

**MANCHESTER BOARD OF EDUCATION**  
**REGULAR MEETING**  
**WEDNESDAY, NOVEMBER 13, 2013**

**7:00 P.M.**  
**Lincoln Center**

**A. OPENING**

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Board of Education Minutes – October 28, 2013 A – 3

**B. SUPERINTENDENT’S REPORT – PART I**

- 1) S.A.A.M. Update – Ms. Linda Cavanaugh, Chief Program Planner B – 1

**C. CONSENT CALENDAR**

- 1) Transfer of Funds C – 1
- 2) Establish an appropriation in the amount of \$3,759.00 for a grant provided through the Manchester Community College, College Career Pathways program for FY13-14. C – 2
- 3) Establish an appropriation for \$100,000 awarded for the Adult Education College Transition Pilot Grant for FY13-14. C – 3
- 4) Extended Field Trip – Manchester High School – Percussion Ensemble & Chamber Orchestra – Philadelphia, PA – Performance Adjudication, Festival Competition – 47 students – Teacher and parent chaperones – 4/24/14 – 4/27/14 C – 4
- 5) Extended Field Trip – Manchester High School – Roundtable Singers Toronto, Canada – Concert Tour – 30 students - Teacher and parent chaperones – 5/22/14 – 5/25/14 C – 5

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

**E. SUPERINTENDENT’S REPORT – PART II**

- 1) School Design Options and Redistricting - Mike Zuba of Milone & McBroom

**F. UNFINISHED BUSINESS**

- 1) Policy 4150 – Evaluation, Termination and Non-Renewal of Athletic Coaches F – 1
- 2) Policy 1300 – Visitors F – 2
- 3) Policy 5141.4 – School Wellness Policy F – 3
- 4) Policy 5119 – Transfer and Non-Resident Students F – 4

**UNFINISHED BUSINESS - (continued)**

- |  |       |
|--|-------|
| 5) Policy – Non-Discrimination (Personnel)                                 | F – 5 |
| 6) Policy – Non-Discrimination (Students)                                  | F – 6 |
| 7) Policy 5141.2 – Reports of Suspected Abuse and/or Neglect of Children   | F – 7 |
| 8) Policy 4013 – Sexual Harassment and Sex Discrimination in the Workplace | F – 8 |
| 9) Policy #4011 Prohibition of Sex Discrimination                          | F – 9 |

**G. NEW BUSINESS**

**H. COMMUNICATIONS**

**I. COMMITTEE REPORT**

- |  |       |
|--|-------|
| 1) Personnel & Finance Committee Minutes | I – 1 |
|--|-------|

**J. PUBLIC COMMENTS (comments limited to items on tonight’s agenda)**

**K. ITEMS FOR FUTURE AGENDAS**

**L. ADJOURNMENT**

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

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

# Manchester's SAAM Data 2013



# Overview of SAAM

- SAAM – Summer Advantage Academy of Manchester
- Limit impact of “summer slide”
- Three sites:
  - Martin – Kindergarten
  - Highland Park – Grades 1 & 2
  - Bennet Academy – Grades 3 - 5



# Overview of SAAM

NEEDS	COSTS
Staffing	685,284.82
Transportation	55,262.38
Materials – books, paper, crayons...	10,354.47
Contracted services	27,966.27
<b>TOTAL</b>	<b>778,867.94</b>



# Overview of SAAM

## Kindergarten

- 10:1 pupil/teacher ratio
- Smaller student environment for targeted instruction

## Grades 1 – 5

- 20:2 pupil/teacher ratio
- One Manchester teacher with a teacher new to the district or recent teaching graduate



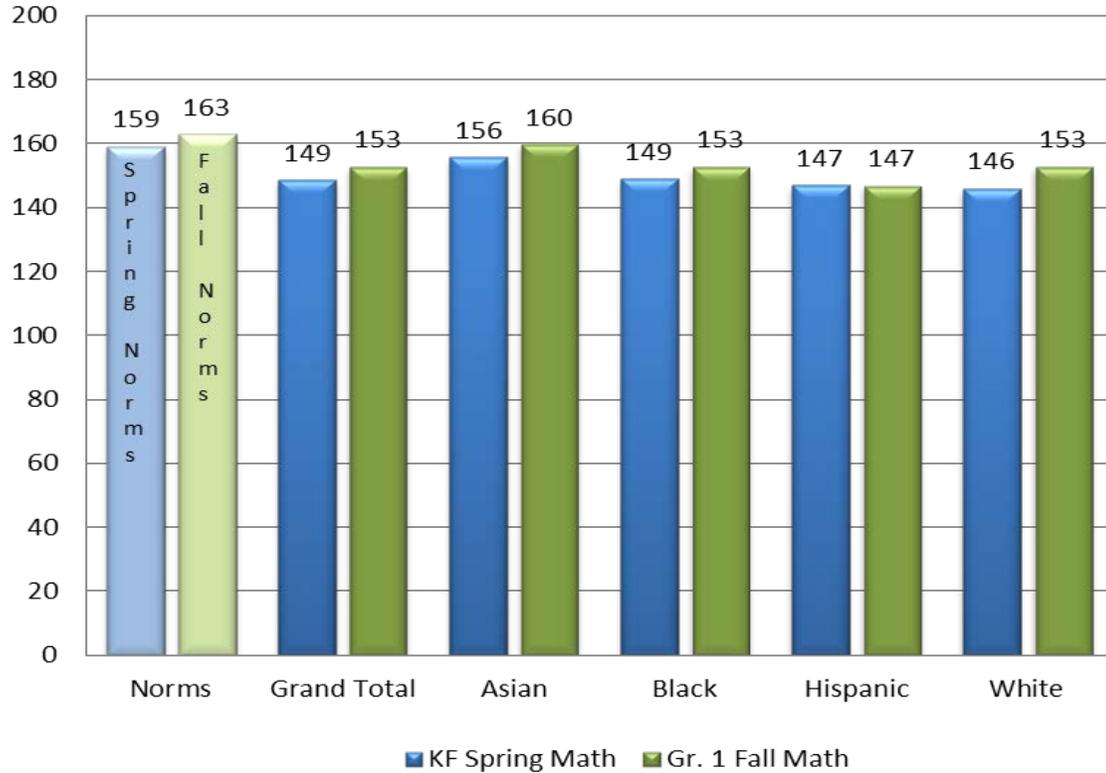
# Overview of SAAM

	First Day 7/1/13	Last Day 8/9/13	Total Disenrolled	Total Disenrolled by Grade
<b>Martin</b>	64	51	13	K - 13
<i>Kindergarten</i>				
<b>Highland</b>	300	226	74	1 <sup>st</sup> - 34
<i>Grade 1 &amp; 2</i>				2 <sup>nd</sup> - 40
<b>Bennet</b>	345	223	122	3 <sup>rd</sup> - 54
<i>Grade 3 - 5</i>				4 <sup>th</sup> - 46
				5 <sup>th</sup> - 22
<b>TOTALS</b>	<b>709</b>	<b>500</b>	<b>209</b>	

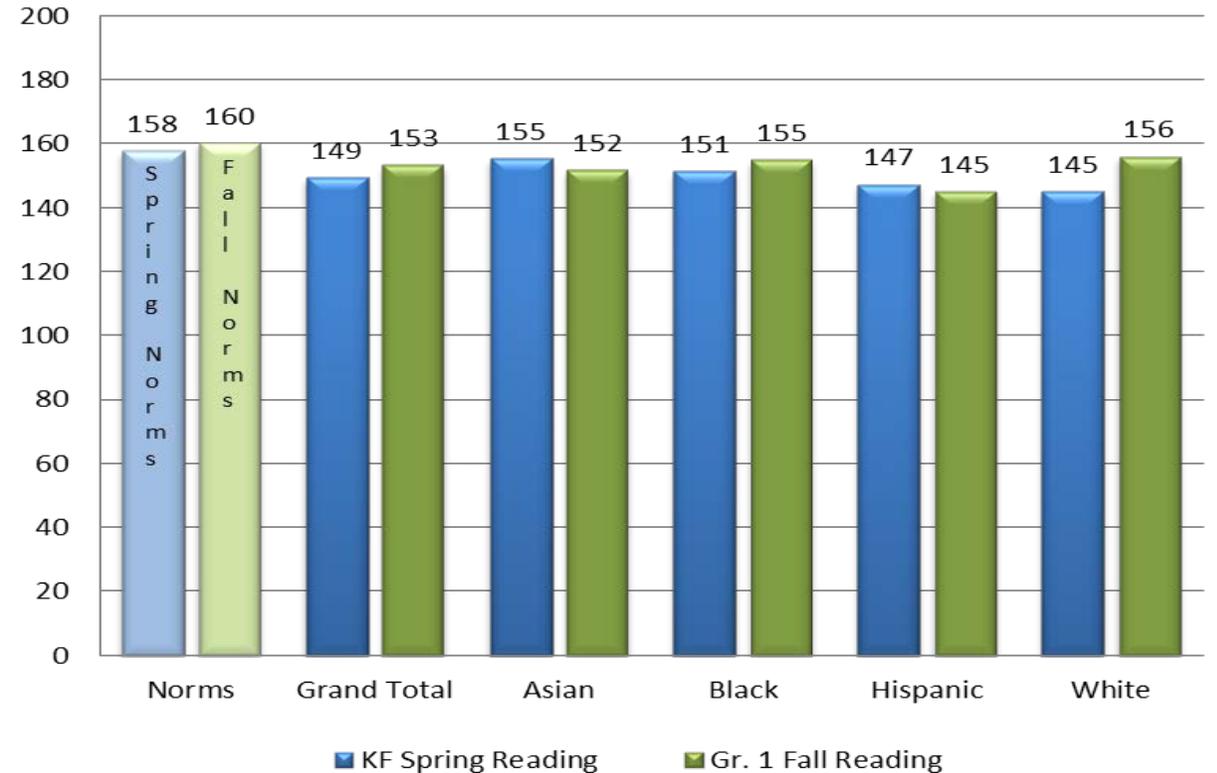


# SAAM Kindergarten Spring to Grade 1 Fall

## NWEA Math Average RIT Score



## NWEA Reading Average RIT Score



Kindergerten Spring/Grade 1 Fall # Students Tested - Math

Total		Asian		Black		Hispanic		White	
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
52	50	5	4	14	16	13	12	16	14

