MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
Monday, June 14, 2021
Lincoln Center - Virtual Meeting

Executive Session	**5:30 P.M. - Virtual**
Board of Education Meeting	**7:00 P.M. - Virtual**

Public access to view meeting :
Live streaming on FaceBook**:** Link to MPS Pride FaceBook Page
Live at Silk City TV: Link to Live at Silk City TV
On demand after the meeting: Link to on-demand after the meeting

A. ***OPENING***

1) Call to order
2) Pledge of Allegiance
3) Board of Education Minutes - May 24, 2021 — A - 3

B. ***COMMITTEE REPORTS***

C. ***CONSENT CALENDAR***

1) Personnel Actions — C - 1
2) Transfer of Funds — C - 2
3) Permission to apply for the Manchester Head Start Services Grant for the FY 21/22 in the amount of $145,127 — C - 3
4) Permission to apply for the Manchester Head Start Innovative Enhancement Grant for the FY 21/22 in the amount of $63,000 — C - 4
5) Permission to apply for the Enfield Head Start Innovative Enhancement Grant for the FY 21/22 in the amount of $100,000 — C - 5
6) Permission to apply for the IDEA 611 Grant for the FY 21/23 — C - 6
7) Permission to apply for the IDEA 619 Grant for the FY 21/23 — C - 7
8) Establish an appropriation for the Elementary and Secondary School Education Relief Fund II (ESSER II) for the FY 20/24 in the amount of $6,888,207 — C - 8
9) Extended Field Trip Request Form for Manchester High School's Boys/Girls Cross Country to Manchester, N.H., 16 students, 4 Chaperones - September 24-25, 2021 — C - 9

D. ***REPORT FROM STUDENT REPRESENTATIVE***

Tiffany Henry, Leila Affini, Alexandra Hamza

E. ***PUBLIC COMMENTS*** **-** Request to Speak Form

Residents that would like to speak during public comments session must complete the Request to Speak Form

F. ***SUPERINTENDENT'S REPORT***

1) Teacher of the Year Presentation — F - 1
2) Waddell School Improvement Plan — F - 2
3) Manchester Public Schools Safe Return to In Person Learning Plan — F - 3

G. ***UNFINISHED BUSINESS*** ***- None***

H. ***NEW BUSINESS***

1) Approval of Keeney Education Specifications H - 1

Recommended Motion:

MOTION: Resolved, the Board of Education approves the plans and specifications for Additions and Renovations to the Keeney Elementary School dated, June 14, 2021, prepared by TSKP Studio for submission to the Department of Administrative Services, Office of School Construction Grants for Review of Final Plans for Construction Authorization.

2) The Manchester Board of Education authorizes the Superintendent to submit an SCG049 Grant Application and Summary of Educational Specifications for Keeney Elementary School to the State Department of Education for a construction grant in accordance with CGS §10-283 and Chapter 173 of the Connecticut General Statutes.

I. **PUBLIC COMMENTS** - Request to Speak Form

Residents that would like to speak during public comments session must complete the Request to Speak Form

J. ***COMMUNICATIONS*** ***- None***

K. ***ITEMS FOR FUTURE AGENDAS***

Topics for Superintendent's Report

Monday, June 28, 2021	Close of School Update
Monday, July 12, 2021	Spring Data Update
Monday, August 30, 2021	Opening of School

L. ***ADJOURNMENT***

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

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

MANCHESTER BOARD OF EDUCATION

Regular Meeting
May 24, 2021
Lincoln/Virtual

PRESENT: Gundersen, Heinrich, Hughes, Luna, Pattacini, Patterson, Stefanovicz, Thames

ALSO PRESENT: Superintendent of Schools Geary, Deputy Superintendent Curriculum & Special Services Radikas, Director of Finance & Management Clancy, Director of Human Resources Sone-Moyano

ABSENT: Meggers

A. OPENING

A.1. & 2. Meeting Called to Order

Chairperson Thames called the meeting back to order at 7:06 p.m. He explained the Board had previously been in Executive Session from 5:40 p.m. until 6:57 p.m. All in attendance participated in the Pledge of Allegiance to the Flag, led by Mr. Thames.

A.3. Approval of Minutes of Previous Meeting

APPROVED – Minutes Regular Meeting of the Board of Education of May 10, 2021. Secretary Pattacini moved and Mr. Heinrich Gundersen seconded the motion.

8/0 – Voted in favor.

B. COMMITTEE REPORTS

B.1. Curriculum & Instruction Committee

Ms. Luna reported the last meeting was held May 10th. In attendance were Mark Gundersen, Emily Luna, Peter Meggers, Tracy Patterson, Amy Radikas , and Diane Burns.

Item discussed included:

Grade 4 Unit of Study: Unit 5 for Grade 4 Power & Perspective was reviewed by Diane Burns, Director of Teaching and Learning, Humanities. The Committee was provided an overview of the revisions made to this unit by the grade four learning plan team.

Learning plan teams have been looking at spaces in current units of study for places and spaces that lend themselves to developing student voice and choice especially as it relates to the district's equity work centering race.

Mentor texts and the role each text plays was discussed as well as student digital notebooks, weekly planning template, teach points, and other supporting resources.

The Committee ended their meeting with a discussion regarding the evolving role of coaches supporting learning plan teams, teachers, and administrators during remote and in-person experiences.

C. CONSENT CALENDAR

Mr. Geary presented five items on the Consent Calendar for Board approval.

C.1. Personnel Action

Details had already been provided to the Board members with their agenda.

C.2. Transfer of Funds

- Transfer from Bentley Alternative Education Dues and Fees account to Bentley Alternative Education Computer Supplies and Materials account in the amount of $1,885.00.

C.3. Establish an appropriation for the Appropriation Carl D. Perkins Career and Technical Education Secondary Special Populations

Recruitment and Retention Grant for the FY 20/22 in the amount of $22,167

C.4. Permission to apply for the Carl D. Perkins Career and Technical Education Secondary Supplemental Enhancement Grant for the FY 20/21 in the amount of $50,000

C.5. Permission to apply for the COVID-19 Special Education Stipend for FY20/22 in the amount of $20,000

The Chairman called for a motion.

Secretary Pattacini moved and Mr. Heinrich seconded the recommendation to adopt the Consent Calendar as outlined in this evening's agenda.

DISCUSSION:
Mr. Thames asked the Superintendent to provide a brief summary of C.4.

Mr. Geary reviewed that we receive funding through the Perkins Grant for tech ed and career pathways. This item, #4, represents a supplemental $50,000 on top of the regular grant.

The vote was called.

8/0 - Voted in favor.

D. STUDENT REPRESENTATIVE REPORT
Alexandra Hamza reports that despite a shaky start to programs, clubs and events due to the pandemic, the end of the school year gives hope for an imminent return to normal. AP tests began last week and the last tests will be administered by the end of this week.

Manchester High School was able to hold an in-person award ceremony on May 12th to recognize the hard work of students throughout their years at Manchester High School.

The regular sports season is coming to a close with Class and State championships around the corner.

End of the year festivities are now under way. The junior class was able to have their prom in the school courtyard last Friday and it was an overall success.

Leila Affini lost connection during the meeting, but her written comments are below:
The class of 2021 also had a senior picnic to High Meadows.
Students have been provided with opportunities to keep busy this summer such as tutoring jobs, enrichment programs and leadership courses.
Speaking of summer, graduation and its rituals are just around the corner starting next week with cap and gown pickups.
Finally, The Student Equity Advisory Team and the World Language Club partnered together this month to educate students and teachers about Asian Pacific Islander Month through videos and announcements. SEAT has also put together a bulletin board in order to celebrate members from that community.

Mr. Thames was excited to hear about some normal activities, such as the junior prom, and he wondered if the kids did the Electric Slide. Ms. Hamza, who attended the party, reported that indeed the slide was done!!

E. PUBLIC COMMENTS

None.

F. Superintendent's Report

F.1. Update on Energy Efficiency Project

Mr. Geary introduced Chris Till, Town of Manchester Facilities Manager, who spoke about the energy efficiency upgrades that are happening in the district and the town. With Covid boosting incentive rates to upgrade infrastructure this project is being fast tracked. We are updating inefficient lighting and the project will pay for itself in less than 5 years. Recently renovated buildings have used LED lighting, but lights in 10 town buildings and 6 school buildings will have their lighting replaced. The schools include Bennet, Highland Park, Martin, MHS, Illing and MRA.

Phase I includes LED lighting upgrades, making the new lighting 60% more efficient than existing fixtures. This will produce an annual savings of about $200-250k. The LED lights will last about 12 years if run 12 hours a day with a cost of $1.75-2million. The utility incentive is between $700k and $1m for a total cost to the town of $800k-$1.1m. Existing annual lighting cost is $350-380K.

In Phase II the energy conservation measures will address:

- High efficiency motors and pumps
- Variable speed motors
- Building automation system upgrades
- Compressed air system leak repairs
- Insulation

Mr. Till explained the reason for the range of savings is that once we enter Phase II the savings percentage from the utility company is higher than the savings in Phase I. Previously, the utility company paid about 75% of the cost of an energy audit to find potential energy conservation measures for the town. The plan is to swap approximately 8000 light fixtures.

Mr. Till acknowledged the involvement of Mr. Boutillier, Karen Clancy, Buildings & Grounds personnel including Mr. Grande and Mr. Cedrone. There has been an "all hands on deck" approach.

Mr. Pattacini thanked Mr. Till for his work in the district. He wondered how the $800k-$1.1m would be funded. Mr. Till explained that Eversource finances up to $1m at 0% interest through the utility bills themselves over 4-5 years. The savings actually pays down the loan and once that is complete the town will realize the actual savings in their bills.

Mr. Thames wondered how we monitor the savings after the loan is paid down. Mr. Till noted as part of the billing we will still see the actual energy consumption and can compare that to previous years bills. We will be energy benchmarking, tracking use for each school.

F.2. Illing School Improvement Plan

Mr. Geary introduced Iris Gomero, Principal of Illing Middle School. Ms. Gomero, along with several Illing staff members, presented their School Improvement Plan, which can be viewed in full on the website.

Mr. Pattacini enjoyed the comprehensive update and appreciates the hard work. A bright spot for him was to see the progress in reading scores along with the reduction in ISS/OSS. It was also great to see that race and equity are at the forefront of the plan to ensure success for every child.

Ms. Stefanovicz thought it was a fantastic presentation and as a data nerd she enjoyed the details and seeing the approach to what each child needs. Ms. Stefanovicz wondered how many students partake in support intervention tiers. Ms. Beardsworth noted the focus this year has been on attendance, which has been the biggest hurdle with 41% of students being chronically absent this year. Looking at the trends over the last three months,about 80% of those deemed chronically absent early in the year have improved their attendance.

F.3. Update on Covid-19

Mr. Geary reported that while remote learning was not for everyone, a thoughtfully done remote learning plan is possible for next year. There are guidelines being drafted for those who desire remote learning for the 21-22 school year. In most cases, in-person learning is preferable. Current remote families will have the guidelines for remote learning for next school year shared with them soon, so they may decide what works best for their situation.

Mr. Geary reviewed we are still spending the ESSER I funds and have aligned the ESSER II $6.8m to our goals. The expected funds from ESSER III are able to be spent through the summer of 2024, but we expect to spend them primarily in the 22-23 and 23-24 school year.

Mr. Geary was concerned about a funding cliff, but is less concerned about that now. ECS funding is expected to be an additional $1.5m each of the next 8 years (as we are 2 years into a 10 year plan). The Governor tried to pause this plan, but the legislature was not in favor of a pause. The growth in this ECS funding will smooth the curve of the federal funding. The innovative work being done with federal funds, over time, will move into the Alliance Grant funding.

Mr. Geary outlined the planned budget for the $6.8m:

- $280k for Directors of STEM and Humanities for grades 5-12
- $90k College & Career Coordinator
- $750k Staffing for 21-22 MPS PK-12 summer programming
- $150k Chief of Schools
- $130k Remote Administrator
- $1.1m 20 FTE teachers grades K-6 to facilitate smaller classes
- $600k 15 case managers to support home visits,tutoring and chronic absence
- $678k contracted services for mental health supports
- $390k 6 behavior techs
- $75k technology coaching stipends (25 @$3k each)
- $500k upgrades to staff devices
- $500k upgrades to student devices grades 5-8
- $180k 2 system analyst/info tech positions
- $130k 2 elementary tech integration specialists
- $110k Purchasing agent (a repurposed position)
- $760k insurance for staff funde through the grant

Mr. Geary noted we have never see an influx of funding like this and he is sensitive to the economy and avoiding a funding cliff.

Mr. Geary reviewed that the Board of Directors approved our 0% increase budget, so there is no need for the budget workshop scheduled for later this week.

The Buckley renovation is on time and the school will move into the Robertson space. Manchester Middle Academy, currently occupying Robertson, will move into the Central Office location next door. Mr. Geary noted that while some Central Office staff continue to work from home, he is actively looking for space for Central Office for the next three years.

The Highland Park School is in a design phase to look at combining the cafeteria and library to repurpose the library area for needed additional classrooms.

Mr. Geary informed us that about 1000 students are signed up for Curiosity Camp at the elementary level (to be held at Verplanck, Waddell and HPS) and about 400 students for grades 5-8, which will be held at Bennet.

Regarding the building projects, the Ed-Specs for Keeney will be presented soon to get that project underway.

Tomorrow, Mr. Geary and Mr. Thames will attend a meeting regarding union work on projects, which the Town manages.

In regards to the change in mask guidelines, students will no longer need masks at recess or gym, though masks will continue to be required inside schools through the end of the year. The Covid numbers in the state are decreasing and the number of vaccinated people are rising. We are working to provide a vaccination clinic for students ages 12-15 for the Pfizer vaccine.

Ms. Stefanovicz appreciated the breadth of view regarding in-person and remote learning, depending on the child and not throwing everything Covid-related out the window.

Mr. Pattacini appreciated that the ESSER funding aligns with our grant funding and the work we are doing in the district.

Mr. Thames agreed the budget workshop for Thursday is cancelled. He also appreciated that funds are earmarked for mental health and the guidelines for remote learners for next year.

G. UNFINISHED BUSINESS

None.

H. NEW BUSINESS

H.1. Ratification of the Manchester Employee Local 991 of Council #4, American Federation of State, County – Municipal Employees, AFL-CIO

Secretary Pattacini moved for the Board of Education to approve the Manchester Employee Local 991 of Council #4, American Federation of State, County, Municipal Employees, AFL-CIO (Food Service Employees) contract, covering the period of July 1, 2020 – June 30, 2024. Mr. Gundersen seconded the motion.

DISCUSSION:
Mr. Thames asked for a synopsis of this contract. Mr. Geary noted this contract dates back to last July and provides for a 2.5% pay increase per year for four years. Mr. Geary noted how much we appreciate the hard work of our food service employees over the course of the pandemic, helping provide meals for our families.

The vote was called.

8/0 - Voted in favor.

I. PUBLIC COMMENTS (Limited to items on tonight's agenda)
Mr. Tom Stringfellow, 183 Hillstown Road, suggested Robert Merry's book, "President McKinley: Architect of the American Century" along with the children's book, "Who was Theodure Roosevelt?" Mr. Stringfellow suggested an article in *Attitude* magazine about ADHD and children of color, along with an article in the same magazine about teenage anxiety. In the *TIME* May 24-31 edition there was an article on the "Vision of Equity" that he suggested. Last, Mr. Stringfellow recommended a book *The Anatomy of Facism* by Robert Paxton.

Mr. Geary mentioned some comments on Facebook around the tax implications of the budget. With the Board of Education requesting and receiving a 0% budget increase, there would be no impact to taxes. Any unspent funds remaining this year would be put in a capital account to offset future capital spending needs.

Another question from Facebook was about attendance and distance learning. Mr. Geary clarified that distance learning did not work for everyone and that is why there is clear criteria to be able to participate remotely next year.

J. COMMUNICATIONS
None.

K. ITEMS FOR FUTURE AGENDAS

Monday, June 14 - Waddell School Improvement Plan

Monday, June 28 - Close of School Update

Monday, July 12 - Spring Data Update

L. ADJOURNMENT

Mr. Thames called for a motion to adjourn.

Secretary Pattacini moved and Mr. Hughes seconded the motion to adjourn the meeting.

8/0 - Voted in favor.

Adjournment 9:21 p.m.

Respectfully submitted,

Christopher Pattacini
Board Secretary

PERSONNEL ACTIONS

APPOINTMENTS

Ms. Sharainia Foster to be an English Teacher at Manchester High School. Ms. Foster received her Master's Degree in Secondary Education from Eastern Connecticut State University and currently resides in Windham. It is recommended that her appointment be approved effective August 30, 2021 (Master's / Step 3.5, $55,905.00).

Ms. Kelly Reyes to be a Spanish Teacher at Illing Middle School. Ms. Reyes received her Master of Arts in Curriculum and Instruction from the University of Connecticut and currently resides in Manchester. It is recommended that her appointment be approved effective August 30, 2021 (Master's / Step 3.5, $55,905.00).

Ms. Madison Perriolat to be a Speech & Language Pathologist with Manchester Public Schools. Ms. Perriolat received her Master's in Speech Language Pathology from the University of Connectict and currently resides in Manchester. It is recommended that her appointment be approved effective August 30, 2021 (Master's +30 / Step 4.5, $62,696.00).

Miss Jennifer Loo to be a Math Teacher at Illing Middle School. Miss Loo received her Master's Degree from the University of Connecticut and currently resides in Norwich. It is recommended that her appointment be approved effective August 30, 2021 (Master's / Step 3.5, $55,905.00).

Ms. Kyla Bivins to be a Kindergarten Teacher at Waddell Elementary School. Ms. Bivins received her Master's Degree from American International College and currently resides in Teaneck, NJ. It is recommended that her appointment be approved effective August 30, 2021 (Master's / Step 3.5, $55,905.00).

Mr. Ethan Dotson-Kelly to be a Math Teacher at Illing Middle School. Mr. Dotson-Kelly received his Master's Degree from Claremont Consortium of Colleges, Claremont Graduate University and currently resides in Simsbury. It is recommended that his appointment be approved effective August 30, 2021 (Master's +30 / Step 8.5, 74,239.00).

RESIGNATIONS

Ms. Emily Evans, Grade 2 Teacher at Bowers Elementary School, has submtted her letter of resignation effective June 30, 2021. Ms. Evans has been with Manchester Public Schools since August 29, 2016. It is recommended that her letter of resignation be accepted.

Ms. Carli Michael, Special Education Preschool Teacher at Keeney Street Elementary School, has submitted her letter of resignation effective June 30, 2021. Ms. Michael has been with Manchester Public Schools since August 27, 2019. It is recommended that her resignation be accepted.

Ms. Deanna Sokola, Special Education Teacher at Martin Elementary School, has submitted her letter of resignation effective June 30, 2021. Ms. Sokola has been with Manchester Public Schools since September 3, 2019. It is recommended that her resignation be accepted.

Mr. Justin Patton, Music Teacher at Illing Middle School, has submitted his letter of resignatino effective June 30, 2021. Mr. Patton has been with Manchester Public Schools since August 24, 2015. It is recommended that his resignation be accepted.

Town of Manchester
Board of Education

To: **Manchester Board of Education**

From: **Mr. Matthew Geary, Superintendent of Schools**

Subject: **Transfer of Funds**

Date: **January 25, 2021**

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 FY2020-2021 Budget.

