHS	Budget Workshop	
Monday, May 23, 2016		Lincoln Center	STEAM	Adult Education
Wednesday, May 25, 2016	Budget Workshop	Room 293 – MHS	Budget Workshop	
Monday, June 13, 2015		Lincoln Center	End of Year Update on District Goals	
Monday, June 27, 2015		Lincoln Center		
Monday, July 11, 2016		Lincoln Center	Climate and Culture	FCP
Monday, August 22, 2016		Lincoln Center	Talent	

Note: Need to Add BOE Retreats

5120

Promotion/Retention/Acceleration

The Manchester Public Schools are dedicated to the total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to their academic, social, and emotional level.

The Manchester Public Schools establish and review performance standards that clearly communicate to parents, students, and teachers the district's high expectations for learning. The standards are measured continuously with high quality curriculum-based assessments that accurately measure student progress and growth over time, leading toward mastery of the concepts, skills, and content that are identified for key grade levels.

Performance measurements provide information for specific instructional assistance and adjustment for identified students, that:

- Emphasize early mastery of literacy and numeracy;
- Provide for extended learning time for students who do not meet standards during the regular school year/programs;
- Focus support during key grade level transitional experiences and for students whose schooling experience has been effected by high mobility;
- Clearly inform parents and offer training and outreach so that parents can support literacy and learning within the home;
- Are supported by continuous teacher professional development in current research-based instructional practices.

The Manchester Public Schools also establish and periodically review performance standards required for high school graduation. A student's achievement of the standards will be measured through the Connecticut Academic Performance Test, administered during grade 10, and through other assessments, as articulated in the Administrative Guidelines of this policy. Beginning with the Class of 2005, all students MUST take the CAPT in grade 10. Beginning with the Class of 2006, any student who does not demonstrate achievement of the required performance standard will have additional assessment opportunities to reach a satisfactory level of competency prior to high school graduation.

Adopted: June 24, 1985

Revised: January 24, 1994

Revised: September 28, 1998

Revised: June 26, 2000

Revised: March 11, 2002

Revised: July 7, 2003

Revised: December 13, 2004 (Guidelines only)

References:

Connecticut General Statutes 10-221h (Early Reading Success)

Connecticut General Statutes 10-221a and 10-223

State of Connecticut Common Core of Learning

State of Connecticut K-12 Curriculum Frameworks

State of Connecticut Testing Program
Manchester Board of Education Strategic Plan (Accountability for Success)

**5120
STUDENTS**

**Promotion/Retention/Acceleration
Administrative Guidelines**

Kindergarten through Entering Grade 9:

Teachers and administrators determine student placement in grade and in specific instructional assistance programs through comprehensive review of the student's performance data. The guiding criteria in all decisions are the student's adjustment and the student's optimum progress toward proficiency demonstrated on performance measurements of district standards.

Local and national longitudinal data show that students, promoted without regard to achievement, tend to fall even farther behind their classmates as they move through school. Conversely, retention in grade greatly increases the likelihood that a student will drop out of school. Therefore, retention in grade, if it is necessary, is more appropriate in primary grades rather than in later grades.

The decision as to pupil placement shall be made by the school principal in accordance with the procedures outlined below. The decision will be made after careful analysis of student performance data:

- Ongoing teacher observation;
- Standards-based performance assessments and integrated benchmarked book performance, used to establish a student's proficiency in decoding and comprehension;
- Ongoing timed math facts proficiency tests and district-wide curriculum-based mathematics tests, used to establish a student's proficiency in numeracy;
- Connecticut State Testing Program data;
- Student attendance;
- Social adjustment.

Students who do not meet proficiency on district performance assessments are expected to participate in specific instructional assistance programs.

Any teacher who feels that a child should be considered for non-promotion or acceleration should, after consulting with the principal, confer with the parent(s)/guardians(s). These consultations should take place between December and April or earlier if a student demonstrates difficulty with learning prior to that time period.

If non-promotion or acceleration seems to be in the best interest of the child, the parents/guardians must be asked to attend a special conference to discuss the school's recommendation.

After the parents have been apprised of the school's recommendations, they are requested to sign a form indicating their agreement or disagreement with the decision. In most cases, a decision on non-promotion or acceleration should be made prior to the end of the school year. However, if the student completes a summer school program, the principal and parents may discuss the student placement decision again at the beginning of the next school year.

The appeal of a decision may be carried to the Superintendent.

Middle School Grades and Requirements for Entrance to Grade 8 or 9:

It is the philosophy of Manchester Middle Schools that we must provide academic support structures to extend learning opportunities for students who do not meet the standards and academic responsibilities during the regular school year or school hours. The Manchester Board of Education is deeply committed to providing a variety of interventions both during and after school, to support students who may be struggling. The Manchester Board of Education employs various staff members, including but not limited to specialists, consultants, and tutors, to assist students who are not achieving success in the regular classroom setting. It is the belief of the Board that students should have consistent support as well as multiple opportunities to demonstrate mastery and that summer school and / or non-promotion would become options only after various interventions have occurred.

Further, it is expected that any Grade 7 or 8 student who has not successfully completed an academic course during the regular school year, will attend summer school. To enroll in grade 7, 8 or 9, a student must have a passing end-of-year grade in all four full year academic courses (Reading/Language Arts, Mathematics, Science, and Social Studies). Middle school students who fail an accelerated math class (Algebra 1 or Geometry) will not be required to attend summer school or be retained if that is the only academic course they fail, but will rather repeat the math class during the following school year. A student who may be retained will be evaluated by teachers, administrators, and guidance personnel at the middle and high schools based on the criteria outlined below. A student who has maintained a passing final grade (an average of all four quarters) will be considered as earning a passing end-of-year grade. Therefore, during the summer after the grade 7 or 8 regular program, any student who does not fulfill the above-stated criteria must attend a summer school program in the failed academic course(s). This program is organized to foster skills for success in high school and beyond. A student must receive passing grades in the summer school courses and must adhere to all summer school regulations in order to complete the summer school program. After successfully completing this intensive academic preparatory program, the student will be enrolled in grade eight or nine.

If non-promotion or acceleration seems to be in the best interest of the student, the parents/guardians must be asked to attend a special conference to discuss the school's recommendation. These consultations should take place between December and May or earlier if a student demonstrates difficulty with learning prior to that time period. In most cases, a decision non-promotion or acceleration should be made prior to the end of the school year. However, if the student successfully completes a summer program, the principal, guidance counselor, and parents may discuss the student placement decision again at the beginning of the next school year.

Requirements for Graduation from Manchester High Schools:

The requirements for graduation from Manchester High School are outlined in Board of Education Policy 5127.1 -Requirements for Graduation from Manchester High School

Reference:

5127.1 Specific Unit Requirements for Graduation from Manchester High School
5127.11 External Credit Options Meeting Manchester High School Graduation Requirements
Connecticut General Statutes 10-221h (Early Reading Success)
Connecticut General Statutes 10-221a, 10-223
Connecticut General Statutes 10-19 (Teaching about Substance Abuse)
State of Connecticut Common Core of Learning
State of Connecticut K-12 Curriculum Frameworks
State of Connecticut Testing Program
Manchester Board of Education Strategic Plan (Accountability for Success)

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