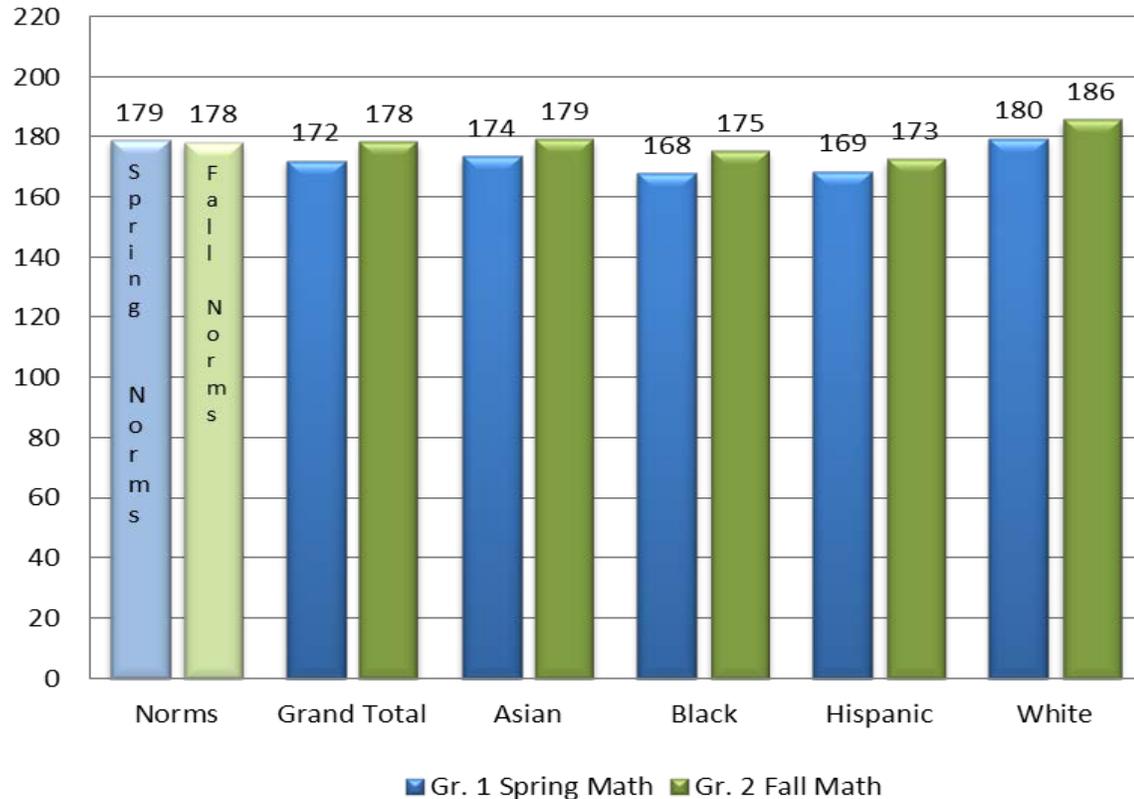
Kindergerten Spring/Gr. 1 Fall # Students Tested - Math

Total		Asian		Black		Hispanic		White	
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
52	50	5	4	14	16	13	12	16	14

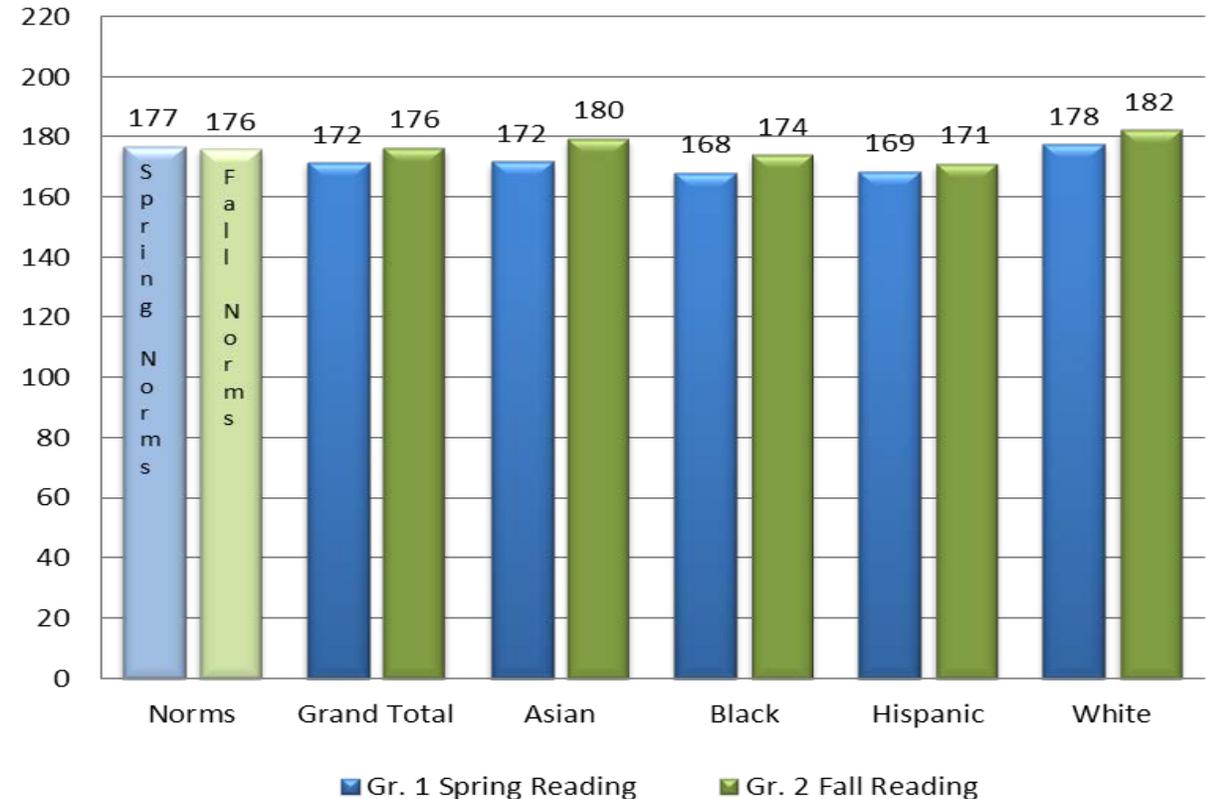


# SAAM Grade 1 Spring to Grade 2 Fall

## NWEA Math Average RIT Score



## NWEA Reading Average RIT Score



Grade 1 Spring/Grade 2 Fall # Students Tested - Math

Total		Asian		Black		Hispanic		White	
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
115	108	8	8	40	34	28	27	33	33

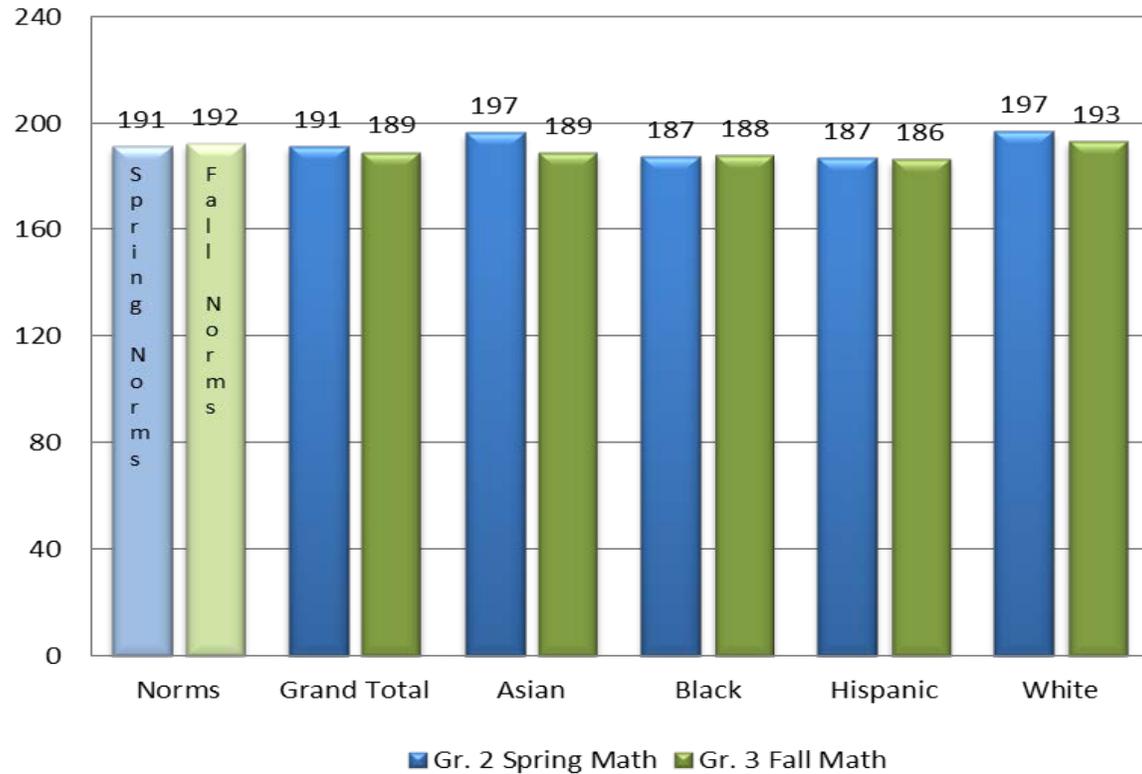
Grade 1 Spring/Grade 2 Fall # Students Tested - Math

Total		Asian		Black		Hispanic		White	
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
114	109	8	8	40	35	27	27	33	33