Discussion/Analysis: Transfer from District-wide Information Services Repairs in the amount of $2,419.00. Transfer to District-wide Information Services Computer Supplies and Materials in the amount of $2,419.00.

Financial Impact: None

Other Board/Commission Action: None

Recommendation: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY2020-2021 Budget.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
June 14, 2021

Manchester Public Schools
Manchester, Connecticut

TO: Accounting Department **School/Department: Information Services**

Date of Request: 1/25/2021 **Approver: Kerri Kearney**

Date Approved: 1/25/2021

JUSTIFICATION (Required Field): Move money from 41499280 5435 Repair to 41499280 5612 Computer Supplies to purchase miscellaneous computer supplies.

SUBJECT:
TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER

DECREASE - In whole dollars only:
$ 2,419.00 Account #41499280 5435 Description: IS Repairs
$_____ Account #_____ Description:
$_____ Account #_____ Description:

$ 2,419.00 TOTAL DECREASE

INCREASE - In whole dollars only:
$ 2,419.00 Account #41499280 5612 Description: IS Computer Supplies
$ _____ Account #_____ Description:
$_____ Account #_____ Description:

$ 2,419.00 TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes X No ___

Date of Board Approval: _____

Date Transfer Completed: _____ Name: _____

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Permission to Apply for FY 21/22 Manchester Head Start Services Grant

Date: June 3, 2021

Background: Manchester Head Start receives an annual grant from the State Department of Education for the expansion of its services to low-income families.

Discussion/Analysis: These funds will be used to expand services to an additional class of 15 low-income preschoolers, in a full-day, full-year model.

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

Other Board/Commission Action: None.

Recommendations: The Superintendent of Schools recommends the Board of Education give permission to apply for FY21/22 Manchester Head Start Services Grant in the amount of $145,127.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
June 14, 2021

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Permission to apply for FY 21/22 Manchester Head Start Innovative Enhancement Grant

Date: June 3, 2021

Background: Manchester Head Start received a grant from the State Department of Education for the expansion of its services to low-income families.

Discussion/Analysis: These funds will be used to extend the school day of its Squire Village district students from part-time to a full day of six hours. This expansion will increase learning opportunities in the development of language, literacy, social and emotional and math and science concepts.

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

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education give permission to apply for the FY 21/22 Manchester Head Start Innovative Enhancement Grant in the amount of $63,000.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
June 14, 2021

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Permission to apply for FY 21/22 Enfield Head Start Innovative Enhancement Grant

Date: June 3, 2021

Background: Enfield Head Start receives an annual grant from the State Department of Education for the enhancement of its services to low-income families.

Discussion/Analysis: These funds are used to enhance services for preschoolers, for the Enfield extended day full year program and continuation summer program.

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

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education give permission to apply for FY 21/22 Enfield Head Start Innovative Enhancement Grant in the amount of $100,000.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
June 14, 2021

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Permission to apply for FY21-23 IDEA 611 Grant

Date: June 3, 2021

Background:
The Manchester Board of Education is applying for grant funding under the federal Individuals with Disabilities Education Improvement Act (IDEA) 611 grant for FY 2021-2023. This grant supports a wide range of special education services for students in the Manchester school district.

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

Financial Impact:
There is no financial impact to the town. This is a two year grant that provides funds from the U.S. Department of Education and the State of Connecticut.

Other Board/Commission Action:
None.

Recommendations:
The Superintendent recommends that the Board of Education give permission to apply for the FY 21-23 Individuals with Disabilities Education Improvement Act (IDEA) 611 grant.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
June 14, 2021

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Permission to apply for FY21-23 IDEA 619 Grant

Date: June 3, 2021

Background:
The Manchester Board of Education is applying for grant funding under the federal Individuals with Disabilities Education Improvement Act (IDEA) 619 grant for FY 2021-2023. This grant supports a wide range of special education services for students in the Manchester school district.

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

Financial Impact:
There is no financial impact to the town. This is a two year grant that provides funds from the U.S. Department of Education and the State of Connecticut.

Other Board/Commission Action:
None.

Recommendations:
The Superintendent recommends that the Board of Education give permission to apply for the FY 21-23 Individuals with Disabilities Education Improvement Act (IDEA) 619 grant.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
June 14, 2021

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation FY 20/24 Elementary and Secondary School Education Relief Fund II (ESSER II)

Date: June 8, 2021

Background: Pursuant to section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021 (Public Law 116-260), Connecticut will be receiving additional funds in Elementary and Secondary School Emergency Relief Funds (ESSER II). These funds will assist communities as they continue to navigate the effects of the COVID-19 pandemic, and how students, families, and staff have adapted to the changing and evolving approach to education during this time.

Discussion/Analysis: The funds must be expended by September 30, 2023 and will provide additional support for districts for the evolving educational needs of students. It continues our commitment to provide equitable access to education for all students and focuses the use of resources on supporting our school communities.

Financial Impact: None.

Other Board/Commission Action: None.

Recommendations: The Superintendent recommends that the Board of Education request the Board of Directors to establish an appropriation for the FY20/24 Elementary and Secondary School Education Relief Fund II in the amount of $6,888,207.

Attachments: Award Letter.

Matthew Geary

Matthew Geary
Superintendent of Schools
Manchester, CT
June 14, 2021

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

Manchester School District

DUNS Number: 789457756

2 Grant Title

ESSER II Funds

3 Education Staff

Program Manager:

Agnes Quinones

Payment & Expenditure Inquiries:

Jeff Lindgren (860) 713-6624

4 Award Information

Grant Type: FEDERAL

Statute: P.L. 116-260 THE CRRSA ACT

CFDA #:

SDE Project Code: SDE000000000002

Grant Number: 077-000 12060-29571-2021-82079-124137

5 Award Period

1/5/2021 - 9/30/2023

6 Authorized Funding

Grant Amount: $6,888,207.00

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Requests for budget revisions for expenditures made between March 13, 2020 and June 30, 2021 must be submitted at least 60 days prior to the expiration of the fiscal year but no later than May 1, 2021. Final budget revisions covering the entire award period must be submitted at least 60 days prior to the expiration of the grant period but no later than July 30, 2023. Budget revisions submitted after this date are accepted at the discretion of the ESSER II Funds Program Manager. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7- 396a of the Connecticut General Statutes.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This grant has been approved. 6/7/2021

John Frassinelli - CSDE Management Approver

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:** 5/18/2021

Name of Club or Activity: Boys/Girls Cross Country

Trip to: Manchester, New Hampshire **Purpose:** Cross Country Meet

Number of students participating: 16 **From:** 9/24/2021 **To:** 9/25/2021

Number of school days missed: 1/2 day (Friday)

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

a. Steve O'Reilly (Head Coach) **b.** Mike Bendzinski (Assistant Coach)
c. Clyde Etienne-Modeste (Head Coach) **d.** Carla Blair (Assistant Coach)
e. 14 Students (top 7 fastest each team) **f.** _____
g. _____ **h.** _____
Others: _____

Transportation: ☐ Bus ☐ Train ☐ Plane ☐ Car X Other School Vans (2)

Are fund-raising activities planned? X Yes ☐ No If so, describe: We work at the Summer Running Series at Wickham Park five separate evenings on Mondays during the summer. We also host the Middle School Cross Country Championship in November at Wickham Park(largest middle school meet in the state).

How will funds be allocated to students participating?* Our plan is to pay 100% of the hotel cost for each student-athlete. We will be asking student-athletes bring money for dinner (Friday night) breakfast and lunch (on Saturday)

Lodging: X Hotel/Motel ☐ Camp ☐ Private Home

If known, give specifics of room assignments: Holiday Inn Manchester, NH (Airport) ($171 per room) Six rooms needed. Hotel accommodations to be paid from team fundraising account.

Cost per teacher and/or chaperone: $ Hotel Accommodations (100-150 dollars)
(Chaperones may need to provide some of their own expenses if the field trip fund is not adequate.)

Total cost per student: $ 100 (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 fundraising: $ $25

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: Stephen O'Reilly Typed: Steve O'Reilly

(PLEASE PRINT TO OBTAIN REQUIRED SIGNATURES BELOW)

Approved by Department Chair at secondary level:

Signature: _____ Date: 5-21-21

Approved by Principal:

Signature: Kathryn M Miller Date: 5-18-21

Approved by Superintendent or designee:

Signature: _____ Date: _____

Attachments: Quotations
Itinerary

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

MANCHESTER 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:

Name of Club orActivity: World Language/GSA Trip to Spain

Trip to: Spain

Purpose: Immersion of Spanish language and culture, provide opportunities to improve and foster global and cultural competence, responsibility, empathy and integrity

Number of students participating: TBD

From: Thursday April 6th, 2023 ***this is to avoid conflicts with itinerary and Easter Sunday Holiday*
To: Friday April 14th, 2023

Number of school days missed:
depending on approval of dates:
April 6 - 14 (Two missed days, Thurs & Fri 4/6 & 4/7)

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

1. Jena Biondino - MHS Spanish Teacher
2. Alexandra Muñoz - MHS Spanish teacher

Transportation:
1. **Bus**: to and from Logan Airport: Dattco (Requesting after BOE approval)
2. **Plane:** Flight TBD, out of Logan Airport, Boston MA

Are fund-raising activities planned? Yes, to pay for the bus transportation to and from airport, Open to any and all fundraisers to lessen cost

How will funds be allocated to students participating?* Mrs. Miner and I have discussed district help to pay for the supplemental insurance premium program to prevent any issues like the previous trip encountered during Covid. This will need to be discussed and approved. Otherwise, the trip price is funded by students/families, fundraising as much as possible .

Lodging: Hotels, TBD closer to departure

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

Cost per teacher and/or chaperone: $0, *1 free chap for every 6 students*

Total cost per student: see attached quotes

(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: TBD

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).

Name of teacher making request:

Signature: Jena Biondino Typed: Jena Biondino 4/9/21

(PLEASE PRINT TO OBTAIN REQUIRED SIGNATURES BELOW)

Approved by Department Chair at secondary level:

Signature: Ann Canese Date: 4/9/21

Approved by Principal:

Signature: Kathryn M. Muñiz Date: 5-21-21

Approved by Superintendent or designee:

Signature: _____ Date: _____

Attachments: Quotations/Itinerary

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

21-22 Teachers of the Year



Manchester Public Schools



Amber Carbone
MPC



Stephanie Avery
Bowers Elem



Siobhan Leonard
Buckley Elem



Linda Poland
Highland Park Elem



Catherine Kratz
Keeney Elem



Carey St. Germain
Verplanck Elem



Michelle Alexandrin
Waddell Elem



Hope Mulholland
Bennet Academy



Sarah Burdacki
Illing Middle



Michael Gomez-Hixon
MMA



Matthew Cieslowski
MHS



Carolyn Mather
Bentley



Brendan Ashe
MRA

MPS Teacher of the Year!





Christina Kupec
Martin Elem

WADDELL ELEMENTARY SCHOOL
HOME OF THE EAGLES

F - 2

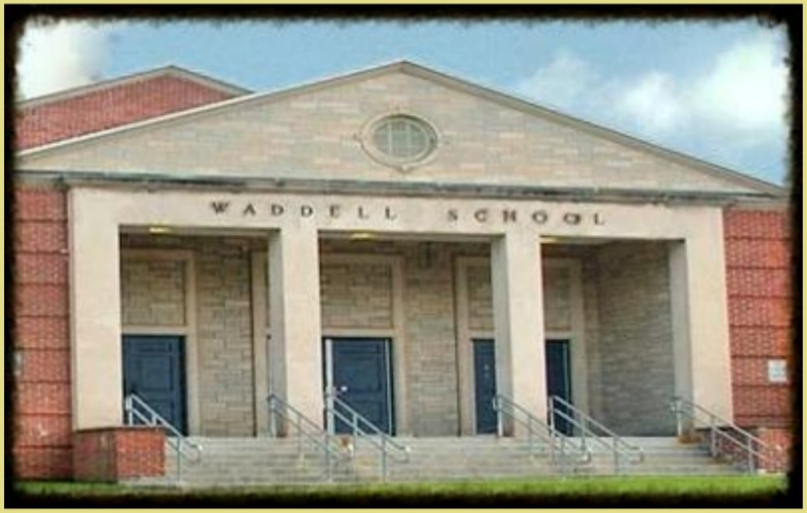


Photographed by Asif Hassain, Waddell 1st Gr. Parent

PAST

PRESENT

FUTURE



SANFOKA

"SANFOKA"

There are several overlapping interpretations:

- Taking from the past what is good and bringing it into the present in order to make positive progress through the benevolent use of knowledge.
- Going back and reclaiming our past so we can move forward; so we understand why and how we came to be who we are today
- One basic and important meaning still lies; one's past is an important aspect of one's future. So in order to make the best of one's future, one must visit one's past.





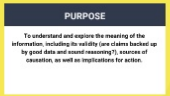
EntryPlan Approach

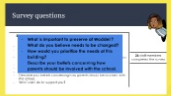
Historical Data

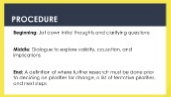


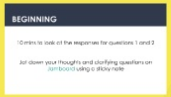


















Kenisha Huggins
4th Grade Teacher

The EntryPlan Approach - What?

- The EntryPlan Approach is an opportunity to pause and assess where the school has been, where we are presently, and what we see as our shared priorities for the future.

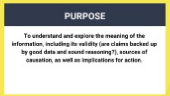
- Allows us to reexamination of our strengths, and the challenges that lie ahead for all of us.

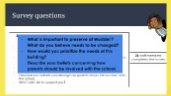


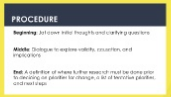


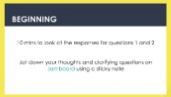


















Kenisha Huggins
4th Grade Teacher

The EntryPlan Approach - How?

Multiple opportunities to listen to the many voices here at the school and within the community at large. To accomplish this there were a number of ways for students, parents, faculty and staff to share with me, their insight into the school.

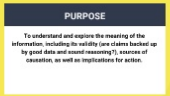
- **Online questionnaire for all members of the community**
- **Staff virtual face-to-face meetings**
- **Parents:** The Family Resource Coordinator set up a series of 8 Virtual Cafe Fridays for the month of September and October.
- **Students:** Meeting with classes for student input

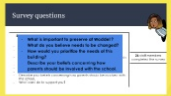


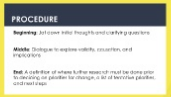


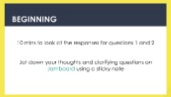


















Kenisha Huggins
4th Grade Teacher

The EntryPlan Approach - Next Steps

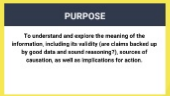
Once the data is compiled from the questionnaire and the interviews, the goal is for the entire school community to make sense of the data.

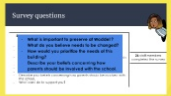


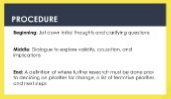


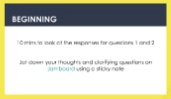
















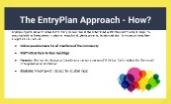


Kenisha Huggins
4th Grade Teacher

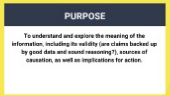
PURPOSE

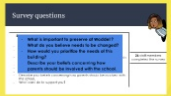
To understand and explore the meaning of the information, including its validity (are claims backed up by good data and sound reasoning?), sources of causation, as well as implications for action.

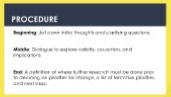


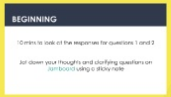


















Kenisha Huggins
4th Grade Teacher

Survey questions



S

- **What is important to preserve at Waddell?**
- **What do you believe needs to be changed?**
- **How would you prioritize the needs of this building?**
- **Describe your beliefs concerning how parents should be involved with the school.**

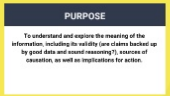
- ds
- Describe your beliefs concerning how parents should be involved with the school.
- What can I do to support you?

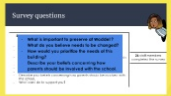
26 staff members completed the survey

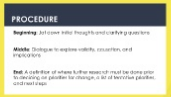


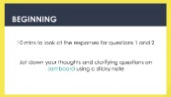


















Kenisha Huggins
4th Grade Teacher

PROCEDURE

Beginning: Jot down initial thoughts and clarifying questions

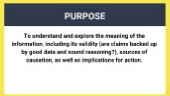
Middle: Dialogue to explore validity, causation, and implications

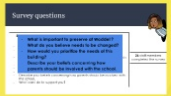
End: A definition of where further research must be done prior to deciding on priorities for change, a list of tentative priorities, and next steps

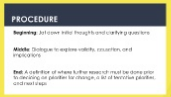


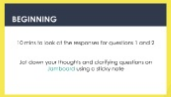


















Kenisha Huggins
4th Grade Teacher

BEGINNING

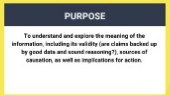
10 mins to look at the responses for questions 1 and 2

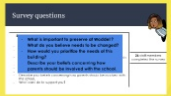
Jot down your thoughts and clarifying questions on Jamboard using a sticky note

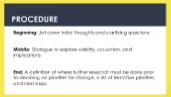


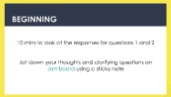


















Kenisha Huggins
4th Grade Teacher

MIDDLE



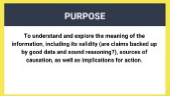
Dialogue to explore validity, causation, and implications

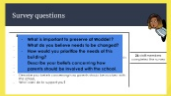
Were the statements valid?
What trends do you notice?
What could have caused this?

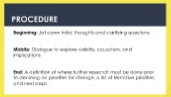


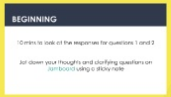


















Kenisha Huggins
4th Grade Teacher

END

1. What still needs to be done before deciding priorities?
2. What are our tentative priorities?
3. What are next steps?

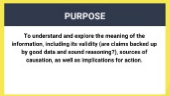
Jamboard

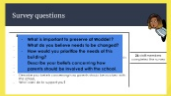


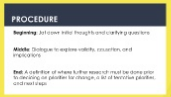


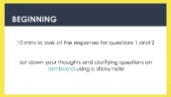


















Kenisha Huggins
4th Grade Teacher

"SANFOKA"

There are several overlapping interpretations:

- Taking from the past what is good and bringing it into the present in order to make positive progress through the benevolent use of knowledge.
- Going back and reclaiming our past so we can move forward; so we understand why and how we came to be who we are today
- One basic and important meaning still lies; one's past is an important aspect of one's future. So in order to make the best of one's future, one must visit one's past.