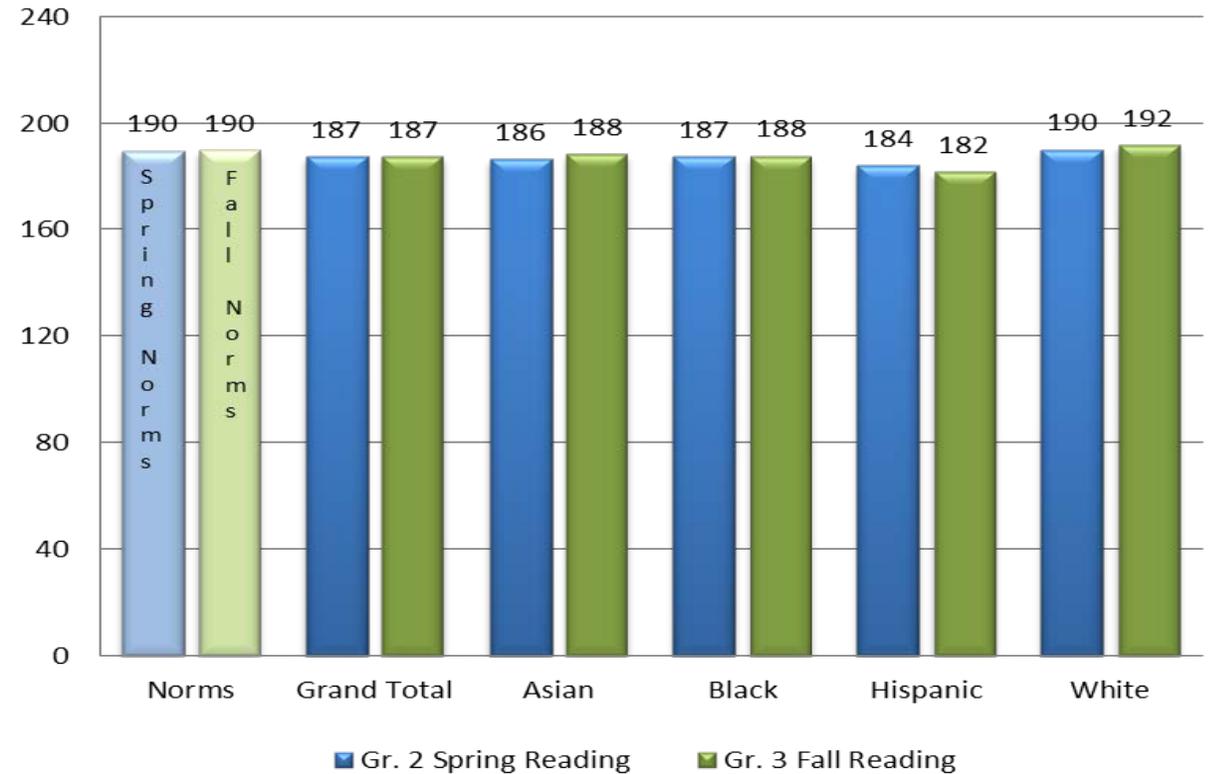


# SAAM Grade 2 Spring to Grade 3 Fall

## NWEA Math Average RIT Score



## NWEA Reading Average RIT Score



Grade 2 Spring/Grade 3 Fall # Students Tested - Math

Total		Asian		Black		Hispanic		White	
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
112	110	13	12	35	35	29	29	28	27

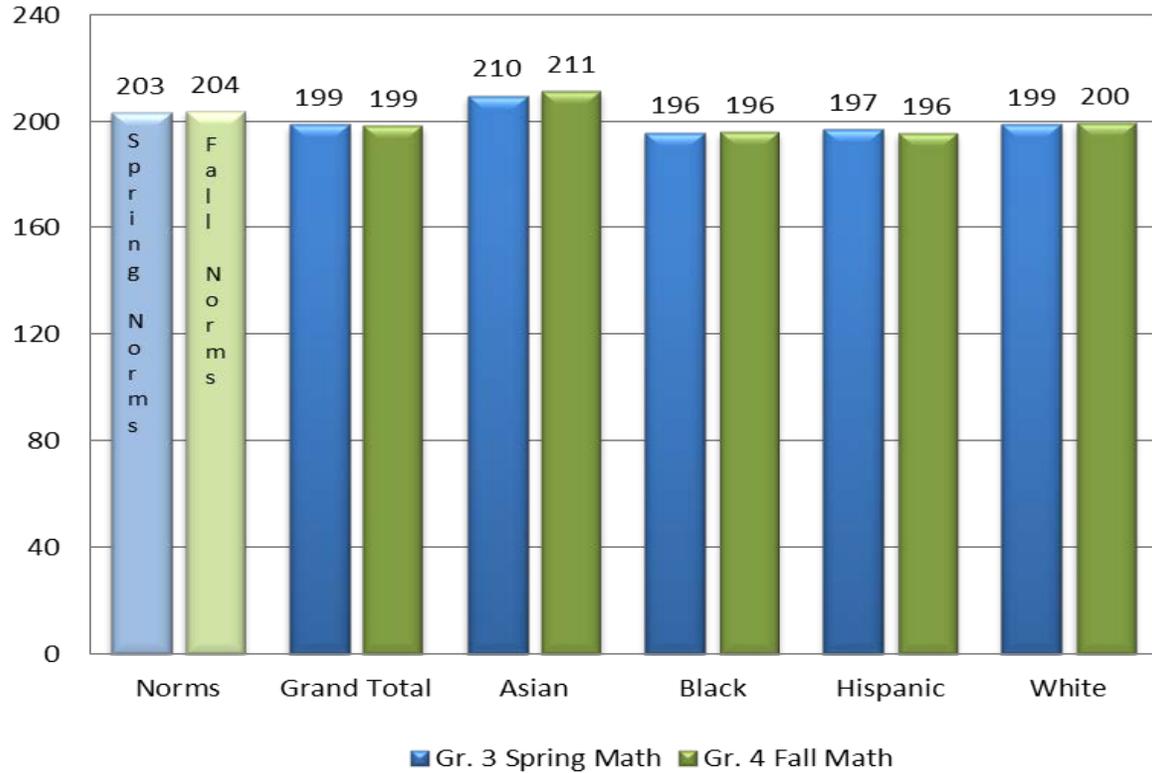
Grade 2 Spring/Grade 3 Fall # Students Tested - Math

Total		Asian		Black		Hispanic		White	
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
112	110	13	12	35	35	29	29	28	27

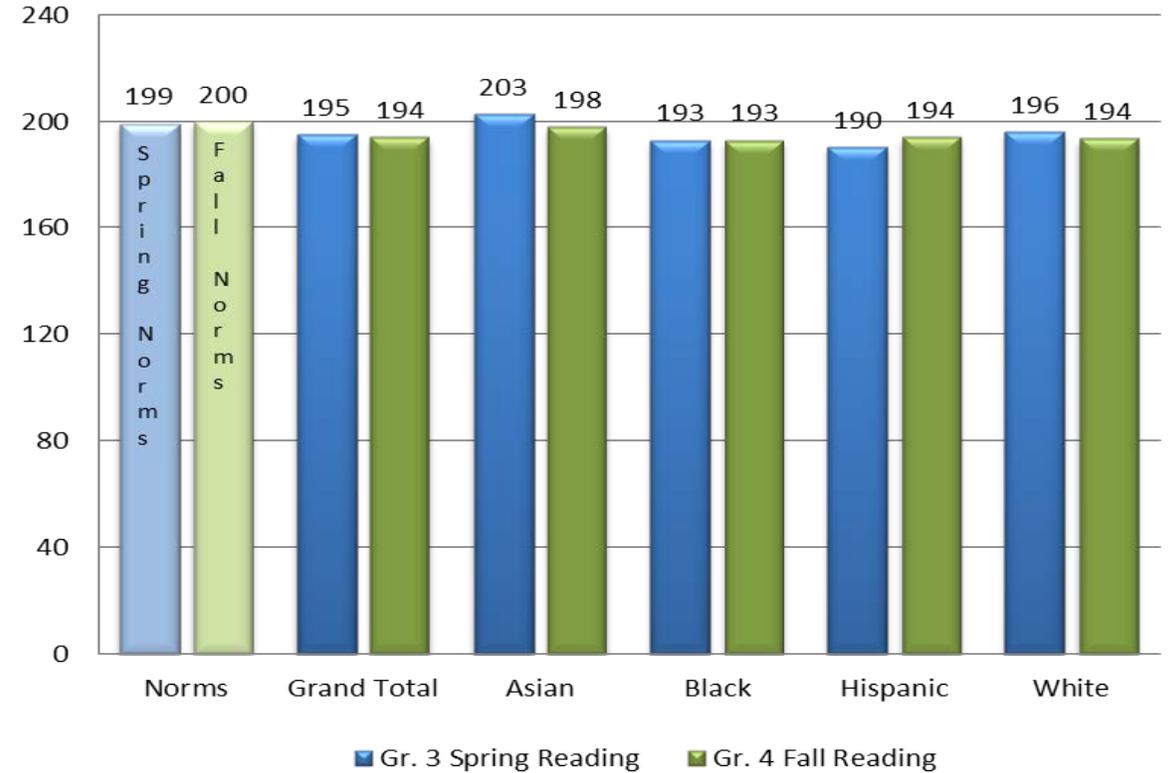


# SAAM Grade 3 Spring to Grade 4 Fall

## NWEA Math Average RIT Score



## NWEA Reading Average RIT Score



Grade 3 Spring/Grade 4 Fall # Students Tested - Math

Total		Asian		Black		Hispanic		White	
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
91	86	12	9	37	36	16	16	19	18

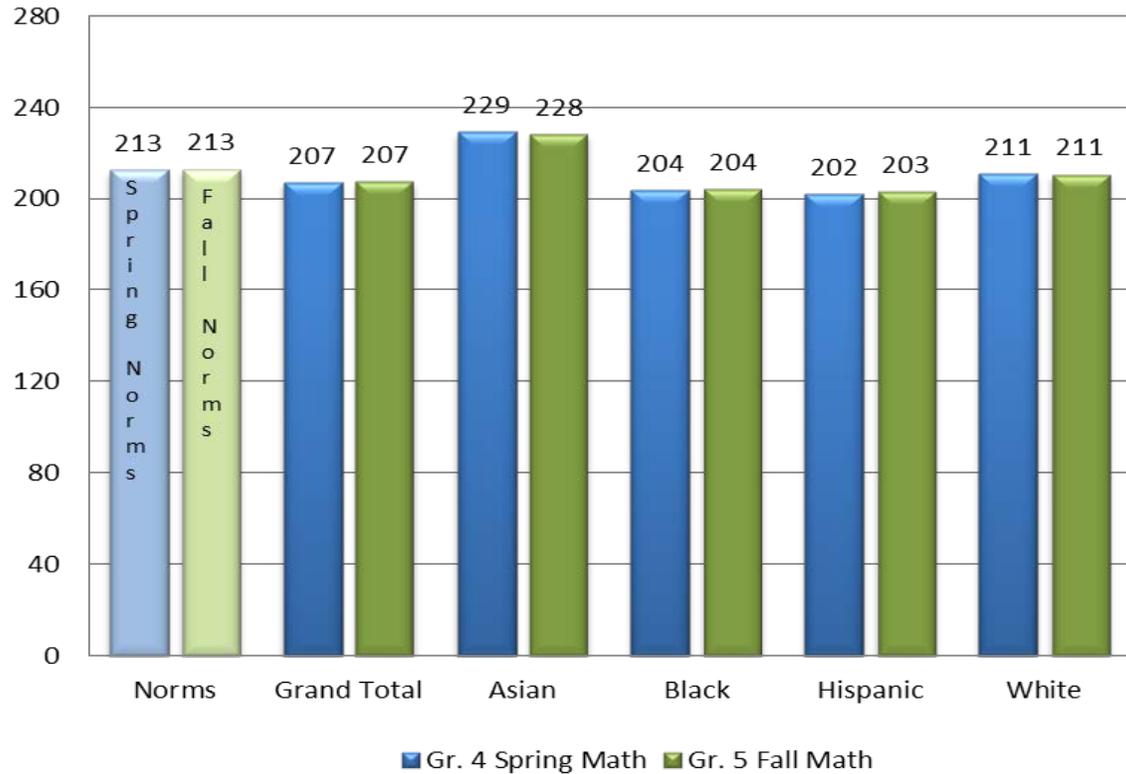
Grade 3 Spring/Grade 4 Fall # Students Tested - Reading

Total		Asian		Black		Hispanic		White	
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
90	87	12	9	37	37	15	16	19	18

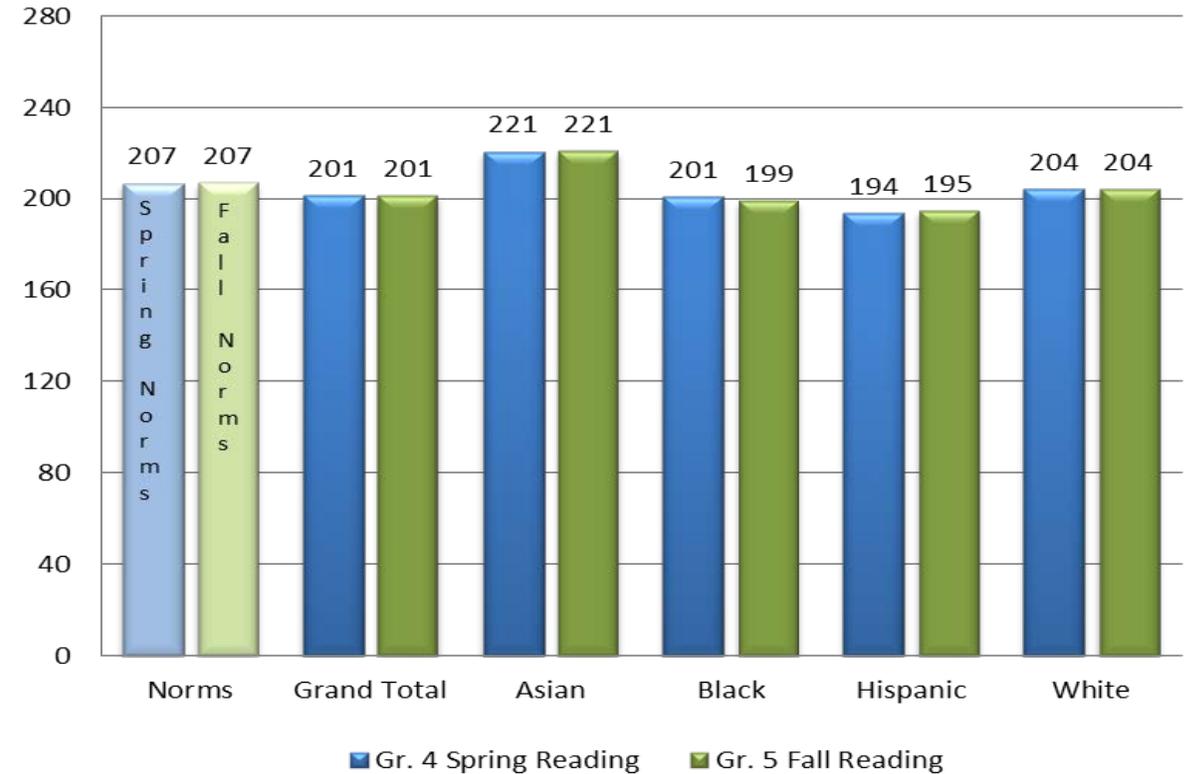


# SAAM Grade 4 Spring to Grade 5 Fall

## NWEA Math Average RIT Score



## NWEA Reading Average RIT Score



Grade 4 Spring/Grade 5 Fall # Students Tested - Math

Total		Asian		Black		Hispanic		White	
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
76	74	3	3	31	29	16	16	21	21

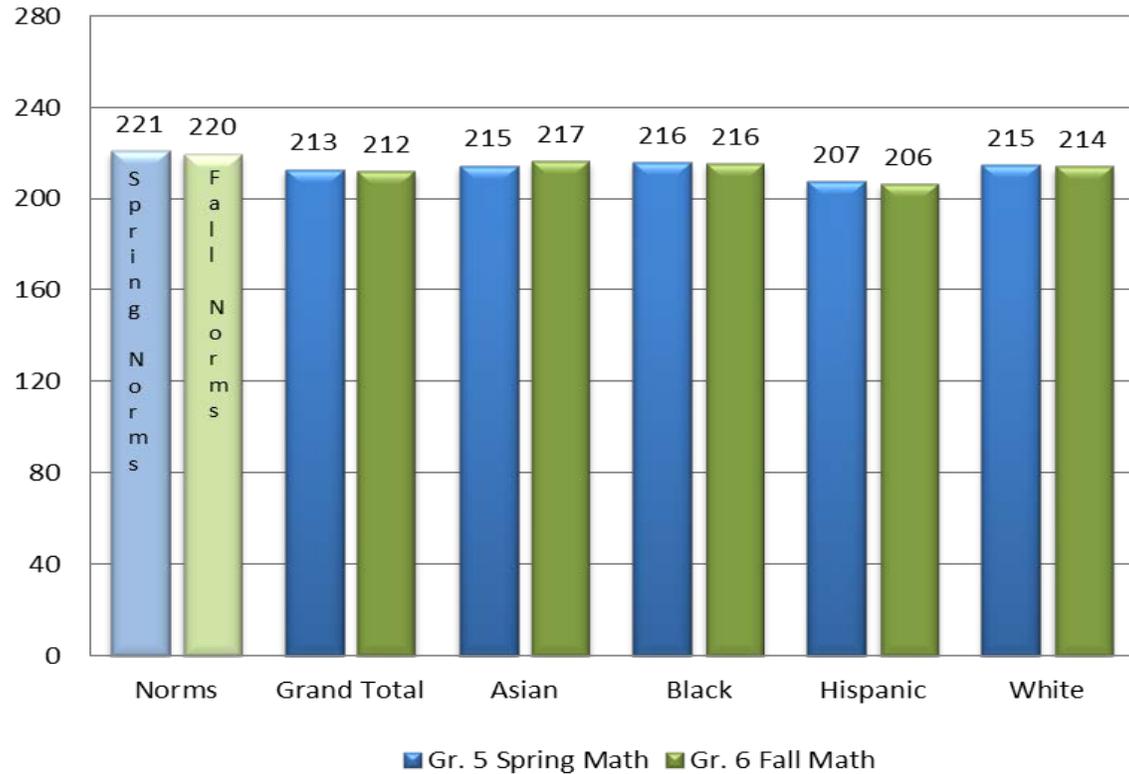
Grade 4 Spring/Grade 5 Fall # Students Tested - Math

Total		Asian		Black		Hispanic		White	
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
76	74	3	3	31	29	16	16	21	21