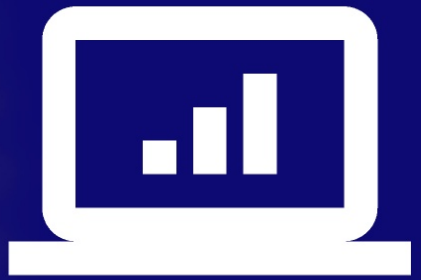


EntryPlan Approach

Historical Data

Identify trends by reviewing three years of the following data:

- **Chronic Absenteeism**
- **Fontus & Pinnell Reading Data**
- **Flunecy Math Data**
- **SBAC Data**



"SANFOKA"

There are several overlapping interpretations:

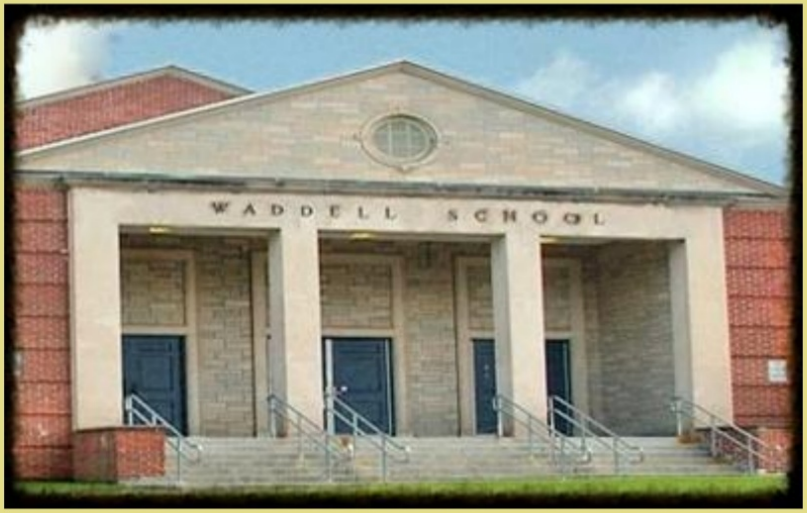
- Taking from the past what is good and bringing it into the present in order to make positive progress through the benevolent use of knowledge.
- Going back and reclaiming our past so we can move forward; so we understand why and how we came to be who we are today
- One basic and important meaning still lies; one's past is an important aspect of one's future. So in order to make the best of one's future, one must visit one's past.





EntryPlan Approach

Historical Data



SANFOKA

WADDELL ELEMENTARY SCHOOL
HOME OF THE EAGLES



Photographed by Asif Hassain, Waddell 1st Gr. Parent

PAST

PRESENT

FUTURE

2019 - 2020 Priorities



STUDENT CENTER SCHEDULING

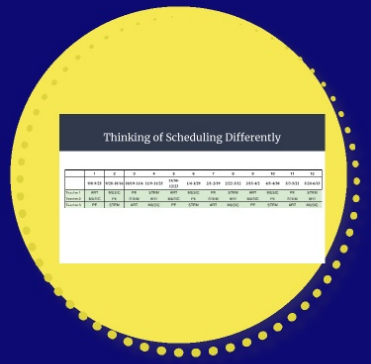
MINDFULNESS

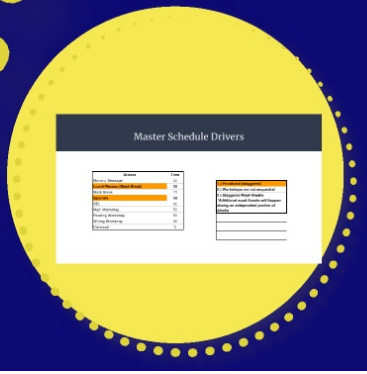
EQUITY

INNOVATION




Individualized Instructions


Thinking of Scheduling Differently


Master Schedule Drivers

Master Schedule Drivers

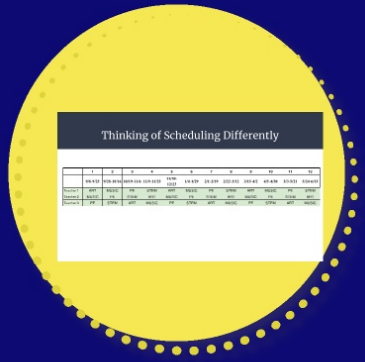
Drivers	Time
Morning Message	20
Lunch/Recess (Mask Break)	**35**
Mask Break	15
Specials	**40**
SEL	40
Math Workshop	50
Reading Workshop	50
Writing Workshop	45
Dismissal	5

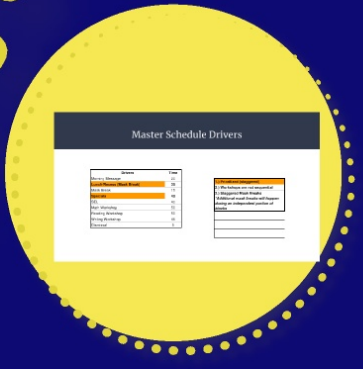
1.) Prioritized (staggered)
2.) Workshops are not sequential
2.) Staggered Mask Breaks ***Additional mask breaks will happen during an independent portion of blocks***

INNOVATION




Individualized Instructions


Thinking of Scheduling Differently

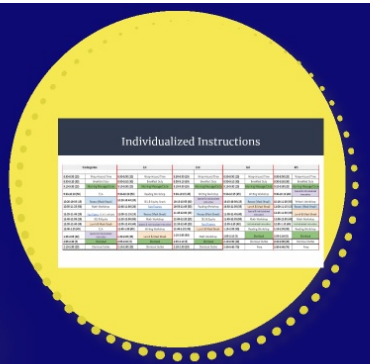

Master Schedule Drivers

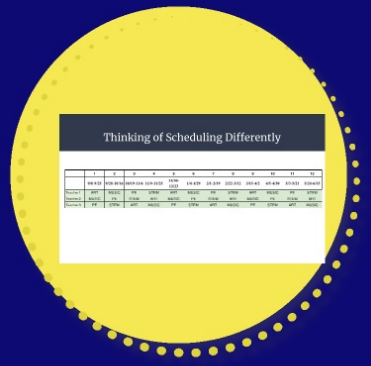
Thinking of Scheduling Differently

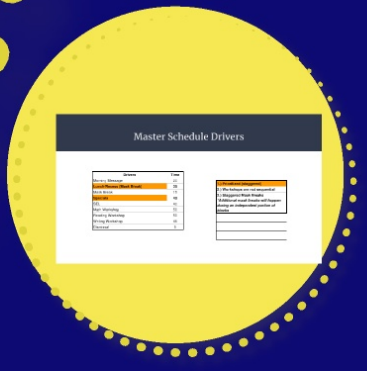
	1	2	3	4	5	6	7	8	9	10	11	12
	9/8-9/25	**9/28-10/16**	**10/19-11/6**	**11/9-11/25**	**11/30-12/23**	**1/4-1/29**	**2/1-2/19**	**2/22-3/12**	**3/15-4/2**	**4/5-4/30**	**5/3-5/21**	**5/24-6/15**
Teacher 1	ART	MUSIC	PE	STEM	ART	MUSIC	PE	STEM	ART	MUSIC	PE	STEM
Teacher 2	MUSIC	PE	STEM	ART	MUSIC	PE	STEM	ART	MUSIC	PE	STEM	ART
Teacher 3	PE	STEM	ART	MUSIC	PE	STEM	ART	MUSIC	PE	STEM	ART	MUSIC

INNOVATION




Individualized Instructions


Thinking of Scheduling Differently


Master Schedule Drivers

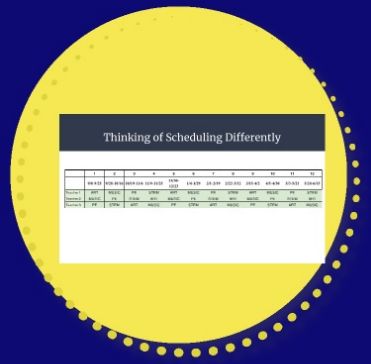
Individualized Instructions

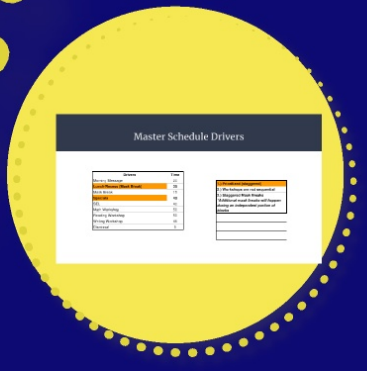
Kindergarten		1st		2nd		3rd		4th	
8:30-8:50 (20)	Wrap-Around Time	8:30-8:50 (20)	Wrap-Around Time	8:30-8:50 (20)	Wrap-Around Time	8:30-8:50 (20)	Wrap-Around Time	8:30-8:50 (20)	Wrap-Around Time
8:50-9:10 (30)	Breakfast Duty	8:50-9:10 (30)	Breakfast Duty	8:50-9:10 (30)	Breakfast Duty	8:50-9:10 (30)	Breakfast Duty	8:50-9:10 (30)	Breakfast Duty
9:10-9:30 (20)	Morning Message/Circle	9:10-9:30 (20)	Morning Message/Circle	9:10-9:30 (20)	Morning Message/Circle	9:10-9:30 (20)	Morning Message/Circle	9:10-9:30 (20)	Morning Message/Circle
9:30-10:20 (50)	ELA	9:30-10:20 (50)	Reading Workshop	9:30-10:15 (45)	Writing Workshop	9:30-10:15 (45)	Writing Workshop	9:30-10:10 (40)	Special & Individualized Instruction
10:20-10:35 (15)	Recess (Mask Break)	10:20-10:40 (20)	SEL & Equity, Snack	10:15-10:55 (40)	Special & Individualized Instruction	10:15-10:30 (15)	Recess (Mask Break)	10:10-11:00 (50)	Writer's Workshop
10:35-11:25 (50)	Math Workshop	10:40-11:00 (20)	Fact Fluency	10:55-11:45 (50)	Reading Workshop	10:30-11:05 (35)	Lunch & Mask Break	11:00-11:15 (15)	Recess (Mask Break)
11:25-11:45 (20)	Fact Fluency (C & C until Jan)	11:00-11:15 (15)	Recess (Mask Break)	11:45-12:00 (15)	Recess (Mask Break)	11:05-11:45 (40)	Special & Individualized Instruction	11:15-11:50 (35)	Lunch & Mask Break
11:45-12:05 (20)	SEL & Equity	11:15-12:05 (50)	Math Workshop	12:00-12:20 (20)	SEL & Equity	11:45-12:35 (50)	Math Workshop	11:50-12:35 (45)	Math Workshop
12:05-12:40 (35)	Lunch & Mask Break	12:05-12:45 (40)	Special & Individualized Instruction	12:20-12:40 (20)	Fact Fluency	12:35-1:15 (40)	Individualized Instruction	12:35-1:15 (40)	Individualized Instruction
12:40-1:25 (45)	ELA	12:45-1:30 (45)	Writing Workshop	12:40-1:15 (35)	Lunch & Mask Break	1:15-2:05 (50)	Reading Workshop	1:15-2:05 (50)	Reading Workshop
1:25-2:05 (40)	Special & Individualized Instruction	1:30-2:05 (35)	Lunch & Mask Break	1:15-2:05 (50)	Math Workshop	2:05-2:10 (5)	Dismissal	2:05-2:10 (5)	Dismissal
2:05-2:10 (5)	Dismissal	2:05-2:10 (5)	Dismissal	2:05-2:10 (5)	Dismissal	2:10-2:30 (20)	Dismissal Duties	2:10-2:30 (20)	Dismissal Duties
2:10-2:30 (20)	Dismissal Duties	2:10-2:30 (20)	Dismissal Duties	2:10-2:30 (20)	Dismissal Duties	2:30-3:40 (70)	Prep	2:30-3:40 (70)	Prep

INNOVATION




Individualized Instructions


Thinking of Scheduling Differently


Master Schedule Drivers

2019 - 2020 Priorities



- STUDENT CENTER SCHEDULING
- MINDFULNESS
- EQUITY

MINDFULNESS



Family Resource Coordinator

Students

Shelley-Ann Matthews

Family Resource Coordinator



Implementation:

- K - 4th Grade Monthly Mindfulness lessons
- SBAC Mindfulness
- Whole School Mindfulness Mondays
- Staff Meeting Mindfulness

Measuring Mindfulness

Recent studies have found that schoolchildren taught the technique show:

- **24% INCREASE** in positive social behaviors
- **24% DECREASE** in aggression
- **15% IMPROVEMENT** in math scores
- **REDUCTION** and prevention of depression-like symptoms
- **IMPROVED** classroom behavior (self-control, paying attention, respect for others)

Sources: Developmental Psychology; Mindfulness; Journal of Child and Family Studies

THE WALL STREET JOURNAL

MINDFULNESS



Family Resource Coordinator

Students



Kennedy Bridges, 3rd Grade Eagle



Jaylen James, 3rd Grade Eagle



Bayya Smalls, 4th Grade Eagle

Student Mindfulness Experience

MINDFULNESS



Family Resource Coordinator

Students

2019 - 2020 Priorities



- STUDENT CENTER SCHEDULING
- MINDFULNESS
- EQUITY

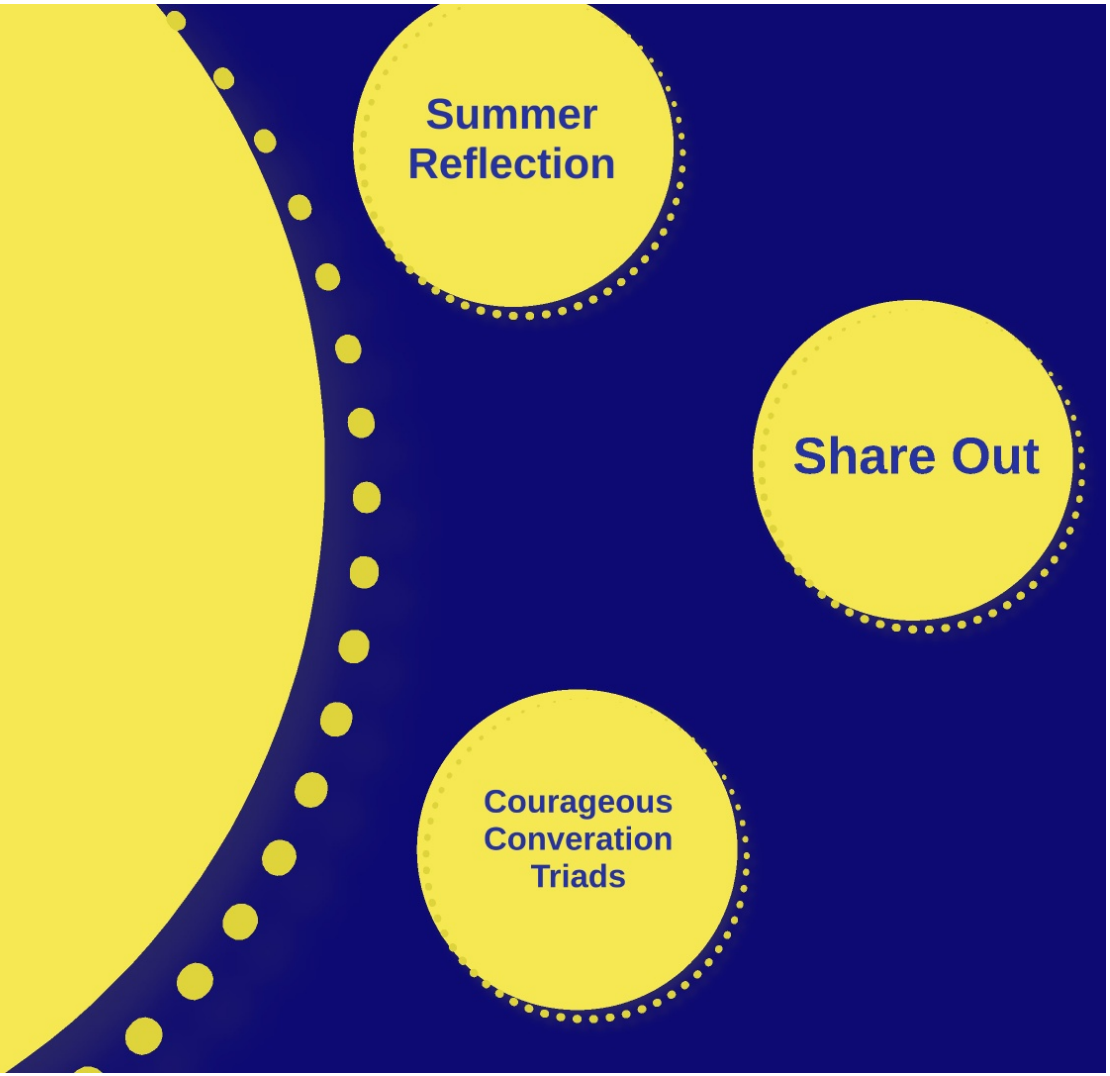


STAFF

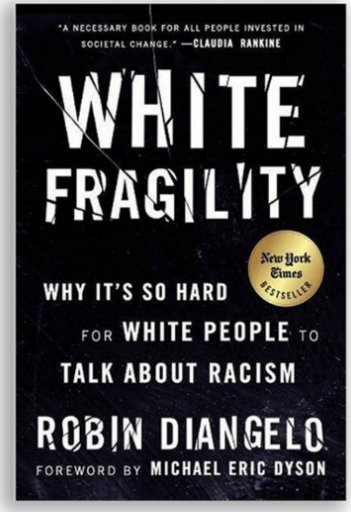
STUDENTS

THE PRIORITIES

- Center Race
- "Get Comfortable being Uncomfortable"
- Focus on the Personal

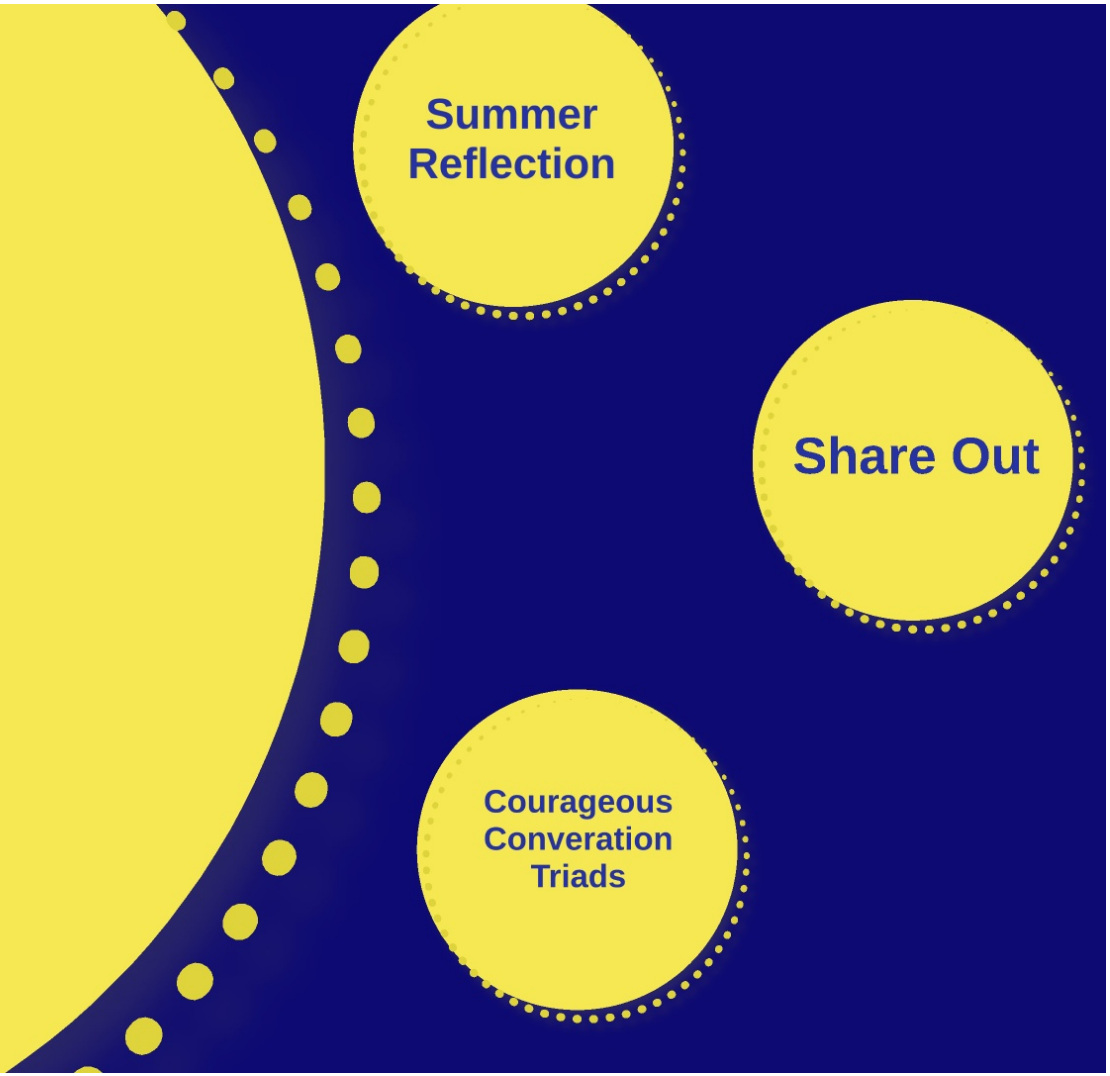



Most of us would not choose to be socialized into racism and white supremacy. Unfortunately, we didn't have that choice. While there is variation in how these messages are conveyed and how much we internalize them, nothing could have exempted us from the messages completely.
ROBIN DIANGELO IN WHITE FRAGILITY