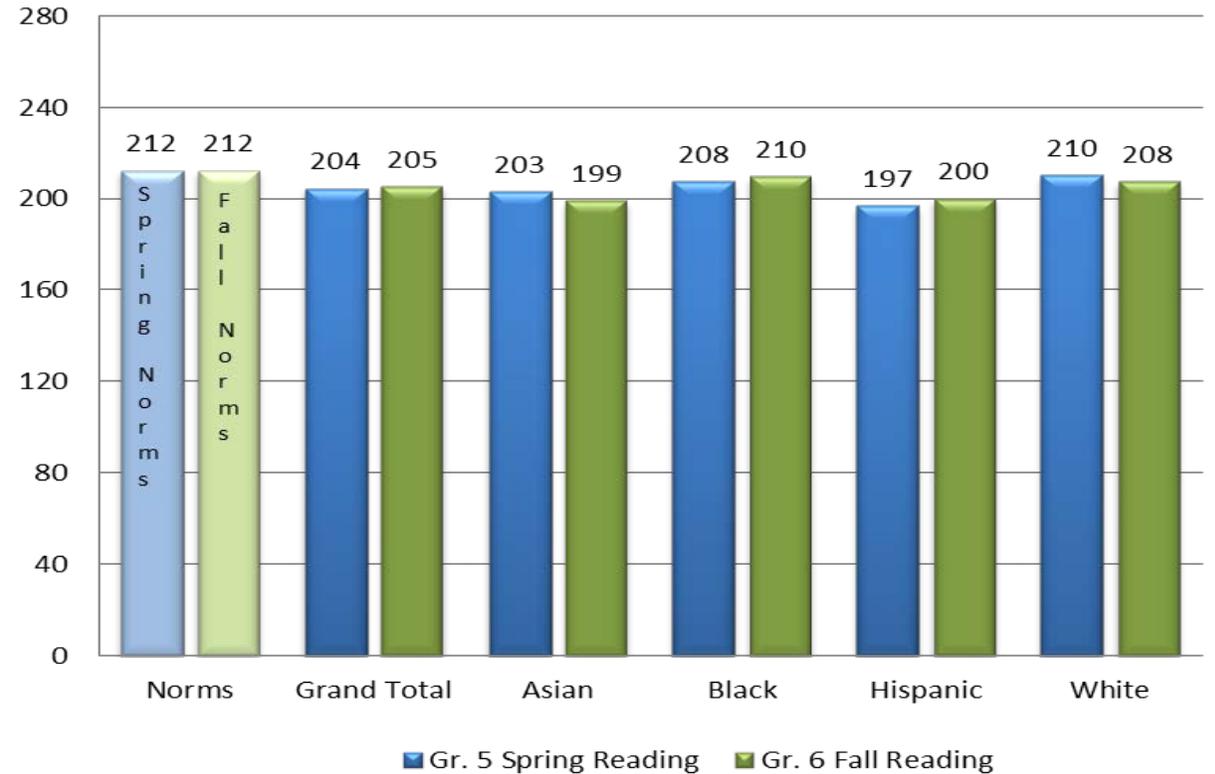


# SAAM Grade 5 Spring to Grade 6 Fall

## NWEA Math Average RIT Score



## NWEA Reading Average RIT Score



Grade 5 Spring/Grade 6 Fall # Students Tested - Math

Total		Asian		Black		Hispanic		White	
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
52	42	2	2	19	14	17	15	14	11

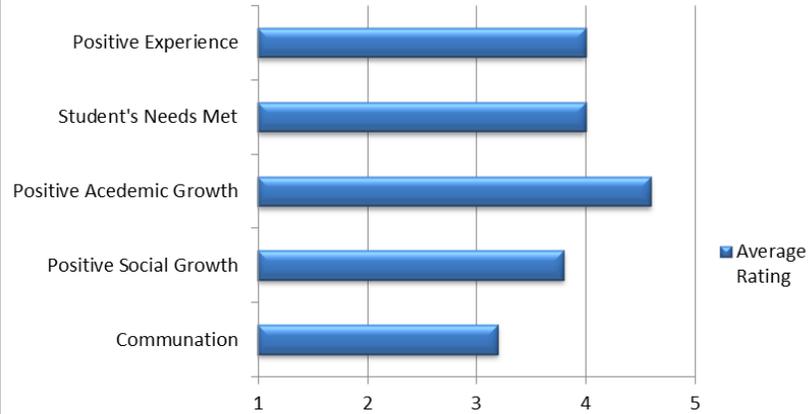
Grade 5 Spring/Grade 6 Fall # Students Tested - Math

Total		Asian		Black		Hispanic		White	
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
53	45	2	2	19	15	18	15	14	13



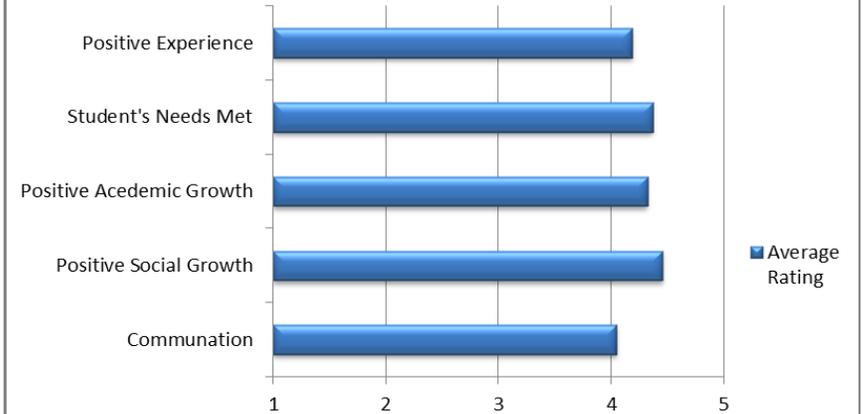
# Overview of SAAM

## Kindergarten Parent Survey



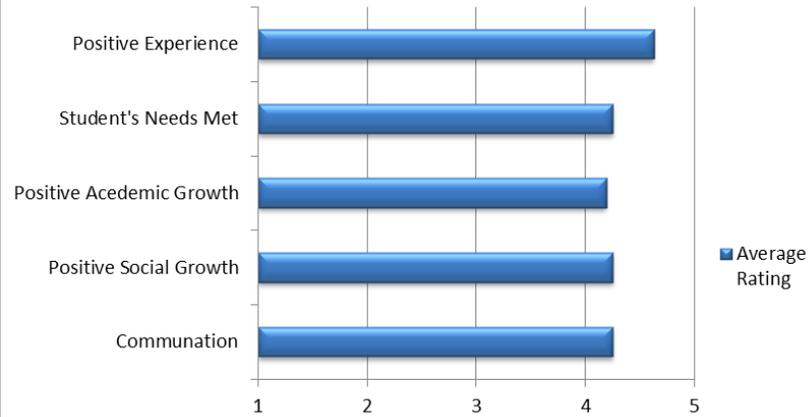
1= Strongly Disagree 2 = Somewhat Disagree 3 = Neither Agree/Disagree 4 = Somewhat Agree 5 = Strongly Agree

## Grades 1 & 2 Parent Survey



1= Strongly Disagree 2 = Somewhat Disagree 3 = Neither Agree/Disagree 4 = Somewhat Agree 5 = Strongly Agree

## Grades 3-5 Parent Survey



1= Strongly Disagree 2 = Somewhat Disagree 3 = Neither Agree/Disagree 4 = Somewhat Agree 5 = Strongly Agree



# Considerations for SAAM 2014

- Partnering with Manchester's Parks & Recreation
- Two sites:
  - Bennet Academy and Highland Park
- Communication with parents
- Busing – limit time on buses



# Questions and Discussion



**Town of Manchester  
Board of Education**

**To:** Manchester Board of Education  
**From:** Dr. Richard W. Kisiel, Interim Superintendent of Schools  
**Subject:** Transfer of Funds  
**Date:** November 13, 2013

**Background:** In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

**Discussion/Analysis:** Transfer from Martin Elementary School Textbooks to Martin Elementary School Kelly Substitutes account. A transfer of \$1,000 is being requested.

**Financial Impact:** None

**Other Board/Commission Action:** None

**Recommendations:** The Superintendent of Schools recommends that the Board of Education approve this transfer in the FY 2013-2014 Budget.



Dr. Richard W. Kisiel  
Interim Superintendent of Schools  
Manchester, Connecticut  
November 13, 2013

OK'D [unclear]  
10/25/13

Manchester Public Schools  
Manchester, Connecticut

RECEIVED  
OCT 25 2013  
BY ACCOUNTS PAYABLE

To: Accounting Department

School: Martin

Date: 10-21-13

Principal's Sign: Cathy Gleason

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

JUSTIFICATION (Required Field):

Need add'l. Funds to cover cost of subs.

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

DECREASE In whole dollars only:

\$1,000.<sup>00</sup> Account # 13016100-5641 Description: Math texts

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

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

\$1,000.<sup>00</sup> TOTAL DECREASE

INCREASE In whole dollars only:

\$1,000.<sup>00</sup> Account # 42316221-5432 Description: Kelly Subs.

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

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

\$1,000.<sup>00</sup> TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes  No

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

Date Transfer Completed \_\_\_\_\_ Name: \_\_\_\_\_

**Town of Manchester  
Board of Education**

**To:** Manchester Board of Education  
**From:** Dr. Richard W. Kisiel, Interim Superintendent of Schools  
**Subject:** Transfer of Funds  
**Date:** November 13, 2013

**Background:** In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

**Discussion/Analysis:** Transfer from Illing Middle School Instructional Supplies and Materials to Illing Middle School Dues and Fees account. A transfer of \$390 is being requested.

**Financial Impact:** None

**Other Board/Commission Action:** None

**Recommendations:** The Superintendent of Schools recommends that the Board of Education approve this transfer in the FY 2013-2014 Budget.



Dr. Richard W. Kisiel  
Interim Superintendent of Schools  
Manchester, Connecticut  
November 13, 2013

Manchester Public Schools  
Manchester, Connecticut

To: Accounting Department

School: Fling Middle School

Date: 10/17/13

Principal's Sign: [Signature]

Date of Approval: 10/17/13

JUSTIFICATION:

To pay for World Language Dues & Fees

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

DECREASE:

\$ 390.00 Account #: 15453100 5611 Description: Instructional Sup. & Mat.

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

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

\$ 390.00 TOTAL DECREASE

INCREASE:

\$ 390.00 Account #: 42353240 5810 Description: Dues & Fees

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

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

\$ 390.00 TOTAL INCREASE (Must match total decrease)

OCT 21 2013

Accounting Department Only

Board Approval Needed: Yes  No

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

Date Transfer Completed: \_\_\_\_\_ Name: \_\_\_\_\_

**Town of Manchester  
Board of Education**

**To:** Manchester Board of Education  
**From:** Dr. Richard W. Kisiel, Interim Superintendent of Schools  
**Subject:** Transfer of Funds  
**Date:** November 13, 2013

**Background:** In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

**Discussion/Analysis:** Transfer from Bowers Elementary School Printing & Advertising account to Bowers Elementary School Contracted Services account. A total transfer of \$380 is being requested.

**Financial Impact:** None

**Other Board/Commission Action:** None

**Recommendations:** The Superintendent of Schools recommends that the Board of Education approve this transfer in the FY 2013-2014 Budget.

  
\_\_\_\_\_  
Dr. Richard W. Kisiel  
Interim Superintendent of Schools  
Manchester, Connecticut  
November 13, 2013

10/31/13  
OK (D. Corrad)

**Manchester Public Schools  
Manchester, Connecticut**

To: **Accounting Department**

School: Bowers

Date: October 29, 2013

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

*Maya Lopez*

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

**JUSTIFICATION (Required Field) :**  
  
Monies needed to pay for contract for laminating machine

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

**DECREASE In whole dollars only:**

\$380.00	Account # <u>423011005540</u>	Description: <u>printing/advertising</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

\$380.00 **TOTAL DECREASE**

**INCREASE In whole dollars only:**

\$380.00	Account # <u>318012225430</u>	Description: <u>contracted services</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

**\$380.00 TOTAL INCREASE (Must match total decrease)**

**Accounting Department Only**

Board Approval Needed: Yes  No

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

Date Transfer Completed \_\_\_\_\_ Name: \_\_\_\_\_

OCT 30 2013

**Town of Manchester  
Board of Education**

**To:** The Manchester Board of Education  
**From:** Dr. Richard Kisiel, Interim Superintendent of Schools  
**Subject:** College Career Pathways Grant (Formerly Tech Prep) from Manchester Community College for FY 2013-14  
**Date:** October 13, 2013

Background:

Manchester Public Schools has received a \$3,759.00 grant to encourage the development of career and technical education opportunities that combine secondary and post secondary programs that lead to related career and technical fields.

Discussion/Analysis:

Funds will be used to:

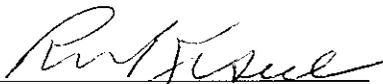
1. Fund an after school academic enrichment, early career exploration/college readiness program
2. Provide high school students with transportation to MCC for campus tour

Financial Impact: None to the Board of Education

Other Board/Commission Action: None.

Recommendations:

The Superintendent of Schools recommends the Board of Education accept the appropriation in the amount of \$3,759.00 for a grant provided through the Manchester Community College, College Career Pathways program.



Dr. Richard Kisiel, Interim Superintendent of Schools  
Manchester, Connecticut  
October 13, 2013

Town of Manchester  
Board of Education

**To:** Manchester Board of Education  
**From:** Dr. Richard Kisiel, Interim Superintendent of Schools  
**Subject:** Item for Appropriation FY 2013-2014  
**Date:** November 6, 2013

**Background:** The Manchester Board of Education applied for and was awarded a grant to be used to support the Adult Ed College Transition Pilot program. This is a 2-year pilot program which proposes to address the needs of a group of 20 to 25 students who fall below the Federal definition of Ability to Benefit. The students have attained a high school diploma or its equivalent and require intensive postsecondary developmental education that will allow them to enroll directly in a credit bearing program of higher learning.

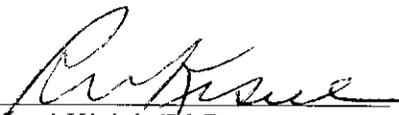
**Discussion/Analysis:** Funds will be used to offer pathways to postsecondary education for high school graduated adults. The program will provide preparatory support to meet the Accuplacer criteria for entry level college courses. This program will partner with the neighborhood community college, Manchester Community College.

**Financial Impact:** None to the Board of Education

**Other Board/Commission Action:** None

**Recommendations:** The Interim Superintendent of Schools recommends that the Board of Education approve the appropriation of \$100,000 awarded for the Adult Ed College Transition Pilot Grant for the 2013-2014 school year.

**Attachments:** Award letter and budget.

  
Richard Kisiel, Ed.D.,  
Interim Superintendent of Schools  
Manchester, Connecticut  
November 13, 2013

74814



STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

MANCHESTER PUBLIC SCHOOLS  
45 NORTH SCHOOL STREET  
MANCHESTER, CT 06040-2022

4 Award Information

Statute:

Grant Number: 077-000 11000-17030-2014-82079-170010

2 Grant Title

ADULT EDUCATION

5 Award Period

7/1/2013 - 6/30/2014

3 Education Staff

Program Manager:

Susan Pierson 860-807-2121

Payment & Expenditure Inquiries:

Eugene Croce (860) 713-6470

6 Authorized Funding

Grant Amount: \$100,000

Funding Status: Final

7 Terms and Conditions of Award

Subject to the availability of state funds, your application (ED-244) for total adult education expenditures of \$100,000 has been approved for Fiscal Year 2014.

State funds eligibility is based on estimated state/local expenditures allowable under Section 10-71 of Connecticut General Statutes. This grant may be subject to revision based on the ED-245 to be submitted in March 2014 and the expenditure report for FY 2013 that will be submitted by September 1, 2013. The required expenditure report for FY 2013 was forwarded to you under separate cover.

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

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

This grant has been approved.

10/24/2013

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

cc D. Kearney, M Pierson  
Town  
auditor

# BUDGET FORM

Created On: 10/24/2013

## ED 114

Fiscal Year: 2014  
Grantee Name: MANCHESTER  
Grant Title: ADULT EDUCATION  
Project Title: ADULT EDUCATION TRANSITION PILOT  
Fund: 11000 SPID: 17030 Year: 2014 PROG: 82079 CF1: 170010 CF2:  
Grant Period: 7/1/2013 - 6/30/2014 Authorized Amount: \$100,000  
Project Code: SDE000000000002

Funding Status: Final  
Vendor ID: 00077

### AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$100,000

CODES	DESCRIPTIONS	BUDGET
111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	25,813
112A	EDUCATION AIDES	
112B	CLERICAL	
119	OTHER	25,473
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	4,509
321	TUTORS	7,650
322	IN SERVICE	1,314
324	FIELD TRIPS	
330	OTHER PROFESSIONAL TECHNICAL SERVICES	3,022
400	PURCHASED PROPERTY SERVICES	
510	PUPIL TRANSPORTATION	65
590	OTHER PURCHASED SERVICES	8,314
611	INSTRUCTIONAL SUPPLIES	18,105
641	TEXTBOOKS	1,710
700	PROPERTY	4,025
	<b>TOTAL</b>	<b>\$100,000</b>

Original Request Date: 10/7/2013

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This budget was approved by Susan Pierson on 10/18/2013.

**MANCHESTER PUBLIC SCHOOLS**  
**45 North School Street**  
**Manchester, CT 06040**

**EXTENDED FIELD TRIP REQUEST FORM**

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

**Name of School:** MHS      **Date of Request:** 10/11/13

**Name of Club or Activity:** Percussion Ensemble & Chamber Orchestra

**Trip to:** Philadelphia PA.      **Purpose:** Performance Ajudication, Festival Competition

**Number of students participating:** 47      **From:** 4/24/14 **To:** 4/27/14

**Number of school days missed:** 2

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

a. Marco Cancellieri/Teacher b. Carol Maas/ Teacher

c. TBA      d. TBA

e. TBA      f. TBA

g. TBA      h. \_\_\_\_\_

**Others:** \_\_\_\_\_

**Transportation:**  Bus     Train     Plane     Car     Other \_\_\_\_\_

**Are fund-raising activities planned?**  Yes     No    If so, describe: Taste Book, Holiday items, and various other sales.

**How will funds be allocated to students participating?\*** Students have individual accounts for all payments and fund-raising.

**Lodging:**  Hotel/Motel     Camp     Private Home

**If known, give specifics of room assignments:** \_\_\_\_\_

**Cost per teacher and/or chaperone:** \$175 (Chaperones may need to provide some of their own expenses if the field trip fund is not adequate.)

**Total cost per student:** \$700.00approx (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:** \$This will vary per student, but it is expected that students can fund-raise all or most of the cost for the trip.

**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: Marco Cancellieri / Carol Maas Typed: Marco Cancellieri / Carol Maas

(PLEASE PRINT TO OBTAIN REQUIRED SIGNATURES BELOW)

**Approved by Department Chair at secondary level:**

Signature: \_\_\_\_\_ Date: 10/11/13

**Approved by Principal:**

Signature: \_\_\_\_\_ Date: 10/15/13

**Approved by Superintendent or designee:**

Signature: \_\_\_\_\_ Date: 11/7/13

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:** 10/15/13

**Name of Club or Activity:** Roundtable Singers

**Trip to:** Toronto, Canada **Purpose:** Concert Tour

**Number of students participating:** 30 **From:** 5/22/14 **To:** 5/25/14

**Number of school days missed:** 2

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

- a. Edward Tyler - self b. others TBD  
c. others TBD d. \_\_\_\_\_  
e. \_\_\_\_\_ f. \_\_\_\_\_  
g. \_\_\_\_\_ h. \_\_\_\_\_

**Others:**

**Transportation:**  Bus  Train  Plane  Car  Other \_\_\_\_\_

**Are fund-raising activities planned?**  Yes  No If so, describe: Several fundraising activities to include 2 concession stands, an Avon product sale, and others TBD.

**How will funds be allocated to students participating?\*** Student fundraising and payments are logged into individual accounts.

**Lodging:**  Hotel/Motel  Camp  Private Home

**If known, give specifics of room assignments:** Quad occupancy

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

**Total cost per student:** \$1115 (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:** \$0-1115, depending on fundraising.

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).

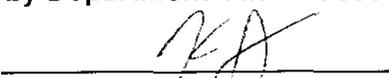
- a. Destinations Unlimited      b. Liberty Travel  
c. Travel Time                      d.

Name of teacher making request:

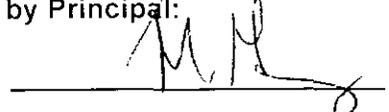
Signature:       Typed: Edward Tyler

(PLEASE PRINT TO OBTAIN REQUIRED SIGNATURES BELOW)

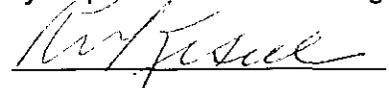
Approved by Department Chair at secondary level:

Signature:       Date: 10/10/13

Approved by Principal:

Signature:       Date: 10/17/13

Approved by Superintendent or designee:

Signature:       Date: 11/7/13

Attachments: Quotations  
                         Itinerary

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



Manchester  
Public Schools

# Manchester Public Schools Preliminary K-4 Elementary Scenarios

Presented to Manchester  
Board of Education

11/13/ 2013



- 5<sup>th</sup> Grade Moves to Old Cheney Building
- Excess Capacity in K-4 Elementary Schools
- Potential expansion options:
  - Robertson & Washington at 530 Students
  - Robertson & Verplanck at 530 Students
  - Robertson at 530 Students
- Attain enrollment of 320 at Highland Park
- Long-term & sustainable racial balance
- Minimize impact by moving as few students as possible.