"A NECESSARY BOOK FOR ALL PEOPLE INVESTED IN SOCIETAL CHANGE." —CLAUDIA RANKINE
WHITE FRAGILITY
New York Times BESTSELLER
WHY IT'S SO HARD FOR WHITE PEOPLE TO TALK ABOUT RACISM
ROBIN DIANGELO
FOREWORD BY MICHAEL ERIC DYSON

THE PRIORITIES

- Center Race
- "Get Comfortable being Uncomfortable"
- Focus on the Personal




COMMIT
YOURSELF TO
CHANGE





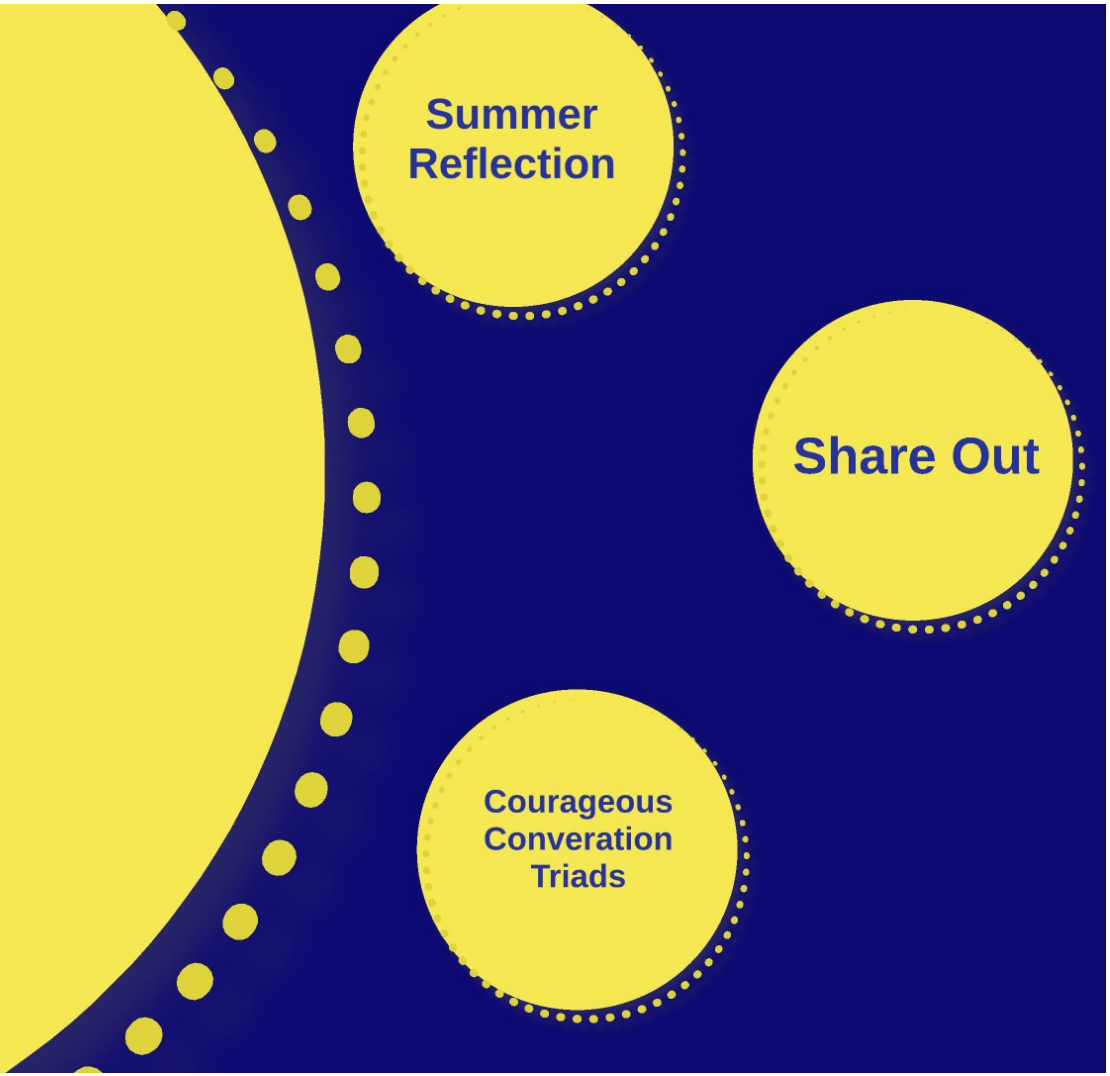



We Matter.
Kids are more capable than we think they are.


BLACK LIVES MATTER.

THE PRIORITIES

- Center Race
- "Get Comfortable being Uncomfortable"
- Focus on the Personal



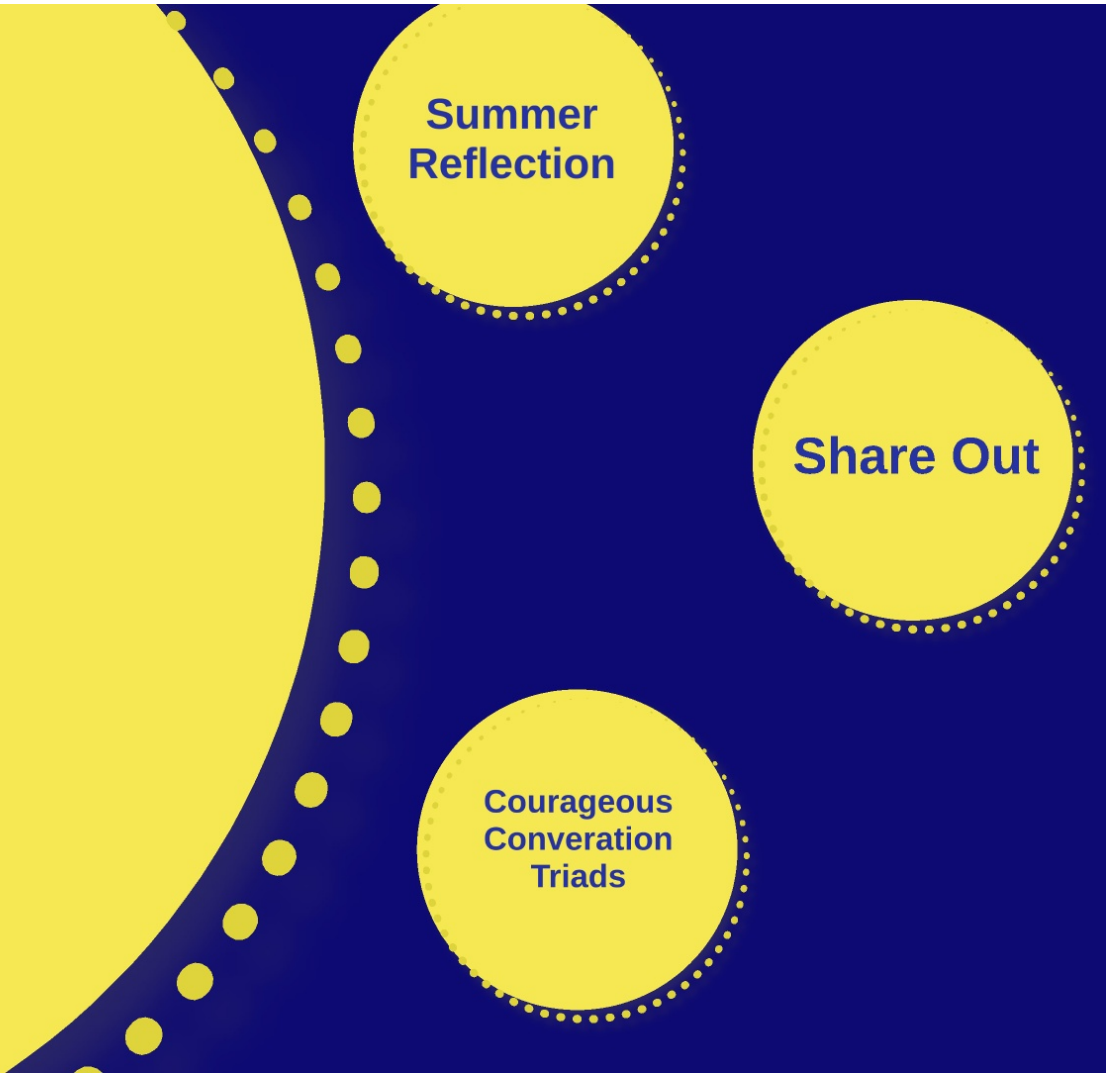
The Purpose:

- **Build Trust Amongst Staff**
- **Process Equity PD Information**
- **Engage, Sustain and Deepen conversations about race.**

Courageous Conversation Triad Discussion Questions
• Where did you grow up? • How many siblings do you have and where do you fall in that order? • Please describe a unique or interesting challenge or experience from your childhood. • What was your first message about race? Who/where did those messages come from?
• Who was the most influential person in your childhood? Why? • How were the first messages you received about race reinforced by your community? • What were the covert and overt messages you received about your race and other races?
• Please share an experience in your life that changed you as a person. • How was conflict handled in your family? • Discuss an incident in your current role, where you experienced or observed covert or overt racism, and in retrospect would have handled it differently.
• How has this school year impacted you racially? • In what ways is Manchester's racial equity work unique for you? • How have you changed over the last year doing this personal work? • Have you felt supported in your setting? Do you believe other colleagues in your position share your belief? Explain. • How do you take care of your heart, mind, and body after you experience racial conflict in your life? How will you continue to engage in self-care to ensure you stay engaged in the work?

THE PRIORITIES

- Center Race
- "Get Comfortable being Uncomfortable"
- Focus on the Personal





STAFF

STUDENTS

Equity Action Projects



What have you learned from the equity lesson?



Mya Israel, 1st Grade Eagle





STAFF

STUDENTS

2019 - 2020 Priorities



STUDENT CENTER SCHEDULING

MINDFULNESS

EQUITY

WADDELL ELEMENTARY SCHOOL
HOME OF THE EAGLES



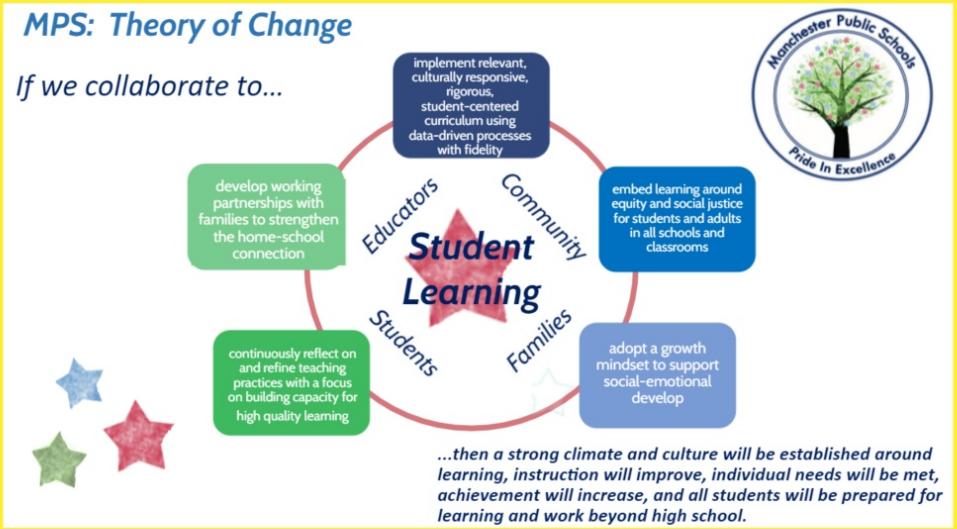
Photographed by Asif Hassain, Waddell 1st Gr. Parent

PAST

PRESENT

FUTURE

Initial 2020-2022 Priorities



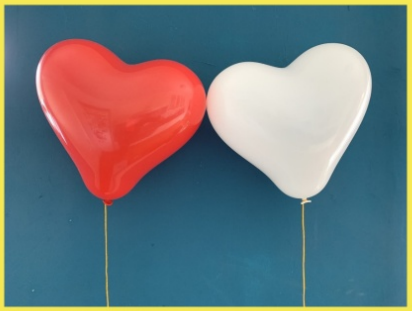
Data Quality & Application

Student Voice

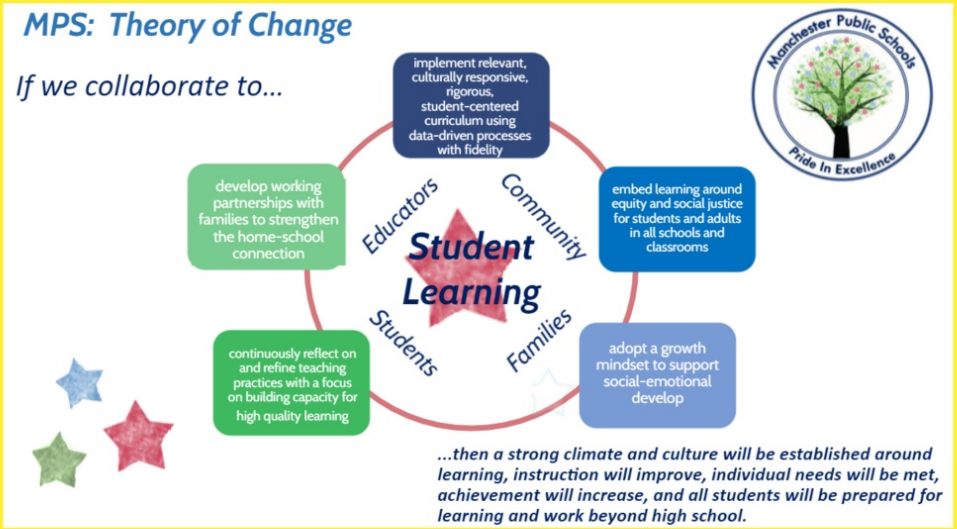
Culture & Climate

Questions

THANK YOU FOR LISTENING!!



Initial 2020-2022 Priorities



Data Quality & Application

Student Voice

Culture & Climate

Questions

Using data to design rigorous instructional actitivities that:

- Accelerate Learning
- Increase Achievement
- Incorporate High- Levels of Thinking

Teacher & Coach Pilot



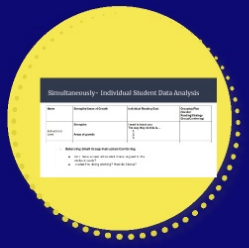
Stephanie Case
3rd Grade Teacher



Kristen Kowalski
ELA Coach

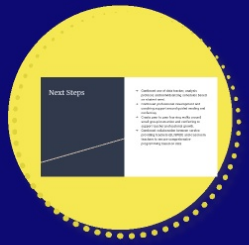













"Data-driven decision making is understood and appreciated, however the quality and application of it needs to mature in consistency."
Adrian McKnight
Senior Vice President, Data Analytics, Operational Excellence Transformation and Change, QBE Insurance
www.datadigestonline.com

Using data to design rigorous instructional actitivities that:

- Accelerate Learning
- Increase Achievement
- Incorporate High- Levels of Thinking

Teacher & Coach Pilot



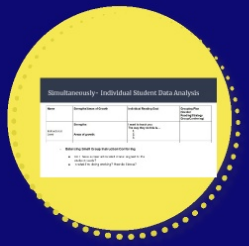
Stephanie Case
3rd Grade Teacher

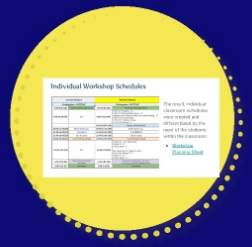


Kristen Kowalski
ELA Coach

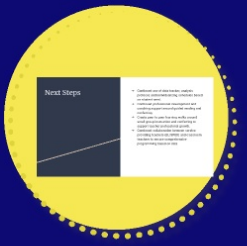












Whole Class - Data Analysis

Analyzing and Triangulating Data Running Record/Sight Words/Lexia/ Raz Kids Data
(formally October and January, informally monthly)

- What are my whole class trends? What are students doing well with? What do students need more of?
- What structures would support the whole class? (Shared Reading, Phonics, Read Aloud etc.)
- Note who are the students making slow or no progress. What do I know about them as individuals? What do they need? What can I do more of? (Guided Reading, Skill Based phonics groups, conferring to support independent reading, etc)

Using data to design rigorous instructional actitivities that:

- Accelerate Learning
- Increase Achievement
- Incorporate High- Levels of Thinking

Teacher & Coach Pilot



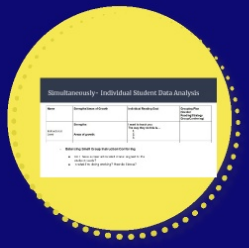
Stephanie Case
3rd Grade Teacher



Kristen Kowalski
ELA Coach

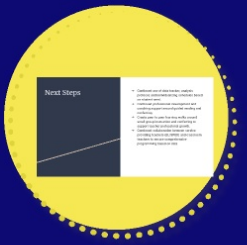












Simultaneously- Individual Student Data Analysis

Name	Strengths/Areas of Growth	Individual Reading Goal	Grouping Plan (Guided Reading/Strategy Group/Conferring)
Instructional: Level	**Strengths:** **Areas of growth:**	**I want to teach you** **The way they do this is…** **1.** **2.** **3.**	

- **Balancing Small Group Instruction/Conferring**
  - Do I have a clear articulated model aligned to the student needs?
  - Is what I'm doing working? How do I know?