# Racial Balance by School (Oct. 2013)

Manchester Elementary School Racial Balance by School (10/1/13 Enrollment)							
<u>Schools</u>	<u>Grades</u>	<u>District % Minority</u>	<u>District Total*</u>	<u>School Enrollment</u>	<u>Total Minority Students</u>	<u>School Minority Percentage</u>	<u>Absolute Imbalance</u>
Bowers	KF, 1-5	61.90%	3,060	426	225	52.82%	9.08%
Buckley	PK, KF,1-5	61.62%	3,116	358	155	43.30%	18.32%
Highland Park	KF, 1-5	61.90%	3,060	267	120	44.94%	16.95%
Keeney	KF, 1-5	61.90%	3,060	338	160	47.34%	14.56%
Martin	KF, 1-5	61.90%	3,060	280	143	51.07%	10.82%
Robertson	KF, 1-5	61.90%	3,060	373	316	84.72%	22.82%
Verplanck	KF, 1-5	61.90%	3,060	371	306	82.48%	20.58%
Waddell	KF, 1-5	61.90%	3,060	340	211	62.06%	0.16%
Washington	KF, 1-5	61.90%	3,060	363	284	78.24%	16.34%
Total:				3,116	1,920		

*\*Per Section 10-226b - represents the total number of students across all schools in grades covered by the particular school.*

- All Manchester elementary schools are currently balanced.
- Buckley, Highland Park Robertson, Verplanck & Washington schools have impending imbalances (>15%)

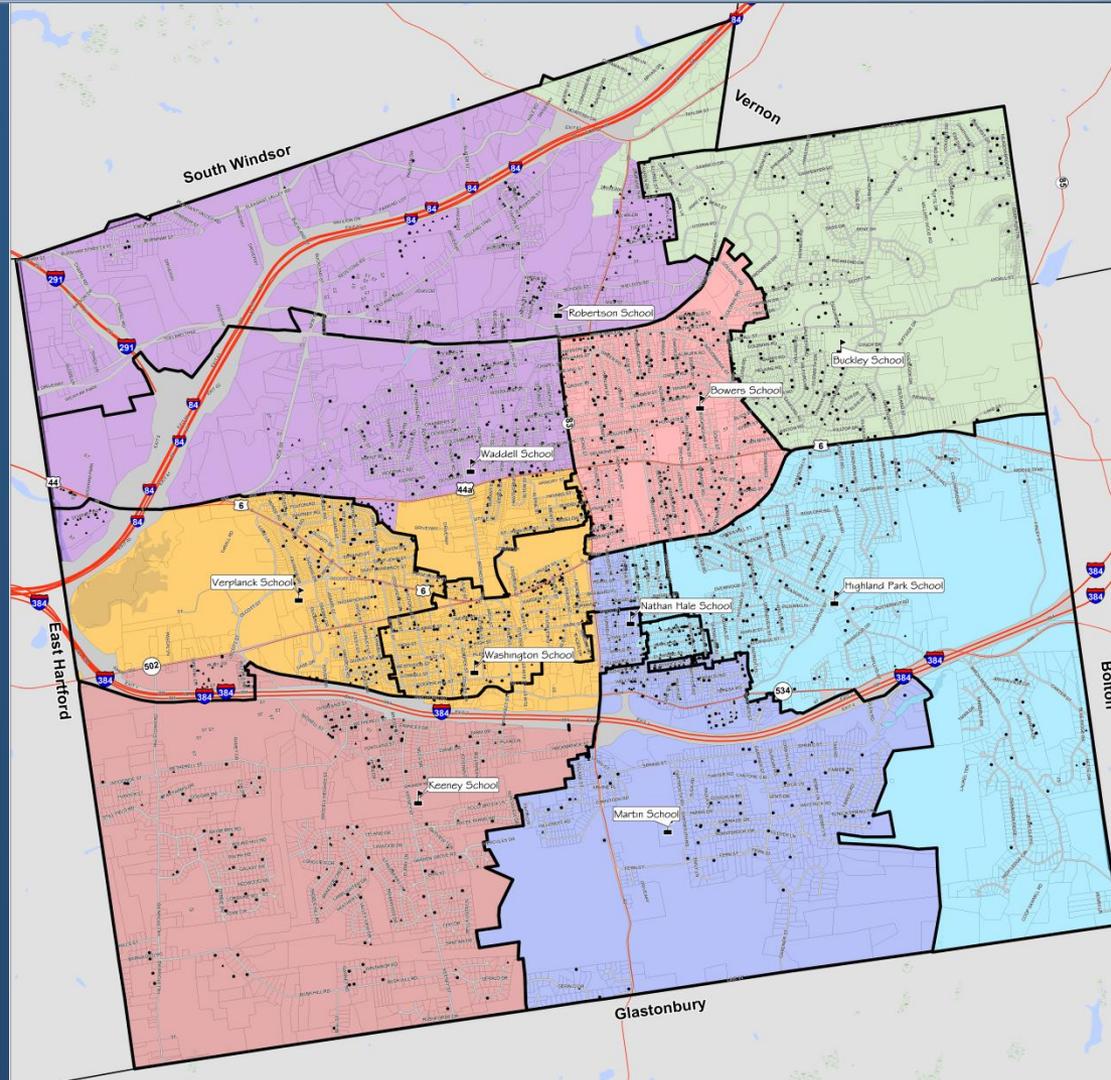
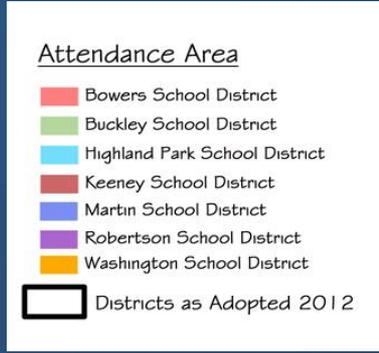


# K-4 Redistricting Scenarios for Consideration



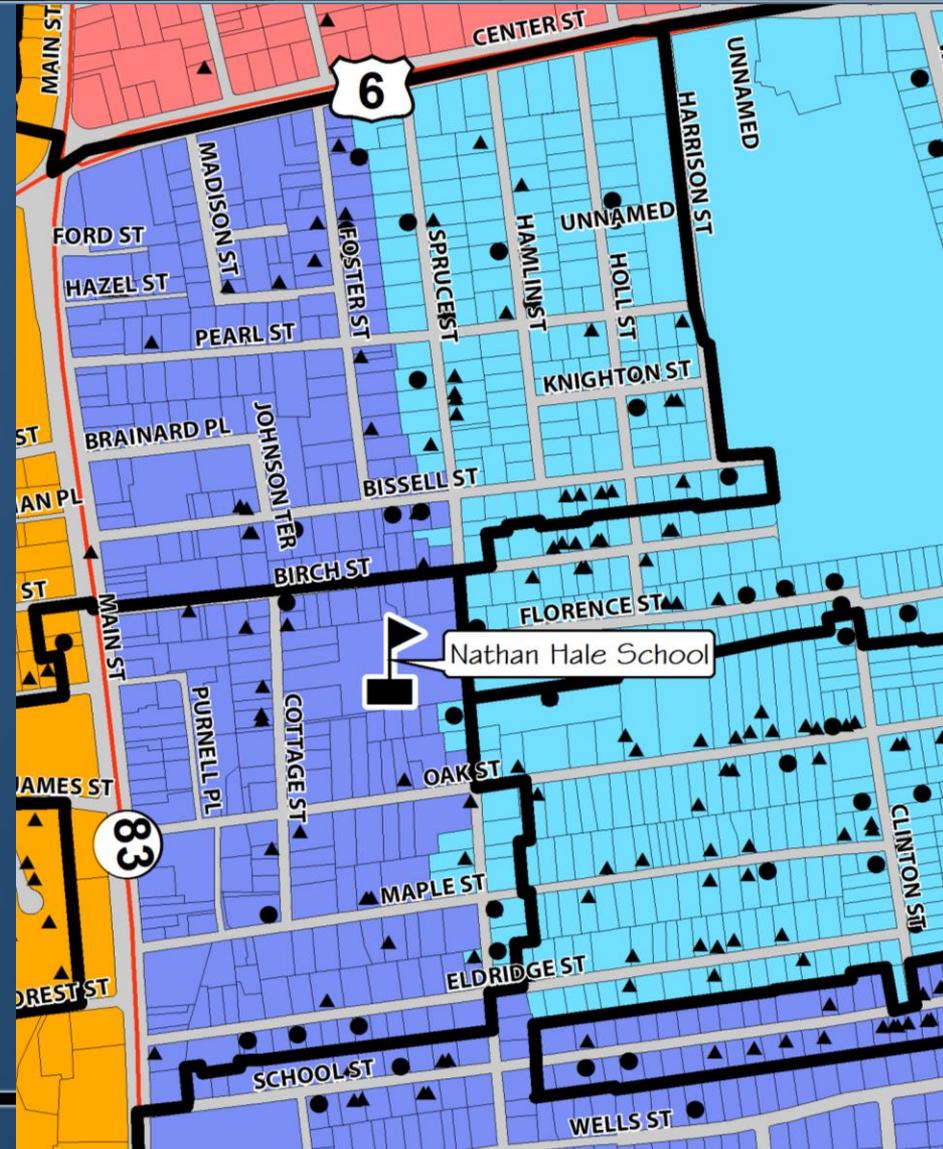
# Expand Robertson & Washington Scenario

- Expand Robertson & Washington to 530 Students
- Consolidation of Verplanck & Waddell
- Increase Highland Park to 320 students