Using data to design rigorous instructional actitivities that:

- Accelerate Learning
- Increase Achievement
- Incorporate High- Levels of Thinking

Teacher & Coach Pilot



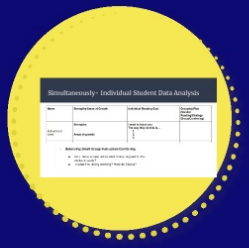
Stephanie Case
3rd Grade Teacher



Kristen Kowalski
ELA Coach

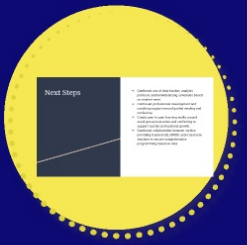












Individual Workshop Schedules

Current Schedule		Revised Schedule	
Kindergarten - M/T/Th/F		Kindergarten - M/T/Th/F	
9:10-9:30 (20)	Morning Message/Circle	9:10-9:30 (20)	Morning Message/Circle
9:30-10:20 (50)	ELA	9:30-10:20 (50)	9:30-9:45 Heggerty - 15 9:45-9:55 Reading Mini-Lesson - 10 Independent Reading/Conferring/Guided Reading - 20 9:55-10:05 Purple Group 10:05-10:15 Orange Group 10:15-10:20 Share - 5
		10:20-10:35 (15)	Recess (Mask Break)
10:35-11:25 (50)	Math Workshop	10:35-11:25 (50)	Math Workshop
11:25-11:45 (20)	Fact Fluency	11:25-11:45 (20)	Fundations
11:45-12:05 (20)	SEL & Equity	11:45-12:05 (20)	SEL & Equity
12:05-12:40 (35)	Lunch & Mask Break	12:05-12:40 (35)	Lunch & Mask Break
12:40-1:25 (45)	ELA	12:40-1:25 (45)	Writing ML- 10 9 (Mon/Wed) Writing IP - 30 Writing Share- 5 Shrd Reading- 15 (Tues/Thurs/Fri) Reminder Writing TP- 5 Writing IP - 20 Writing Share - 5
1:25-2:05 (40)	Special & Individualized Instruction	1:25-2:05 (40)	Special & Individualized Instruction Fact Fluency/Guided Reading Groups
2:05-2:10 (5)	Dismissal	2:05-2:10 (5)	Dismissal

The result, individual classroom schedules were created and differentiated by the need of the students within the classroom.

- Workshop Planning Sheet

Using data to design rigorous instructional actitivities that:

- Accelerate Learning
- Increase Achievement
- Incorporate High- Levels of Thinking

Teacher & Coach Pilot



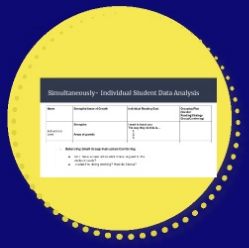
Stephanie Case
3rd Grade Teacher



Kristen Kowalski
ELA Coach

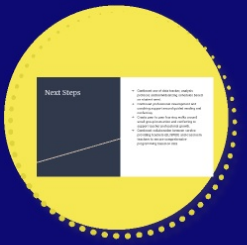












Targeted Feedback and Coaching Support

- **Administration visited and provided feedback within the workshop model specifically aligned to small group instruction and conferring.**

- **Coaching cycles were established between Special Education teachers and classroom teachers to create systems to collaborate and meet the needs of specific students. During coaching the data cycle continued on an individual basis. Programming and progress monitoring was determined for classroom and pull out services.**

Using data to design rigorous instructional actitivities that:

- Accelerate Learning
- Increase Achievement
- Incorporate High- Levels of Thinking

Teacher & Coach Pilot



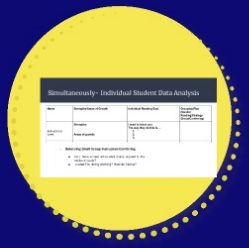
Stephanie Case
3rd Grade Teacher



Kristen Kowalski
ELA Coach

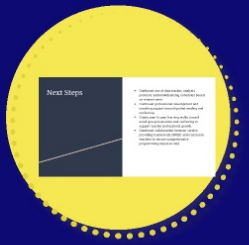












Next Steps

- ➔ **Continued use of data tracker, analysis protocol, and individualizing schedules based on student need.**
- ➔ **Continued professional development and coaching support around guided reading and conferring.**
- ➔ **Create peer to peer learning walks around small group instruction and conferring to support teacher professional growth.**
- ➔ **Continued collaboration between service providing teachers (EL/SPED) and classroom teachers to ensure comprehensive programming based on data.**

Using data to design rigorous instructional actitivities that:

- Accelerate Learning
- Increase Achievement
- Incorporate High- Levels of Thinking

Teacher & Coach Pilot



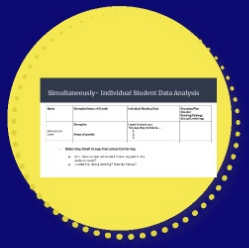
Stephanie Case
3rd Grade Teacher



Kristen Kowalski
ELA Coach

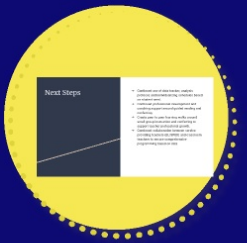




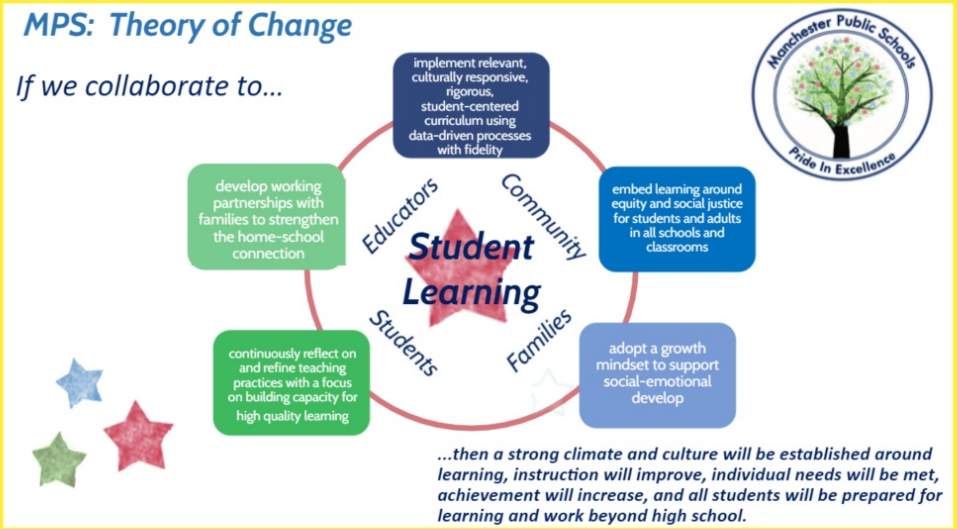








Initial 2020-2022 Priorities



Data Quality & Application

Student Voice

Culture & Climate

Questions

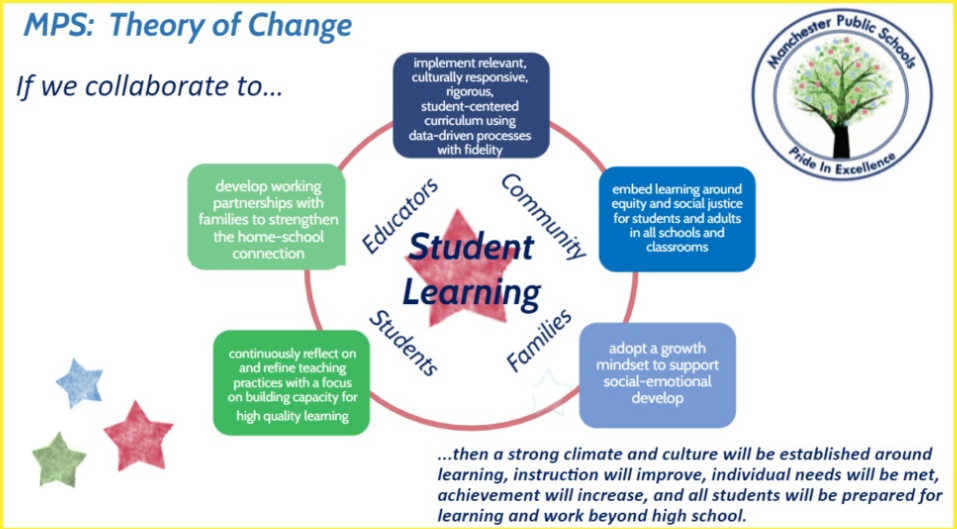
STUDENT VOICE

- What should we change?
- What should we keep doing?
- What is your favorite part of school? (excluding recess & lunch)
- What does it mean to be Waddell Strong?

Our is for students to:

- Defining #WaddellStrong
- Provide curriculum feedback/ Input
- Leadership Opportunities
- Plan and lead announcements and school events

Initial 2020-2022 Priorities



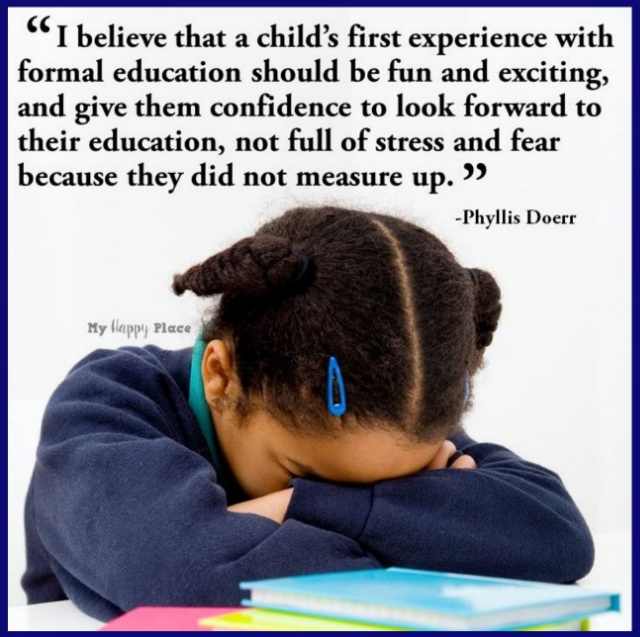
Data Quality & Application

Student Voice

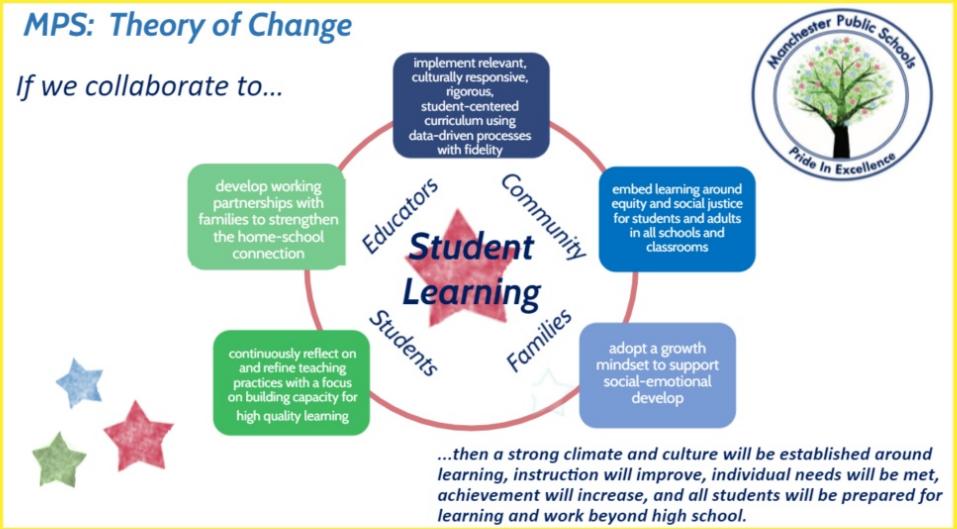
Culture & Climate

Questions

- **School Wide Positive Behavior Recognition System**
- **Expand Staff Clubs**
- **Whole School Community Building**



Initial 2020-2022 Priorities



Data Quality & Application

Student Voice

Culture & Climate

Questions

WADDELL ELEMENTARY SCHOOL
HOME OF THE EAGLES



Photographed by Asif Hassain, Waddell 1st Gr. Parent

PAST

PRESENT

FUTURE

Superintendent's Message

Dear Members of the Manchester Public Schools Community,

For more than a year now, in Manchester and throughout the country and world, lives have been deeply affected by a once-in-a-century pandemic and a long-overdue reckoning with extreme racial injustice causing increased fear, anxiety, anger and sadness. The challenges have forced us to pause and reflect on ourselves, our district, and our community and I am hopeful we will emerge as a better, more just and equitable school system that nurtures and supports all of our students and families.

The pages that follow outline our plan as Manchester Public Schools prepare for the 2021-22 academic year. It is informed by state requirements and guidance, current health conditions, advice from the local health department along with significant and crucial input from staff, students, and families. We have learned a great deal since March 2020, when with little lead time we quickly found new ways to teach, learn and stay connected as a community.

Among the changes in store: We plan to offer remote learning as an option for MPS students in grades K-12. There is no longer an obligation for Connecticut public schools to provide students with remote learning opportunities and although most students clearly benefit from in-person learning, some students have flourished in a remote setting. We believe education in the 21st century should be flexible in supporting the needs of students and families and we are pleased to offer an alternative to students who were successful academically while learning remotely and regularly attended remote learning during the 2020-21 school year.

The constantly changing impact of COVID-19 and the nation-wide reckoning with racial injustice made the past 15 months the most challenging experience I have had in 20 years as an educator. I am deeply appreciative of the contributions, patience, flexibility, creativity and resourcefulness of so many members of the school community

The plan that we created for last year served as the foundation for the current plan as we make changes and adjustments and move forward. What follows is another iteration of that living document. It contains the drivers of the plan as well as information regarding the school calendar and schedules. In addition, we include model days in the life of an in person learner and a remote learner. Though there are still unanswered questions, I want you to know exactly what is being worked on. Updates to this document will be shared periodically.

In partnership,

Matt Geary

Respond - Recover - Reimagine

The pandemic and simultaneous reckoning with issues related to racial justice have taken a tremendous toll and have hurt many people in many ways, but no group more so than our students, especially those who could least afford the disruption to their education and to their lives. Our immediate concern going back to March 2020 was to make sure that as we responded to the dual pandemic, we centered all decisions on equity and race and ensured appropriate time and space for regular reflection on race and equity throughout the year. Other priorities included:

- Ensuring parents, students, and staff continued to work as partners to support learning at various locations and providing any needed support or materials related to that learning to parents and families
- Continuing to adjust learning models as needed while supporting students and staff with necessary materials, technology, and human resources
- Ensuring physical and mental health needs of students and families were prioritized by providing necessary supports including food and nutrition, social work and counseling services, and family outreach
- Monitoring the health and wellness of MPS staff and supporting staff self care by providing resources and time
- Supporting vaccine distribution in a manner determined by Connecticut Department of Public Health and local health department

The 'Response' work also included planning for summer learning experiences designed to re-acclimate students to schools academically, socially, and emotionally and we are excited about the robust summer programming that we are offering in July-August 2021. Here are our priorities during the summer and beyond as we continue to recover from the pandemic:

- Continue to emphasize community building, healing, social emotional learning, improved mental and physical health, and time to pause and reflect regularly
- Implement technology to support learning but identify how that is happening (is it helping with access to information, organization and efficiency or is it transforming learning) and be realistic about our expectations
- Clearly indicate what is meant by mastery and identify how we will assess / know skills & concepts have been learned / mastered
- Clearly define what quality feedback will look like, how it is provided, and ensure that its purpose is to enhance learning not judge performance
- Determine what is essential to learn and what can be pared from learning experience using clear criteria which prepares students for the future without overwhelming them
- Collaborate with families to ensure students are able to access necessary in person academic and social / emotional programming as often as possible
- Continue efforts to ensure student identities, experiences, insights, and understandings are centered in all learning

Finally, we have a tremendous opportunity ahead as we **reimagine** schools coming out of the pandemic and we are fortunate because Manchester is receiving significant federal funding through the Elementary and Secondary School Emergency Relief Act and the American Rescue Plan, giving us the opportunity to add critical programs and positions at a time of great need. Among our priorities during this 'reimagination' stage:

- Allow for flexibility of time and pacing as well as student voice, choice, and ownership, depending on student needs, learning styles, and interests to remove the limits of one-size-fits-all schooling
- Connect work across content areas - as often as possible wherever possible - and to learner's lives, our community, and/or the world
- Ensure curricular experiences related to social justice and service learning are available to and expected of all learners
- Ensure students have an opportunity to reflect on their work in order to ensure deep understanding of what they have learned, their strengths, and areas for growth
- Ensure all learners - especially our youngest learners (K-2) and those still learning to read - have foundational skills in reading and writing and math (transitional classes/programs)
- Nurture curiosity, passion, and skills of students to be lifelong learners who feel ownership of their education
- Actively engage in conversations and actions necessary to move forward racial equity work of the district
- Expand how we as a district define, measure, report, and celebrate progress

Safe Return to In Person Instruction and Continuity of Services

State requirements and guidance have informed the development of the Manchester Public Schools Safe Return to In Person Instruction and Continuity of Services Plan. Our regular and consistent communication with stakeholders, families, staff, advocates, and other community partners has informed the steps outlined in the plan. We welcome regular feedback from the school community as we reopen schools.

COVID-19 Liaison

The district has designated Mr. Matthew Daly as the COVID-19 Health and Safety Compliance Liaison. Mr. Daly can be reached by phone at 860-982-8082 or email at b21mdaly@mpspride.org The COVID-19 Health and Safety Compliance Liaison will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse). All school staff and families should know and have the contact information for the designee. This role can be assigned to an administrator or someone with the authority to address compliance issues.

There are five areas that MPS was required to consider when developing the Safe Return to In-Person Instruction and Continuity of Services Plan:

I. Health and Safety Strategies
II. Continuity of Services
III. Public Comment
IV. Periodic Review Process
V. Understandable and Uniform Format

I. Health and Safety Strategies

The CDC guidance and the Connecticut DPH and CSDE guidance have been considered in developing the strategies in each category in the chart below.

• Universal and correct wearing of masks	The CDC currently recommends universal and correct use of masks while indoors at schools. Should the guidance of the CDC change to allow all who are fully vaccinated to not wear masks, MPS will adjust our practices. If masks are still required moving forward, mask breaks will be provided during the day. The district will provide a set of cloth masks to students as needed. Masks are not required outdoors.
• Physical distancing	MPS will maintain social distancing of 3 feet when possible.
• Handwashing and respiratory etiquette	Students will continue to engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing. Hand sanitizers will be made available for all staff and students.
• Cleaning and maintaining healthy facilities, including improving ventilation	MPS will iImprove ventilation to the extent possible to increase circulation of outdoor air, increase the delivery of clean air, and dilute potential contaminants. This can be achieved through several actions. • Bring in as much outdoor air as possible. • Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation. • Filter and/or clean the air in the school by improving the level of filtration as much as possible. • Use exhaust fans in restrooms and kitchens. • Open windows in buses and other transportation, if doing so does not pose a safety risk. Even just cracking windows open a few inches improves air circulation.
• Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	MPS will continue to work with the local health department to facilitate, to the extent allowable by applicable laws, systematic case investigation and contact tracing of infected students, teachers, and staff, and consistent isolation of cases and quarantine of close contacts.
• Diagnostic screening and testing	MPS will continue to encourage adults and students to self screen at home for symptoms. MPS will ensure teachers, staff and families know about when they and their children should stay home and when they can return to school. Students, teachers, and staff who have symptoms will be advised to stay home and be referred to their healthcare provider for testing and care. MPS will offer referrals to diagnostic testing to any student, teacher, or staff member who is exhibiting symptoms of COVID-19 at school and continue to test students using available COVID-19 tests on a limited basis.
• Efforts to provide vaccinations to educators, other staff, and students, if eligible	MPS will work collaboratively with the local health department, state Department of Public Health and community agencies to offer vaccination clinics for students and staff.
• Appropriate accommodations for children with disabilities with respect to the health and safety policies	Most students, including those with disabilities, can tolerate and safely wear a mask. However, a narrow subset of students with disabilities might not be able to wear a mask or cannot safely wear a mask. Those who cannot safely wear a mask will not be required to wear one. If a child with a disability cannot wear a mask,

	maintain physical distance, or adhere to other public health requirements, the student is still entitled to an appropriate education, which in some circumstances may need to be provided virtually.
• Health Equity Considerations	Schools play a critical role in promoting equity in education and health for groups disproportionately affected by COVID-19. Long-standing systemic health and social inequities have put many racial and ethnic minority groups at increased risk of getting sick and dying from COVID-19. People who identify as American Indian/Alaska Native, Black, and Hispanic are disproportionately affected by COVID-19; these disparities have also emerged among children. District and school administrators and public health officials will work together to help schools plan and implement comprehensive prevention strategies, engage community partners, and assist with referrals to medical care.

II. Continuity of Services

As outlined in the MPS Respond - Recover - Remimagine document , MPS will prioritize the work in the areas outlined below.

Academics

- Provide full time in-person schooling for students in grades PK - 12
- Adjust learning models if needed while supporting students and staff with necessary materials, technology, and human resources
- Implement technology to support learning but identify how that is happening (is it helping with access to information, organization and efficiency or is it transforming learning) and be realistic about our expectations
- Clearly indicate what is meant by mastery and identify how we will assess / know skills & concepts have been learned / mastered
- Clearly define what quality feedback will look like, how it is provided, and ensure its purpose is to enhance learning not judge performance
- Determine what is essential to learn and what can be pared from learning experience using clear criteria which prepares students for the future without overwhelming them
- Allow for flexibility of time and pacing as well as student voice, choice, and ownership, depending on student needs, learning styles, and interests to remove the limits of one-size-fits-all schooling
- Connect work across content areas - as often as possible wherever possible - and to learner's lives, our community, and/or the world
- Ensure curricular experiences related to social justice and service learning are available to and expected of all learners
- Ensure students have an opportunity to reflect on their work in order to ensure deep understanding of what they have learned, their strengths, and areas for growth
- Ensure all learners - especially our youngest learners (K-2) and those still learning to read - have foundational skills in reading and writing and math (transitional classes/programs)
- Nurture curiosity, passion, and skills of students to be lifelong learners who feel ownership of their education

Family Partnership

- Ensure parents, students, and staff continue to work as partners to support learning at various locations and providing any needed support or materials related to that learning to parents and families
- Collaborate with families to ensure students are able to access necessary in person academic and social / emotional programming as often as possible
- Continue efforts to ensure student identities, experiences, insights, and understandings are centered in all learning opportunities
- Actively engage in conversations and actions necessary to move forward racial equity work of the district
- Expand how we as a district define, measure, report, and celebrate progress

Health and Wellness

- Ensure physical and mental health needs of students and families were prioritized by providing necessary supports including food and nutrition, social work and counseling services, and family outreach
- Monitor the health and wellness of MPS staff and support staff self care by providing resources and time
- Support vaccine distribution in a manner determined by Connecticut Department of Public Health and local health department
- Continue to emphasize community building, healing, social emotional learning, improved mental and physical health, and time to pause and reflect regularly

Federal relief funds will support the specific strategies below:

- Continue the redesign of secondary schedules that target instructional minutes by prioritizing content and skills so that students are consistently involved in high level, meaningful work while building in times for students to access external learning opportunities and support of academic and social-emotional skills, time management, and work completion
- Implement multiple flexible approaches to accelerating student learning including but not limited to smaller class sizes,

additional support during the school day, and flexible before and after school programming to include intervention times that work within the schedules of our parents and families.
- Add Support for Chronic Absence, to include regular case management and tutoring opportunities, as the 6th component of the work of the Family Resource Centers
- Ensure appropriate levels of support, including physical, behavioral, and mental health services delivered in-person or via remote to address unprecedented level of stress on students and families
- Utilize appropriate, quality, digital instructional resources to support all tiers of student learning, with emphasis on the quality of the learning experience as a driver for decisions on resource selection

III. Public Comment

Public comment is a key element of stakeholder engagement, and at times a stand-alone element which may include dedicating time to open forums at board of education meetings, conducting surveys, or soliciting written input from external residents not involved in the decision-making process.

MPS conducted a survey of students, parents, families, and staff in April 2021. The results of that survey informed our preliminary planning for a safe return to school in 2021-22. The MPS Safe Return to In-Person Instruction and Continuity of Services Plan 21-22 was presented to the Manchester Board of Education at a public meeting, which included the opportunity for public comment, on June 14, 2021. A focus group of parents reviewed the plan on Thursday, June 17, 2021 with support from our Office of Family Partnerships. A letter outlining the plan and requesting feedback from families was sent on Friday, June 18, 2021.

IV. Periodic Review Process

LEAs are required to periodically review and, as appropriate, revise their Safe Return to In-Person Instruction and Continuity of Services Plan at least every six months through September 30, 2023. Each review must include seeking public comment on the plan and developing the plan after taking into account the public comment. MPS will review the MPS Safe Return to In-Person Instruction and Continuity of Services Plan 21-22 on the dates below. Public input will be sought through Board of Education meetings and staff, student, and parent surveys.

June 23, 2021
December 23, 2021
June 23, 2022
December 23, 2022
June 23, 2021

V. Understandable and Uniform Format

Federal regulations require that this plan be in an understandable and uniform format, to the extent practicable; is written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. Describe the unique needs of the LEA's audience and confirm the LEA's approach to ensuring the document is accessible:

MPS will ensure all communications, including the plan are translated into Spanish and available to parents electronically and as a hard copy.

School Calendar

Manchester Public Schools will follow a 182 day school calendar. The calendar adopted by the Board of Education is below and linked here. Remote learning will take place on snow days unless conditions dictate otherwise.

2021-2022 Manchester Public Schools Calendar

School Begins: September 8, 2021

2021	M	T	W	Th	F	Days
July	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
August	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				
September			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30		17
October					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	20
November	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30				19
December			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	17

School Ends: June 17, 2022

2022	M	T	W	Th	F	Days
January	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					19
February		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28					18
March		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		23
April					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	16
May	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				20
June			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30		13

Total days = 182

Summer Session 1: Recovery

July 6 - July 23

Summer Session 2: Acceleration and Enrichment

August 2 - August 20

New Teacher Orientation

(School not in session) August 25, 26, 27

Professional Development

(School not in session) August 30 - September 3

First Day of School

Grades K-4, Gr 5, Gr 7, and Gr 9:	September 8
Grade 6, Grade 8, and Grades 10 - 12:	September 9
Head Start (Full Day):	September 13
PreSchool:	September 8

Abbreviated Day for Students and Staff

November 24, December 23, and June 17, or the last day of school

Holiday/Vacation Period

September 6	Labor Day
September 7	Rosh Hashanah
October 11	Indigenous Peoples Day
November 11	Veterans Day
November 25 - 26	Thanksgiving Recess
December 24 - 31	Winter Vacation Period
January 6	Three Kings Day
January 17	Martin Luther King, Jr.
February 21 - 22	Presidents' Day Recess
April 11 - 14	Spring Vacation Period
April 15	Good Friday
May 3	Eid al-Fitr
May 30	Memorial Day

Remote Day

November 2 (Election Day)

Important Dates

Tentative Date High School Graduation:	TBD
Date Adopted:	February 22, 2021
Date Updated:	May 10, 2021
Date Updated Due to Weather Closings:	

2021-2022 Manchester Public Schools Calendar

School Bell Times 2021-2022

	Regular Day		Early Dismissal		Emergency Dismissal		Delayed Opening - 2 Hour Delay		Delayed Opening - 3 Hour Delay	
	Start	End	Start	End	Start	End	Start	End	Start	End
Manchester High School, Grades 9 – 12	7:30 a.m.	2:00 p.m.	7:30 a.m.	12:30 p.m.	7:30 a.m.	11:00 a.m.	9:30 a.m.	2:00 p.m.	10:30 a.m	2:00 p.m.
Bentley Alternative Education	7:30 a.m.	2:00 p.m.	7:30 a.m.	12:30 p.m.	7:30 a.m.	11:00 a.m.	9:30 a.m.	2:00 p.m.	10:30 a.m.	2:00 p.m.
Manchester Regional Academy	7:30 a.m.	2:00 p.m.	7:30 a.m.	12:30 p.m.	7:30 a.m.	11:00 a.m.	9:30 a.m.	2:00 p.m.	10:30 a.m	2:00 p.m.
Illing Middle School, Grades 7 – 8	8:15 a.m.	2:45 p.m.	8:15 a.m.	1:15 p.m.	8:15 a.m.	11:45 a.m.	10:15 a.m.	2:45 p.m.	11:15 a.m.	2:45 p.m.
Manchester Middle Academy, Grades 5 - 8	8:15 a.m.	2:45 p.m.	8:15 a.m.	1:15 p.m.	8:15 a.m.	11:45 a.m.	10:15 a.m.	2:45 p.m.	11:15 a.m.	2:45 p.m.
Bennet Academy, Grades 5 - 6	8:15 a.m.	2:45 p.m.	8:15 a.m.	1:15 p.m.	8:15 a.m.	11:45 a.m.	10:15 a.m.	2:45 p.m.	11:15 a.m.	2:45 p.m.
Elementary Schools, Grades K – 4	9:00 a.m.	3:00 p.m.*	9:00 a.m.	2:00 p.m.	9:00 a.m.	12:30 p.m.	11:00 a.m.	3:00 p.m.*	12:00 p.m.	3:00 p.m.*
Preschool (all locations) AM Program: Monday through Friday	8:15 a.m.	11:00 a.m.	8:15 a.m.	11:00 a.m.	8:15 a.m.	10:45 a.m.	No AM PreK	No AM PreK	No AM PreK	No AM PreK
PM Program: Monday through Thursday	12:00 p.m.	2:45 p.m.	No PM PreK	No PM PreK	No PM PreK	No PM PreK	12:00 p.m.	2:45 p.m.	12:00 p.m.	2:45 p.m.
Head Start	8:15 a.m.	2:45 p.m.	8:15 a.m.	1:15 p.m.	8:15 a.m.	11:45 a.m.	10:15 a.m.	2:45 p.m.	11:15 a.m.	2:45 p.m.

**Dismissal at 3:00; Bus at 3:40*

Students in grades 5 - 12 will follow an early dismissal scheduled on Wednesdays beginning 10/6/2021 and ending 6/1/2022

	Mid-term Progress Reports	End of Marking Periods
Manchester High School, Grades 9 - 12	October 6, 2021; December 10, 2021; March 4, 2022; May 11, 2022	November 5, 2021; January 21, 2022 (exams January 24 - 27); April 1, 2022; June 7, 2022 (exams June 8 - 10, 13)
Illing Middle School, Grades 7 - 8	October 6, 2021; December 10, 2021; March 4, 2022; May 11, 2022	November 5, 2021; January 21, 2022; April 1, 2022; June 7, 2022
Manchester Middle Academy, Grades 5 - 8	October 6, 2021; December 10, 2021; March 4, 2022; May 11, 2022	November 5, 2021; January 21, 2022; April 1, 2022; June 7, 2022
Bennet Academy, Grades 5 - 6	October 6, 2021; December 10, 2021; March 4, 2022; May 11, 2022	November 5, 2021; January 21, 2022; April 1, 2022; June 7, 2022
Elementary Schools, Grades K - 4	October 20, 2021; January 28, 2022; April 29, 2022	December 3, 2021; March 11, 2022; June 10, 2022

In compliance with Board of Education policy 6111, in the event of school closings due to bad weather, make-up days will begin June 20 through June 24, 2022. If there are three (3) or more snow days prior to January 31, 2022, school will be held on Tuesday, February 22, 2022. If more than 10 (ten) days are needed, days will be taken from April vacation starting with Friday, April 15, 2022.

A Day in the Life

Manchester Public Schools has developed a plan for full in-person learning for all students. In developing this plan the district followed all state requirements and guidelines. However, if there is a surge of COVID-19, an increase of local cases, or the occurrence of in-school cases, the learning scenarios may be adjusted. Hybrid learning and/or remote learning scenarios may be utilized by Manchester Public Schools if required by the State of Connecticut or local health officials.

In Person Learning
Based on the current lower levels of transmission of COVID-19, all students return to school in person as part of a full reopening. Heightened health and safety protocols will be in place, which can be reduced or increased as appropriate throughout the year.

- Schools will operate up to 100% capacity
- Buses will operate up to full capacity with face coverings required
- Face coverings/masks required for all students and staff while inside school buildings except when prevented due to a documented medical condition. Please note that face masks/covering may not be needed depending on transmission rate. We will follow state and CDC guidelines.
- Students or staff members who are sick during the school day will continue to isolate in a designated medical isolation room.
- Seating in classrooms will continue to face the same direction, if possible. Please note that grouping of students may occur.
- Cleaning and sanitization protocols will continue to occur; hand sanitizers will be available for all students and staff, hand washing will continue to be encouraged.

Before School	We are asking that students stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19, if they are not fully vaccinated. In order to prevent transmission among the school population, parents are instructed to screen students before leaving for school. Check to ensure temperature is below 100.0 degrees Fahrenheit and observe for symptoms associated with COVID-19 outlined by public health officials. If a student is waiting for their test results, they will need to stay home until a negative test result is received and shared with school personnel.
Transportation	Buses will run at full capacity with face coverings/masks required (unless a student is not able to wear a mask for medical reasons documented in a note from a doctor). Should the guidance of the CDC change to allow all who are fully vaccinated to not wear masks, MPS will adjust our practices.
Arrival	Schools will return to regular arrival procedures. Please note that some schools will have designated areas for arrival.
Breakfast	Breakfast will continue to be free for all students at all schools during the 2021-2022 school year. All students will be served a grab and go breakfast upon arrival.
Hand Washing and Sanitizing	Students will continue to engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing. Hand sanitizers will be made available for all staff and students.
Learning	We have a well crafted plan to meet all student needs. A rigorous academic curriculum will be in place along with individualized student support needed to accelerate students working below grade level.

Special Education and Intervention	Special Education services and intervention will continue to be a priority for our school system. Intentional use of resources including extended learning time will be available in order to accelerate student progress.
Specials and Electives	Specials and electives will resume to regular status for the 2021-2022 school year
Technology and Devices	All students (PK-12) will have access to devices. Teachers will continue to teach routines and procedures for use of technology, including apps, websites, and online tools.
Face Coverings	Universal and correct use of masks is required for all students. Should the guidance of the CDC change to allow all who are fully vaccinated to not wear masks, MPS will adjust our practices. If masks are still required, mask breaks will be provided during the day. The district will provide a set of cloth masks to students as needed. Masks are not required outdoors.
Social Distancing	MPS will maintain social distancing of 3 feet when possible.
Transitions	Students will transition from class to class as they did prior to March, 2020.
Lunch	Lunch will continue to be free for 2021-2022 school year. Please note that some schools may continue to have lunch delivered to the classrooms.
Nurse Visits	If a student is exhibiting symptoms of COVID-19 during the school day, the student will continue to report to the school nurse. Please note that we will continue to follow COVID protocols for example, if a student has symptoms, we will utilize our isolation room and contact the parent/guardian. Teachers will call before sending a student to the health office. This way we may be able to eliminate the isolation rooms.
Dismissal	Schools will return to regular dismissal procedures.
Before and After Care	Before and after care will continue for K-6 schools by Manchester Early Learning Center.
Extracurricular Activities and Athletics	Extracurricular activities and athletics will resume in 2021-22. Additional information will follow after consultation with the CIAC.
Visitors	We will return to welcoming visitors to schools. To ensure safety of students and staff, visitors are asked to utilize our hand sanitizing stations upon arrival. Virtual meetings and conferences are available for parents and families when meeting remotely is more convenient for the parent or family.

Remote Learning

Limited voluntary remote learning may be available based on student and family interest. Students and families would need to commit to the remote learning model for the duration of the school year in advance.

Temporary remote learning may be used in the event of quarantine.

Manchester Public Schools

Manchester, Connecticut

EDUCATIONAL SPECIFICATIONS

For Keeney Elementary School

June 14, 2021

Mr. Matt Geary, Superintendent of Schools
Dr. Amy Radikas, Deputy Superintendent for Curriculum and Special Services
Ms. Sarah Burke, Director of Pupil Personnel Services
Ms. Karen Clancy, Director of Finance & Management
Ms. Diane Sheehan-Burns, Director of Teaching & Learning - Humanities
Ms. Pari Ghetia, Director of Teaching & Learning - STEM
Ms. Kerri Kearney, Director of Informational Technology
Ms. Althea Barnes, Principal

TABLE OF CONTENTS

I. INTRODUCTION ……...3

II. LONG RANGE PLAN/PROJECT RATIONALE 3

III. THE PROJECT 3

IV. CAPACITY DATA 4

V. OVERVIEW OF PROGRAMS 4

VI. CLASSROOM SPECIFICATIONS 5

VII. ADMINISTRATION AND SUPPORT FACILITIES 18

VIII. COMMUNITY USES.....24

IX. ENVIRONMENT - SYSTEMS - EQUIPMENT 24

X. SITE DEVELOPMENT.....26

INTRODUCTION

Manchester Public Schools (MPS) currently has seven elementary school buildings. These buildings range in age from just renovated like new to 67 years old. The Manchester Board of Education seeks to provide elementary school buildings that:

- Create learning environments designed for current instructional strategies and supports;
- Benefit from needed technology upgrades;
- Comply with current building and fire codes;
- Incorporate contemporary design for school safety and security;
- Utilize modern, efficient heating and cooling systems;
- Provide accessibility to all by meeting the requirements of the Americans with Disabilities Act; and
- Achieve racially balanced schools.

The MPS 2025 plan consists of a two-phase approach to address the conditions of its elementary schools. The plan requires two referendums and staggered construction schedules to address needs by 2025. Specifically, the plan consists of the following overarching components:

- Two-phase approach/staggered referenda;
- Operate three fewer elementary school, moving from nine K-5 schools to six K-4 schools; and
- Operate one grade 5-6 school.

LONG RANGE PLAN / PROJECT RATIONALE

In December of 2013, the SMARTR Committee concluded an 18 month-long study of the growing needs of Manchester's elementary schools including its educational programs and aging school buildings. In May of 2014, the Manchester Board of Education completed its analysis of the study and formalized its recommendations, the Manchester Public Schools 2025 Plan (MPS 2025), to the Town of Manchester Board of Directors. Phase 1 of the MPS 2025 Plan was put forward to referendum by the Town of Manchester Board of Directors in November, 2014. Voters approved Phase 1 of the plan at a cost of approximately $81 million.

In 2018, the SMARTR2 committee met to build upon the well-vetted and voter-approved guidelines and educational specifications from SMARTR. Current demographic data was gathered and used to complete the elementary school rebuilding project in a manner consistent with Phase 1. The SMARTR2 committee put forth a recommendation for Phase 2 of MPS 2025 Plan, which was adopted by the Manchester Board of Education and Town of Manchester Board of Directors. Phase 2 was approved by the voters at referendum on June 4, 2019.

At the completion, the MPS 2025 Plan will provide upgraded learning environments throughout the district meeting state standards for lighting, air quality, acoustics, and security, and allowing for increased use of instructional technologies.

Phase One
Phase 1 of the Manchester Public Schools 2025 Plan began in 2014 and included the renovation of the Cheney building at Bennet Academy to house grade 5 students and the renovation and expansion of Waddell and Verplanck Elementary Schools. Phase 1 is complete.

Phase Two
Phase 2 includes the renovation and expansion of Buckley, Bowers, and Keeney. Renovations will create three schools of 400 students allowing for future district expansion through population growth or returning students. Phase 2 also allows the opportunity for a second preschool center in the future enabling consolidation of preschool programs from Buckley, Manchester High School, and Keeney. The referendum on the building projects includes funding for partial reuse of Nathan Hale, Washington, and Martin.

CAPACITY DATA

Waddell Elementary School and Verplanck Elementary School are built to house 525 students in grades K - 4. Phase 2 calls for the construction of like-new K – 4 facilities at Buckley Elementary School, Bowers Elementary School and Keeney Elementary School which will each house 400 students. The increase in enrollment is due to consolidation of nine schools to six with students from Martin Elementary School transferring to Keeney Elementary School at the end of the project.

OVERVIEW OF PROGRAMS

GENERAL EDUCATION

The features of elementary classrooms considered when housing groups of school children for instructional purposes can be divided into three (3) classifications: (1) full-day kindergarten, (2) early elementary - grades one and two; and (3) intermediate grades three and four. The classroom needs of kindergarten and early elementary children require flexibility of space, portability of furniture and sound absorbers and diffusers. In addition, these classrooms will consist of low height furnishings and space for group instruction ranging from total class involvement to three or four separate groups involved in different activities at the same time. This range of space will support the workshop model embraced by Manchester Public Schools. The learning environment for intermediate grades must accommodate small-group and large-group instructional activities, which are teacher directed. Space should also be provided for students to read, write, research, and study for either individual or small group projects. Intermediate instructional classrooms require storage space for classroom libraries, textbooks, reference materials, supplemental books, supplies, science equipment, charts, computers, calculators and audio-visual equipment. Again, classroom spaces need to support the workshop model including regularly spaced electrical outlets to support various flexible student groupings.

Grades K – 4 require that the students periodically change classes during the day. Due to this academic arrangement, consideration should be given to the student traffic that will result from this academic arrangement. Student proximity to the library/media center, gymnasium/auditorium, instrumental music, art and music rooms should also be noted.

The general education program includes a curriculum focused on language arts, mathematics, science, social studies, art, music, and physical education. Support services include media center and technology support. Facilities for these areas need to be specific to the purpose yet flexible enough to accommodate the variety of services offered. Further, these facilities should be pleasant and inviting to encourage students, staff and the community to fully support them and to benefit from them. The gymnasium will serve as a stage area for school assemblies, performances and other events.

OUTSIDE PLAY AREA

The outside play area for the intermediate level must accommodate activities that range from the minimal space demands of jump rope to larger areas needed to play soccer, kickball, softball, etc. If possible, this play area should be away from instructional spaces.

SUPPORT SERVICES

General education intervention services consist of reading, mathematics, and English learner (EL) support. Intervention services should be centrally located to classroom areas of the building. The reading and math areas are staffed by the reading consultant and math interventionist. The EL support space will be staffed by an EL teacher and / or tutor depending on the population and needs of English learners in the school. These rooms will be utilized for individualized testing and individual and small group instruction.

Special Education programs include special education resource rooms, specialized district learning centers, spaces for occupational/physical therapy (OT/PT) services and related services (Social Work, Psychologist, Speech/Language, Behavior Technician).

Classrooms for special education and related service teachers should meet the needs for small group instruction. They will need to be of sufficient size to accommodate children who require specialized equipment. Rooms will be used for testing, confidential meetings with parents and/or students, individual and small group instruction, counseling, and staff conferences.

TECHNOLOGY AND MEDIA

A contemporary elementary school must be able to support varied uses of technology. In particular, the school's infrastructure should reflect the latest in wiring and cabling which would support current technology applications as well as future requirements. The school should have a networking capability as well as adaptability for single computer use. Computers should support the full range of educational and operational functions in the school.

Wiring for all classrooms will include network drops and multiple electrical outlets. The entire facility will have wireless connectivity to support the implementation of mobile devices such as laptops, notebooks, and other internet ready devices.

Hallways should have regularly spaced electrical outlets to support temporary charging of computer carts.

Each classroom will house 5 – 10 portable technology devices (iPads or chromebooks).

The Library Media Center of an elementary school is a multi-purpose room. It should be bright, colorful and attractive as well as warm and inviting, and meet the needs of the students it serves. It is important that the media center be designed with the student's safety in mind. There should be freestanding 4 ft. high, double-faced shelving that will allow an adult to see the entire area. The area must be large enough to house an appropriate print and media collection and a space for approximately five (5) computer carts used throughout the school to support testing and curriculum. The room is divided so that most space is used as the public area. A small story corner, computer access to online card catalogue, and a circulation area located near an exit door are also required.

VI. CLASSROOM SPECIFICATIONS

Unless otherwise noted, standard furnishings for every classroom noted below are expected to include the following:

- Room darkening shades
- Classroom flags
- Acoustical insulation for soundproofing
- Air conditioning
- ADA compliant building standards
- Wireless/internet access to support at least 30 mobile devices
- Multiple electric outlets
- Sound Field System
- Telephone

GENERAL EDUCATION PROGRAMS

KINDERGARTEN	
SPACE: 1,100 square feet (each) **NUMBER**: Four (4) classrooms	
Toilet	● Toilet room with sink at a level appropriate for children ages 4-6
Sinks	● Stainless steel sink with laminate countertops ● In-room drinking fountain ● Soap and towel dispenser
Access	● Direct access to outdoor play areas desirable, if possible
Classroom Storage	● Built-in bookcases ● Storage areas ● Counters under windows where appropriate
Teacher Storage	● Lockable teacher storage wardrobe ● One (1) lockable four-drawer filing cabinet
Student Storage	● Coat and personal storage area for twenty-four (24) located within the classroom
Lighting	● Soft color, dimmable lighting
Flooring	● Vinyl enhanced tile and area rugs
Display	● Whiteboard ● Bulletin Boards
Student Furniture	● Two (2) kidney-shaped tables ● Student chairs/tables to accommodate up to twenty-four (24) students ● Cozy Cube ● Furniture to support play (mini kitchens or discovery / dramatic play items)
Teacher Furniture	● Teacher Desk/Chair
Classroom Technology	● Document Camera ● SMART television on cart
Computers	● One (1) teacher device ● One (1) charging storage station with ten (10) devices per classroom

EARLY ELEMENTARY - GRADES ONE AND TWO	
SPACE: 900 square feet (+/- 10%) **NUMBER**: Eight (8) classrooms	
Sinks	● Stainless steel sink with laminate counters ● In-room drinking fountain ● Soap and towel dispenser
Classroom Storage	● Built-in bookcases ● Storage areas ● Counters under windows where appropriate
Teacher Storage	● Lockable teacher storage wardrobe ● One (1) lockable four-drawer filing cabinet
Student Storage	● Coat and personal storage area for twenty-four (24) located within the classroom
Lighting	● Soft color, dimmable lighting
Flooring	● Vinyl enhanced tile and area rugs
Display	● Whiteboard ● Bulletin Boards
Student Furniture	● Two (2) kidney-shaped tables ● Student chairs/desks/tables to accommodate up to twenty-four (24) students
Teacher Furniture	● Teacher Desk/Chair
Classroom Technology	● Document Camera ● SMART television on cart
Computers (each)	● One (1) teacher device ● One (1) charging storage station with ten (10) devices per classroom

INTERMEDIATE – GRADES THREE and FOUR	
SPACE: 900 square feet (+/-10%) **NUMBER**: Eight (8) classrooms	
Sinks	● Stainless steel sink with laminate counter ● In-room water fountain ● Soap and towel dispenser
Classroom Storage	● Built-in bookcases ● Storage areas ● Counters under windows where appropriate
Teacher Storage	● Lockable teacher storage wardrobe ● One (1) lockable four-drawer filing cabinet
Student Storage	● Coat and personal storage areas are located in the corridors or in the classrooms for up to twenty-four (24) students per classroom
Lighting	● Soft color, dimmable lighting
Flooring	● Vinyl enhanced tile and area rugs
Display	● Whiteboard ● Bulletin Boards
Student Furniture	● Kidney shaped table and appropriate student seating for twenty-six (26)
Teacher Furniture	● Teacher Desk/Chair
Classroom Technology	● Document Camera ● SMART television on cart
Computers	● One (1) teacher device ● One (1) charging storage station with ten (10) devices per classroom

VISUAL ARTS	
SPACE: 1,150 square feet (includes 100 s.f. for a kiln room, and 150 s.f. for storage)	
Toilet	● N/A
Sinks	● Minimum two (2) deep sinks with clay traps in addition to one (1) student accessible sink in same location ● In-room drinking fountain
Classroom Storage	● Lockable closets ● Easily accessible cabinets and shelves ● Vertical file tub-storage cabinets with locks ● Two (2) kitchen-type mobile carts with shelves
Teacher Storage	● Lockable teacher storage wardrobe ● One (1) lockable four-drawer filing cabinet
Student Storage	● Storage racks and drawers
Lighting	● Soft color, dimmable lighting
Flooring	● Vinyl enhanced tile
Display	● Two-sided fully locked showcase on room's corridor wall ● Whiteboard ● Bulletin Board
Student Furniture	● Twenty six (26) stools
Teacher Furniture	● Teacher Desk/Chair
Other Furniture	● Butcher block work tables (rectangular)
Special Needs/Equipment	● Two (2) small kilns (to be appropriately located and sized) ● Drying racks ● Book racks and magazine shelves (fine arts area) ● Four (4) sturdy wooden adjustable painting easels ● Two (2) large rolling waste barrels ● Eyewash station
Classroom Technology	● Document Camera ● SMART television on cart
Computers	● One (1) teacher device

GENERAL MUSIC	
SPACE: 900 square feet (+/-10%) **NUMBER**: One General Music room (K – 4)	
Toilet	• N/A
Sinks	• Large sink in Instrumental Music room to submerge brass instruments for cleaning • Small sink/fountain area in General Music room • In-room drinking fountain
Access	• In proximity to gymnasium and platform (stage)
Classroom Storage	• Built-in storage for instruments (low built-in cubbies at room entrance) • Music cabinets for sheet music storage (each room) • Built-in bookcase (16” x 15’)
Teacher Storage	• Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Lighting	• Soft color, dimmable lighting
Flooring	• Carpet tiles
Display	• Two 8 ft. whiteboards, one with permanent musical staff lines (each room)
Student Furniture	• Eighty (80) stackable chairs
Teacher Furniture	• Teacher Desk/Chair
Other Furniture	• Twenty-five (25) music stands • One (1) Conductor’s stands
Special Accommodations	• Sound deadening/sound proof walls • Acoustical divider built across the instrumental music room to divide the space into two separate practice rooms
Classroom Technology	• Document Camera • SMART television on cart
Computers (each)	• One (1) teacher device • Two (2) student computers (SMART Music)

INSTRUMENTAL MUSIC	
SPACE: 400 square feet (each) [including a small private office area within each room] **NUMBER**: One (1) room	
Access	• In close proximity to music classroom
Classroom Storage	• Built-in storage for instruments (low built-in cubbies at room entrance) • Built-in bookcase (16” x 15’)
Teacher Storage	• Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile and area rug
Display	• Whiteboard • Bulletin Board
Student Furniture	• Ten (10) student chairs • Computer furniture/workstations
Teacher Furniture	• Teacher Desk/Chair
Other Furniture	• Visitor’s chair • Ten music stands for instrumental room
Classroom Technology	• SMART television on cart • One (1) teacher device
Computers	• Two (2) computers (SMART Music)

PHYSICAL EDUCATION	
SPACE: Gymnasium: 4,800 (includes PE office) PE Office/Storage: 400 square feet Stage: 1,000	
Toilet	● Two (2) lavatories adjacent or nearby the gymnasium ● Faculty lavatory inside PE office
Sinks	● Recessed drinking fountains located inside gymnasium
Access	● Capacity to hold the entire student body, staff and faculty ● Convenient access to ball fields
Storage	● Folding seating/carts/storage for the entire student body, staff and faculty ● Storage area with access from the gymnasium ● Six (6) shelving units (48"x18"x72") inside storage facility
Lighting	● Lighting with safety cages or equivalent; stage lighting
Flooring	● All-purpose wood floor system with essential markings ● Removable protective matting

Special Accommodations	● Sound deadening/soundproof walls ● Wall matting around entire perimeter, from height of wall base to 6’-0” minimum above finish floor ● Removable wall matting along front of stage ● Two (2) main and four (4) side baskets for basketball (all electrically operated) ● Volleyball post recessed floor sleeves ● Chinning bars ● Horizontal bar ● Divider curtain ● One wall to be designated for future climbing, wall mounted equipment, and the masonry cores filled with concrete ● Scoreboard (optional) ● Movable cart for storage/equipment
Classroom Technology	● Portable whiteboard ● SMART television on cart ● One (1) teacher device

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) LAB	
SPACE: 900 square feet (+/- 10%)	
Toilet	● N/A
Sinks	● Three (3) stainless steel sinks with laminate countertops ● Soap and towel dispensers
Access	● Close proximity to general education classrooms
Classroom Storage	● Built-in bookcases ● Locked closet for audio-visual equipment and science equipment ● Lockable cabinets to be deep, with adjustable / removable shelving, and space for large bin storage
Teacher Storage	● Lockable teacher storage wardrobe ● Two (2) lockable four-drawer filing cabinet
Lighting	● Soft color, dimmable lighting
Flooring	● Vinyl enhanced tile
Display	● Two-sided fully locked showcases on room's corridor wall ● Whiteboard ● Bulletin Boards
Student Furniture	● Age-appropriate student furniture (24 students)
Teacher Furniture	● Teacher Desk/Chair
Other Furniture	● Thirteen (13) movable laboratory tables
Special Accommodations	● Mobile, flexible, work top areas with water for science activities
Classroom Technology	● Document Camera ● Interactive Digital Display System ● Retractable, overhead electrical outlets
Computers	● Twelve (12) student tablets ● One (1) teacher computer ● Twelve (12) Electronic Microscopes

PROJECT ROOM	
SPACE: 600 square feet (+/- 10%)	
Toilet	● N/A
Sinks	● Three (3) stainless steel sinks with laminate countertops ● Soap and towel dispensers
Access	● Close proximity to general education classrooms
Classroom Storage	● Built-in bookcases ● Locked closet for project supplies ● Lockable cabinets to be deep, with adjustable / removable shelving, and space for large bin storage
Teacher Storage	● Lockable teacher storage wardrobe ● Two (2) lockable four-drawer filing cabinet
Lighting	● Soft color, dimmable lighting
Flooring	● Vinyl enhanced tile
Display	● Two-sided fully locked showcases on room's corridor wall ● Whiteboard ● Bulletin Boards
Student Furniture	● 26 stools
Teacher Furniture	● Teacher Desk/Chair
Other Furniture	● Five (5) Butcher block wood tables
Special Accommodations	● Mobile, flexible, work top areas with water for science activities
Classroom Technology	● Document Camera ● SMART television on cart ● Retractable, overhead electrical outlets
Computers	● Twelve (12) student devices ● One (1) teacher computer ● Twelve (12) Electronic Microscopes

LIBRARY MEDIA CENTER	
SPACE: 2,100 square feet (includes 200 s.f. office for media staff, adjoining computer lab)	
Access	• Centrally located in the school
Storage	• Audio-visual storage cabinets • Over-size vertical filing cabinet • Storage for teacher resources and professional development materials
Teacher Storage	• One (1) lockable four-drawer filing cabinet
Lighting	• Remote control room darkening blinds
Flooring	• Wall to wall carpeting
Display	• Whiteboard • Bulletin Boards • Well-placed and secure space for displays and promotional materials
Student Furniture	• Tables and chairs with sleigh legs
Teacher Furniture	• Two (2) teacher desks/chairs
Space Considerations	• Small story corner • Area for independent study (for approximately 25 students) • Informal seating or an informal area with comfortable chairs • A stack area to accommodate approximately 12,000 volumes of student print materials
Classroom Technology	• Document Camera • Interactive Digital Display Systems
Computers	• Two (2) teacher devices • Five (5) carts

GENERAL EDUCATION INTERVENTION SERVICES – READING, MATH, EL	
SPACE: 400 square feet (each) [including a small private office area within each room] **NUMBER**: Three (3) rooms	
Access	• Close proximity to general education classrooms
Classroom Storage	• Built-in bookcases • Supply closet with shelving will be installed in each room • Wall length counter top with wall storage cabinets and electrical strips • Counters under windows where appropriate
Teacher Storage	• Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile and area rugs
Display	• Whiteboard • Bulletin Board
Student Furniture	• Kidney-shaped table • Five (5) student chairs • Computer furniture/workstations
Teacher Furniture	• Teacher Desk/Chair
Other Furniture	• Visitor's chair
Classroom Technology	• Document Camera • Interactive Digital Display System
Computers	• Five (5) student computers • One (1) teacher computer

SPECIAL EDUCATION PROGRAMS

SPECIALIZED CLASSROOMS

Based on current projections and existing student needs, two classrooms will be required to meet the needs of special education students enrolled in district wide programs, for example, students with autistic or behavior disorders. In addition, space is required for special education instructional support.

SPECIALIZED SPECIAL EDUCATION CLASSROOMS (District Wide Programs)	
SPACE: 900 square feet (each) (+/-10%) **NUMBER**: Two (2) classrooms	
Toilet	● N/A
Sinks	● One stainless steel sinks with laminate counters ● In-room drinking fountain ● Soap and towel dispenser
Classroom Storage	● Storage area for large equipment (adaptive chairs, prone standers, supine standers, walkers, gait trainers, therapy balls, etc.). ● Built-in bookcases ● Storage areas ● Counters under windows where appropriate ● Large drawer storage (posters, large books, etc.)
Teacher Storage	● Lockable teacher storage wardrobe ● One (1) lockable four-drawer filing cabinet
Student Storage	● Coat and cubby storage for fifteen (15) students
Lighting	● Soft color, dimmable lighting
Flooring	● Vinyl enhanced tile and area rugs
Display	● Whiteboard ● Bulletin Boards
Student Furniture	● Tables and chairs ● Computer workstations
Teacher Furniture	● Teacher Desk/Chair
Other Furniture	● Activity Groups: one (1) kidney-shaped table with six (6) chairs ● Whole Group Instruction: two (2) rectangular tables with twelve (12) chairs
Classroom Technology	● Document Camera ● Interactive Digital Display System
Computers (each)	● One (1) teacher computers ● Two (2) student computers

SPECIAL EDUCATION RESOURCE ROOM	
SPACE: 600 square feet (each) **NUMBER:** One (1) classroom (with room divider)	
Access	● Close proximity to general education classrooms
Classroom Storage	● Built-in bookcases ● Counters under windows where appropriate
Teacher Storage	● Lockable teacher storage wardrobe ● One (1) lockable four-drawer filing cabinet
Lighting	● Soft color, dimmable lighting
Flooring	● Vinyl enhanced tile
Display	● Whiteboard ● Bulletin Board
Student Furniture	● Pupil tables/chairs (adjustable/movable)
Teacher Furniture	● Teacher Desk/Chair
Other Furniture	● Activity Groups: Two (2) kidney-shaped table with six (6) chairs (each)
Technology	● Document Camera ● Interactive Digital Display Systems
Computers (each)	● One (1) teacher computer ● Four (4) student computers

O.T. / P.T. RESOURCE	
SPACE: 400 square feet **NUMBER**: One (1) room	
Toilet	● N/A
Sinks	● N/A
Classroom Storage	● Storage for large equipment (large adaptive chairs, prone standers, supine standers, large walkers, gait trainers, large therapy balls, etc.) ● Built-in bookcases, storage areas, large-drawer storage ● Counters under windows where appropriate
Teacher Storage	● Lockable teacher storage wardrobe ● One (1) lockable four-drawer filing cabinets (each)
Lighting	● Soft color, dimmable lighting
Flooring	● Vinyl enhanced tile and area rugs
Display	● Whiteboard ● Bulletin Board
Student Furniture	● Pupil tables and chairs (adjustable - movable)
Teacher Furniture	● One (1) teacher desk/chair (each)
Other Furniture	● Activity Groups: One (1) small table with four (4) chairs (each office) ● One (1) adult size visitor's chair
Special Needs/Equipment	● Full length mirror (Mylar)
Computers (each)	● One (1) teacher computer

K-4 RELATED SERVICES – SOCIAL WORKER/PSYCHOLOGIST	
SPACE: 1050 square feet **NUMBER**: Three (3) offices, one each for Social Workers, Psychologist, and Behavior Technician	
Toilet	● N/A
Sinks	● Stainless steel sink with soap and towel dispenser (common area)
Access	● Close proximity to the main office
Storage	● One (1) lockable built-in four-drawer filing cabinet (each office) ● Bookcase and shelving ● Walk-in supply closet ● Laminate counters and shelving (common area)
Lighting	● Soft, dimmable lighting
Flooring	● Wall to wall carpeting
Display	● Whiteboard ● Bulletin Board
Teacher Furniture	● Teacher Desk/Chair (each office)
Other Furniture	● Two (2) adult chairs (each office) ● One (1) rectangle or kidney shaped table, with 6 student chairs (each office)
Special Needs/Equipment	● Built-in mirror (Speech only)
Computers (each)	● One (1) teacher computer (each office)

SPEECH / LANGUAGE	
SPACE: 250 square **NUMBER**: One room	
Toilet	● N/A
Sinks	● N/A
Access	● Adjacent to OT/PT areas if possible
Classroom Storage	● Built-in bookcases ● Storage areas ● Counters under windows where appropriate
Teacher Storage	● Lockable teacher storage wardrobe ● One (1) lockable built-in four-drawer filing cabinet
Lighting	● Soft color, dimmable lighting
Flooring	● Vinyl enhanced tile and area rugs
Display	● Whiteboard ● Bulletin Board
Student Furniture	● Pupil tables and chairs (adjustable and movable)
Teacher Furniture	● Teacher Desk/Chair
Other Furniture	● Activity Groups: One (1) kidney-shaped table with six (6) chairs ● Adult size visitor's chair ● Play equipment for centers ● Full length mirror (Mylar)
Computers (each)	● One (1) teacher computer

VII. ADMINISTRATION AND SUPPORT FACILITIES

Unless otherwise noted, standard furnishings for every area noted below are expected to include the following:

- Room darkening shades
- Acoustical insulation for soundproofing
- Year-round air conditioning
- ADA compliant building standards
- Wireless/internet access
- Multiple electric outlets
- Telephone

ADMINISTRATIVE OFFICES	
SPACE: 250 square feet **NUMBER**: Two (2) rooms	
Access/Location	● Two (2) entrances: one to main office/secretarial area and one to conference room
Storage	● One (1) large wall unit bookcase ● Lockable lateral files
Lighting	● Soft color, dimmable lighting
Flooring	● Wall to wall carpeting
Office Furniture	● Desk/Chair ● Visitor's seating for six (6)
Other Accommodations	● Bulletin board ● Private lavatory
Technology	● Polycom telephone ● Building security system monitor ● Security "panic button with dedicated phone line
Computers (each)	● One (1) computer

MAIN OFFICE (SECRETARIAL AREA)	
SPACE: 600 square feet	
Access/Location	● Adjacent to the principal's office with a closable connecting door ● Hallway wall should have multiple windows ● Main Office should be able to view main entranceway of school ● Door connecting office and health suite ● Staff lavatories should be adjacent to the office
Storage	● Safe ● Base and wall cabinets with counter space
Lighting	● Soft color, dimmable lighting
Flooring	● Wall to wall carpeting
Office Furniture	● Secretarial workstation (2) ● Secretarial chair (2) ● Additional work table ● Visitor's seating ● Tables

MAIN OFFICE (SECRETARIAL AREA (Continued)	
Other Accommodations	● Whiteboard ● Bulletin boards ● Coat closet ● Chairs/benches for visitors
Technology	● Network copier/fax machine ● Building security system monitor (secretary) ● Security panic button with dedicated phone line (secretary) ● Parent access Kiosk computer
Computers (each)	● Two (2) computers

CONFERENCE ROOMS	
SPACE: 200 square feet (each) **NUMBER**: Two (2) rooms	
Access/Location	● One conference room adjacent to Main Office/Principal's Office ● One conference room adjacent to Pupil Services offices
Lighting	● Soft color, dimmable lighting
Flooring	● Wall to wall carpeting
Office Furniture	● Conference Table ● Seating for ten (10)
Other Accommodations	● Whiteboard ● Bulletin board
Technology	● Polycom telephone ● Interactive Digital Display System g
Computers (each)	● One (1) computer

HEALTH SERVICES	
SPACE: 450 square feet	
Toilet	• Oversized accessible toilet room with changing table
Sink	• Sink with foot pedal controls (outside toilet room) • Sink with eyewash
Access/Location	• Access to main office for assistance during times of emergency • Access through main corridor
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile
Storage	• Lockable cabinets for medication (if controlled meds are not stored in the same cabinet as non-controlled meds, it does not require to be double locked) • Three (3) four-drawer lockable filing cabinets • Closet and extra storage for materials
Office Furniture	• Bookcase • Table for testing/conferences • Four (4) student chairs for waiting area
Space Considerations	• Recovery area with three (3) cots • Nurse's space for privacy when speaking with students • Examination room • 25-ft space to conduct vision screenings • Waiting area for students
Medical Equipment	• Wheelchair/evacuation chair • Rolling cart (portable emergency cart) • Examination table
Other Accommodations	• AED with audible alarm box to be installed in the public access hallway • Refrigerator with separate freezer compartment
Technology	• Telephone with direct access to an outside line
Computers (each)	• One (1) computer

TEACHER WORKROOM	
SPACE: 450 square feet	
Toilet	• N/A
Sink	• Stainless steel sink with laminate countertops • Soap and towel dispenser
Lighting	• Soft, dimmable
Flooring	• Vinyl enhanced tile
Storage	• Shelving • Staff Mailboxes • Locked cabinet
Furniture	• Three (3) tables and 12 chairs
Other Accommodations	• Dye press (letter cutting machine) • Laminating machine • General office supplies • Bulletin Board
Technology	• Network copier/fax machine/scanner
Computers (each)	• Four (4) teacher computers

FOOD SERVICES – CAFETERIA (with adjoining space for family resource center)	
CAFETERIA SPACE: 2,000 square feet **Note: The cafeteria should be a multi-purpose space including the capacity to divide the space up into several smaller spaces. Students may not eat lunch in waves every day in the space as they have in the past.*	
Toilet	● N/A
Sink	● Bay sink with foot pedal for hand washing and Purell stations for students
Access/Location	● Adjacent to full kitchen and serving area ● Exits to outdoors
Lighting	● Soft, dimmable, room darkening shades
Flooring	● Resilient textured rubber flooring
Storage	● Storage room to accommodate tables/benches and chairs
Furniture	● Folding roll-away tables/benches, long type with built-in seating, to accommodate 100 in four (4) lunch waves* ● Chair and desk for paraeducator/Cafeteria supervisor
Other Accommodations	● Recessed drinking fountains ● Sound reducing measures ● Soundproof divider between kitchen and cafeteria ● Bulletin boards
Technology	● Localized public address system

FOOD SERVICES – KITCHEN	
SPACE: 1,500 square feet – Kitchen	
Toilet	● Locker room for five (5) with adjacent unisex toilet room
Sink	● One (1) three bay sinks with drainboard, garbage disposal ● One (1) double well stainless steel produce sink ● One (1) triple well stainless steel pot wash sink ● Three (3) hand sinks with soap and towel dispensers
Lighting	● Task lighting over preparation areas
Flooring	● Epoxy flooring
Storage	● Safe ● Four (4) stainless steel utility carts, three shelves, #300/400 capacity ● One (1) stainless steel cart for tray storage, ADA accessible ● Adequate space for annual supplies
Furniture	● Teacher Desk/Chair ● Visitor's Chair
Space Considerations	● Large walk-in storeroom with heavy-duty wire mesh chrome-mate shelving on casters ● Dishwasher room with necessary utilities (racks and tray carts) ● Separate area for the cashier to count money with a safe ● Two (2) serving lines with built-in hot and cold units ● Can washing area (outside, near dock – custodial)
Food Services Equipment	● One (1) double steamer, pressure-less ● One (1) commercial microwave oven ● Two (2) double convection ovens with stand: single one-over-one unit ● Two (2) small double kettles ● Walk-in freezer, minimum 100 ft. square with shelving ● Walk-in refrigerator, minimum 100 ft. square with shelving ● One (1) pass-thru refrigerator near serving line ● One (1) pass-thru freezer near serving line ● Steam table with five (5) wells ● Two (2) preparation tables (stainless steel) ● Milk cooler ● Exhaust fans (ventilation) for ovens, skillet, stove, etc. ● Exhaust fans (ventilation) in washroom and pantry areas
Technology	● Two (2) cash registers and stands (point of sale system) ● One (1) computer (Food Services Office)

FACULTY LOUNGE	
SPACE: 450 square feet	
Toilet	● Faculty toilets adjacent to faculty lounge
Sink	● Stainless steel sink with laminate counter ● Soap and towel dispenser
Access/Location	● Close proximity to the major instructional section of the school
Lighting	● Provide windows and maximize natural light
Flooring	● Vinyl enhanced tile and carpeting
Storage	● Built-in upper and lower cabinets
Furniture	● Soft seating ● Tables and seating for twenty (20) people ● Bulletin Board
Equipment	● Microwave oven ● Refrigerator

CUSTODIAL OFFICE	
SPACE: 150 square feet	
Toilet	● Locker room for four (4) with adjacent unisex toilet room
Access/Location	● In close proximity to Cafeteria
Flooring	● Vinyl enhanced tile
Storage	● Locked cabinet
Furniture	● Desk/Chair ● Three (3) adult chairs
Computers (each)	● One (1) computer

FAMILY RESOURCE ROOM (Adjacent to the Cafeteria)	
SPACE: 500 square feet	
Toilet	● Toilet room with sink at a level appropriate for children
Access	● Direct access to outdoors ● Adjacent to the cafeteria
Storage	● Lockable storage wardrobe ● One (1) lockable four-drawer filing cabinet ● Counters under the windows where appropriate
Lighting	● Soft color, dimmable lighting
Flooring	● Vinyl enhanced tile and area rugs
Display	● Whiteboard ● Bulletin Boards
Furniture	● Two (2) rectangular tables ● Twelve (12) folding chairs ● Desk/Chair
Office Space	● Three (3) small offices with the room for confidential service providers
Technology	● Document Camera ● Interactive Digital Display Systems
Computers	● Four (4) computers

VIII. COMMUNITY USE

All of our schools are used by the community. Some of the groups that regularly use the facilities include:

- Manchester Parks and Recreation Department
- Scouting organizations
- Civic organizations
- Municipal Boards and groups
- Adult Education
- PTO
- Registrar of Voters

IX. ENVIRONMENT – SYSTEMS – EQUIPMENT

SYSTEM	SPECIFICATIONS
Building Systems	● The building systems incorporated into the new construction will be designed in accordance with Connecticut High Performance Building standards, equivalent in performance to a LEED Silver rating.
Heating/Cooling (HVAC) System	● The goal of the building systems is to get as close to zero net energy consumption as is possible within the budget and within the scope of the project. ● Heating & cooling should be produced with natural gas with a boiler for heating and rooftop DX cooling. Consider including Geo-thermal wells for energy efficiency. ● All spaces are to receive air conditioning, but only those areas with summertime use will have the systems running year-round; all other areas will have systems set to dehumidification only during summer months. ● In-line water heaters for domestic hot water shall be provided during non-heating season usage. ● Energy recovery units, VFD fan systems and pumps to be utilized in the design. ● Designer to provide additional information on heating systems to Owner. ● The use of “chill beams” will be considered for general heating and cooling. ● Designer to provide additional information on chill beam systems to Owner. ● The gymnasium/auditorium and cafeteria will be served by separate variable speed air handlers. Air handlers shall include a hot water heating coil and DX cooling coils.
Climate Controls/ Ventilation System	● Spaces should have independent, on demand heating, cooling and ventilation control for operational efficiency. ● Each classroom will be provided with a temperature sensor and carbon dioxide sensor. The carbon dioxide sensor is an energy saving device. By sensing the carbon dioxide within the room, the outside air intake is adjusted, reducing the amount of outside air being heated or cooled, resulting in less energy used. ● Climate controls/ventilation systems need to meet current codes and standards.
Lighting System	● Efficient and appropriate natural lighting will be maximized within the facility as appropriate for the programmatic use of the spaces. ● Motion sensors and dual switching will be installed in classrooms. ● The use of fluorescent lights throughout, with exceptions in specialty areas. ● Attention should be given to security lighting for both interior and exterior of the building. ● Emergency back-up will be via local battery ballasts. ● The use of light shelves and light sensors for natural light to reduce electrical load shall be considered in locations where possible.

Electrical (Power) System	● Photovoltaic Panels ● Power to be provided by local utility company. ● Distribution will include customer metering. ● Emergency generator to accommodate Life Safety needs.
Technology	● There shall be a combined voice/data system with "VOIP" (Voice Over Internet Protocol) design. ● Each classroom will be equipped with digital projection. ● The school should be able to broadcast video content in all classrooms using a video distribution system. ● Head equipment to be housed in an MDF with 24 hour environmental control. ● Horizontal cabling shall be Category 6e or contemporary equivalent. ● Cable shall be run in corridors to support horizontal cable structure. ● Fiber backbone between the MDF and IDF rooms shall be multi-mode type (10GB minimum). ● Fiber optical cable from street to MDF. ● New Data Center.
Security	● Digital video surveillance of exterior/interior areas of the building. A door control system consisting of one or more pan-able cameras mounted outside the controlled entry and a video phone system that allows office personnel to see and speak to persons wishing to enter the building and then remotely grant access by activating an electrified door lock mechanism. ● Exterior doors will have swipe access controls. ● Design the plan to prevent access to instructional areas of the school when community events take place in assembly areas during non-school hours. ● Motion sensors shall be mounted in corridors. ● Respond to future state and/or federal mandates related to security requirements for elementary facilities.
Phone System	● A comprehensive, district-integrated VOIP phone system (dial-out) will be integrated into the technology scope of the project, including hands-free and handle options. ● Install phones in every room of the facility occupied by teachers or students at any given time, including all support and instructional spaces. ● Provide Voice Over "IP" options.
Public Address	● The building's public address system is comprehensive and will be addressed as part of the technology component of the project to incorporate internal building communications as well as external communications. ● The PA system should be developed in conjunction with the phone, clock, data, voice and video distribution system of the school. ● Secondary access to security and public address systems will be located in the MDF/Head End Room.
Clocks	● Clocks, similar to the phone system, will be integrated into the technology component of the project. ● All support and instructional spaces will be included. ● System to have manual override capability in the event that Daylight Saving Times are adjusted by the Federal Government.
Plumbing System	● Plumbing fixtures/systems will be designed per current and applicable codes. ● Fixtures will be self-operating. ● Plastic piping to be considered for domestic water and heating where possible.
Fire Protection	● Building will be fully protected by a sprinkler system installed per NFPA 13.
Fire Alarm	● The building will be protected by a fully addressable analog, manual and automatic fire alarm system.

Acoustics	● The building will comply with ANSI S12.60-2002: Acoustical Performance Criteria, Design Requirements and Guidelines for Schools. ● Suspended acoustical ceilings and/or acoustical decks will be installed throughout the building. ● Corridor walls should be constructed of glazed concrete masonry units, or materials with a comparable NRC rating, and provide an adequate separation for sound control. ● In specialized areas, such as media centers, appropriate acoustical treatments will be installed. ● Sound field system will be provided in each classroom.
Windows/Doors	● Windows should be a high efficiency, non-operational type with low e-glazing. ● Emergency egress windows and rated doors will be installed in accordance with applicable codes. ● Key fobs, thumb latches, vision panels – review with District and integrate with the security section.

X. SITE DEVELOPMENT

Passive security measures, such as visual control of the entrances from the office area, must be planned for. Active security measures and systems will be developed with the building design. Adequate lighting for monitoring activities and ensuring safety are of paramount importance at the building entrances. The entrance area should accommodate a separate bus loading and parent drop-off area. Entry overhangs or covered walkways will be provided for inclement weather.

Bus loading areas should be configured as a one-way drive in a counterclockwise direction to assure that loading and unloading of students occurs from the right-hand side of the vehicle adjacent to the building. The drive will have two lanes: one for travel, and one for stopping and unloading. The bus loading driveway should be located such that buses exit upstream of automobiles, thereby reducing delays.

Parent drop-off areas will also be configured as a one-way drive in a counterclockwise direction to ensure that loading and unloading of students occurs from the right-hand side of the vehicle adjacent to the building. Student drop-off and pick-up areas are to be separated from the bus loading area, and preferably separated from other parking lots.

Parking for staff and visitors will be developed to take the multiple uses of the building into account. In determining the size and location of the parking lots, consideration will be given to the use of the building for community access as well as student safety. ADA and other code requirements will be addressed in the design of parking.

Sidewalks will be featured around the perimeter of the school. Access to the parking lots, playfields, bus and parent pickup/drop-off areas, and access for student walkers will be addressed. Sidewalks should be designed to accommodate students who walk or ride bicycles to school. The number of driveways that are crossed by sidewalks should be eliminated/minimized as much as practicable.

Playgrounds will include paved (dry) play areas, replacement baseball and soccer fields, and playscape equipment. Pre-Kindergarten and Kindergarten play areas should be located in close proximity to their classrooms.

Playfields, parking, service drives, drop-off zones and bus zones should be located to reduce the cost of connecting elements without requiring pedestrians to cross vehicular traffic lanes. The location of driveways, walkways and landscaping must permit adequate sight distances for both vehicles and pedestrians.

Site utilities and physical plant components, including drives and access roads, will be located to avoid conflict with student and vehicular traffic, as well as the planned future growth of building components.