## Proposed Boundaries:

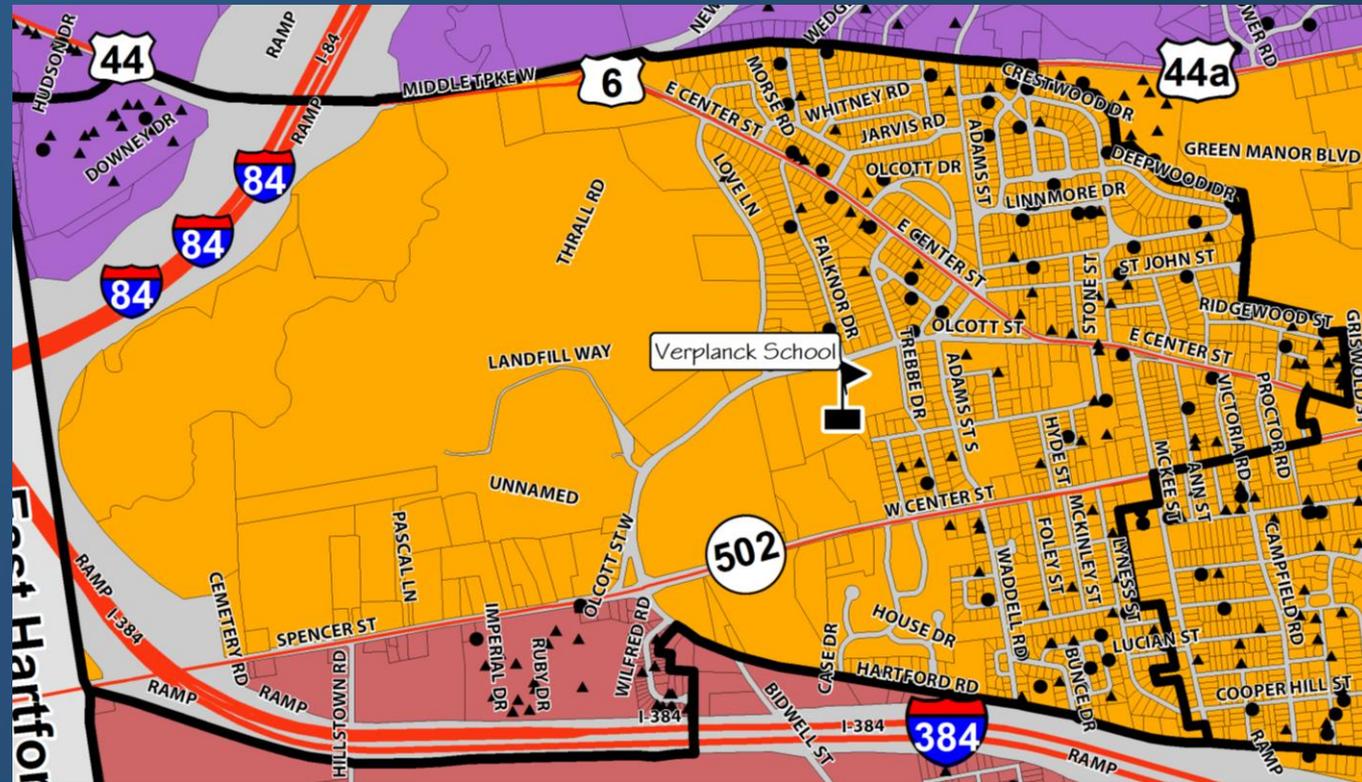
- Former Nathan Hale District split between Highland Park & Martin along Spruce St





## Proposed Boundaries:

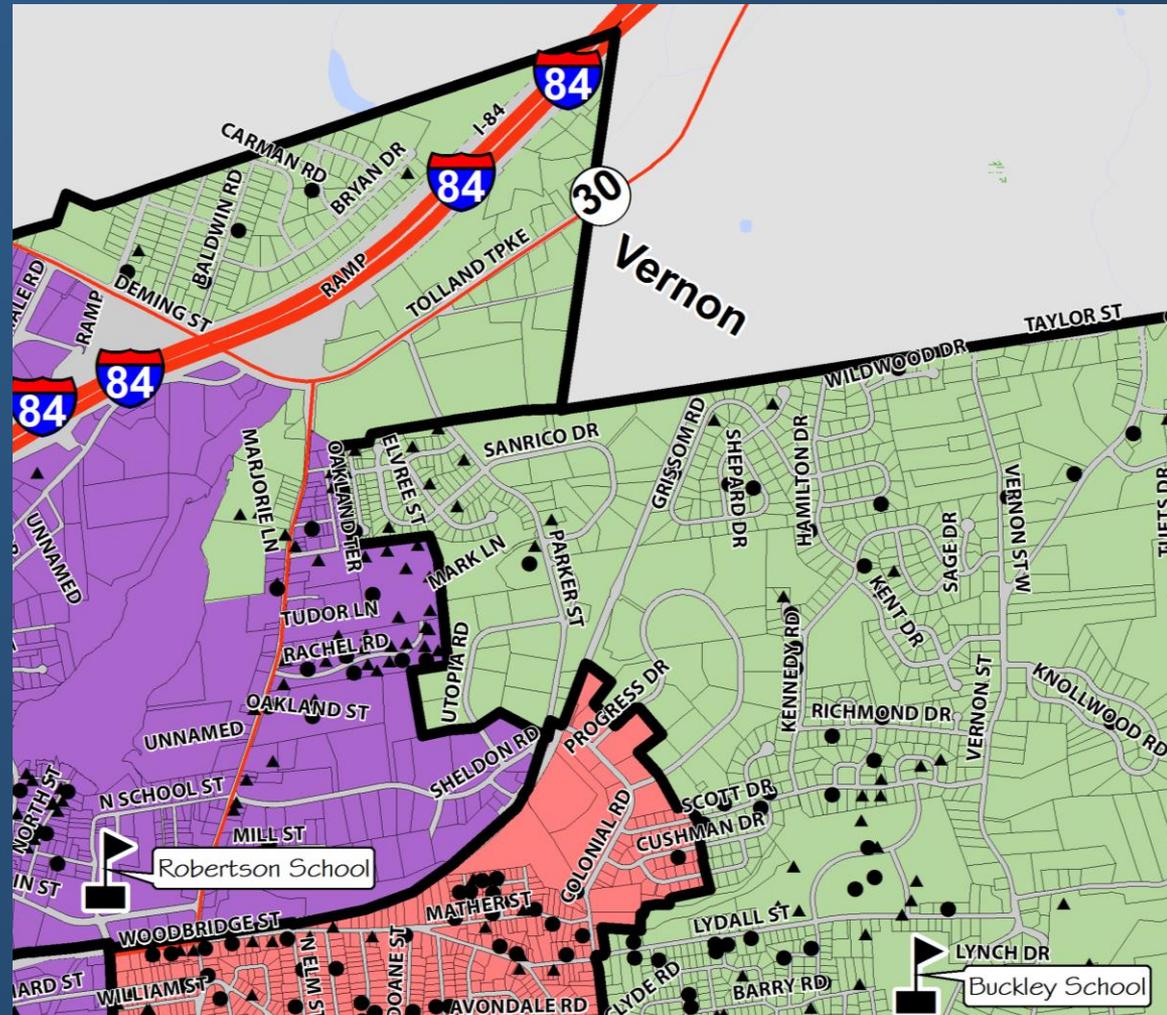
- Squire Village to Keeney
- Downey Drive to Robertson



# Areas of Change Robertson

## Proposed Boundaries:

- Marjorie Lane Condos
- Deming St to town line





**Manchester Enrollment Snapshot - (2013-14 Enrollments)**

<u>School Facility</u>	<u>K-4 Enrollment</u>	<u>Full Size K-4 Classrooms</u>	<u>Targeted Capacity*</u>	<u>Percent Utilization</u>	<u>Percent Minority</u>	<u>Percent Free and Reduced Lunch</u>
Bowers	335	21	462	72.5%	52.8%	51.6%
Buckley	282	23**	360	78.3%	51.4%	39.7%
Highland Park	318	15	320	99.4%	51.3%	54.7%
Keeney	327	18	396	82.6%	62.7%	51.1%
Martin	252	15	330	76.4%	57.5%	56.3%
Robertson	536	TBD	530	101.1%	73.7%	56.3%
Verplanck	0	19	0			
Waddell	0	18	0			
Washington	536	TBD	530	101.1%	70.0%	72.4%
<b>District K-4 Total</b>	<b>2,586</b>		<b>2,928</b>	<b>88.3%</b>	<b>62.1%</b>	<b>56.4%</b>

\* Capacity was set at 22 students per classroom except Highland Park, Robertson, and Washington, which were set by construction targets

\*\* 7 Classrooms held for PreK programs

- Enrollment Targets attained at Robertson, Washington & Highland Park
- All Manchester elementary schools balanced and none are impending



**Estimated Movement and Retention of K-4 Students**

Post Redistricting → Current School ↓	Bowers		Buckley		Highland Park		Keeney		Martin		Robertson		Verplanck		Waddell		Washington	
	#	%	#	%	#	#	%	#	%	#	#	%	%	#	%	#	%	#
Bowers	321	88.7%	2	0.6%	2	0.6%	0	0.0%	4	1.1%	11	3.0%	0	0.0%	0	0.0%	22	6.1%
Buckley	3	1.2%	220	85.6%	6	2.3%	0	0.0%	3	1.2%	17	6.6%	0	0.0%	0	0.0%	8	3.1%
Highland Park	1	0.4%	4	1.8%	190	84.1%	1	0.4%	25	11.1%	2	0.9%	0	0.0%	0	0.0%	3	1.3%
Keeney	3	1.1%	1	0.4%	15	5.6%	199	73.7%	22	8.1%	2	0.7%	0	0.0%	0	0.0%	28	10.4%
Martin	5	2.2%	0	0.0%	66	28.4%	0	0.0%	151	65.1%	5	2.2%	0	0.0%	0	0.0%	5	2.2%
Robertson	1	0.3%	55	16.7%	2	0.6%	0	0.0%	10	3.0%	256	77.8%	0	0.0%	0	0.0%	5	1.5%
Verplanck	0	0.0%	0	0.0%	0	0.0%	123	37.6%	2	0.6%	15	4.6%	0	0.0%	0	0.0%	187	57.2%
Waddell	1	0.4%	0	0.0%	1	0.4%	2	0.7%	3	1.1%	227	81.1%	0	0.0%	0	0.0%	46	16.4%
Washington	0	0.0%	0	0.0%	36	11.9%	2	0.7%	32	10.6%	1	0.3%	0	0.0%	0	0.0%	232	76.6%

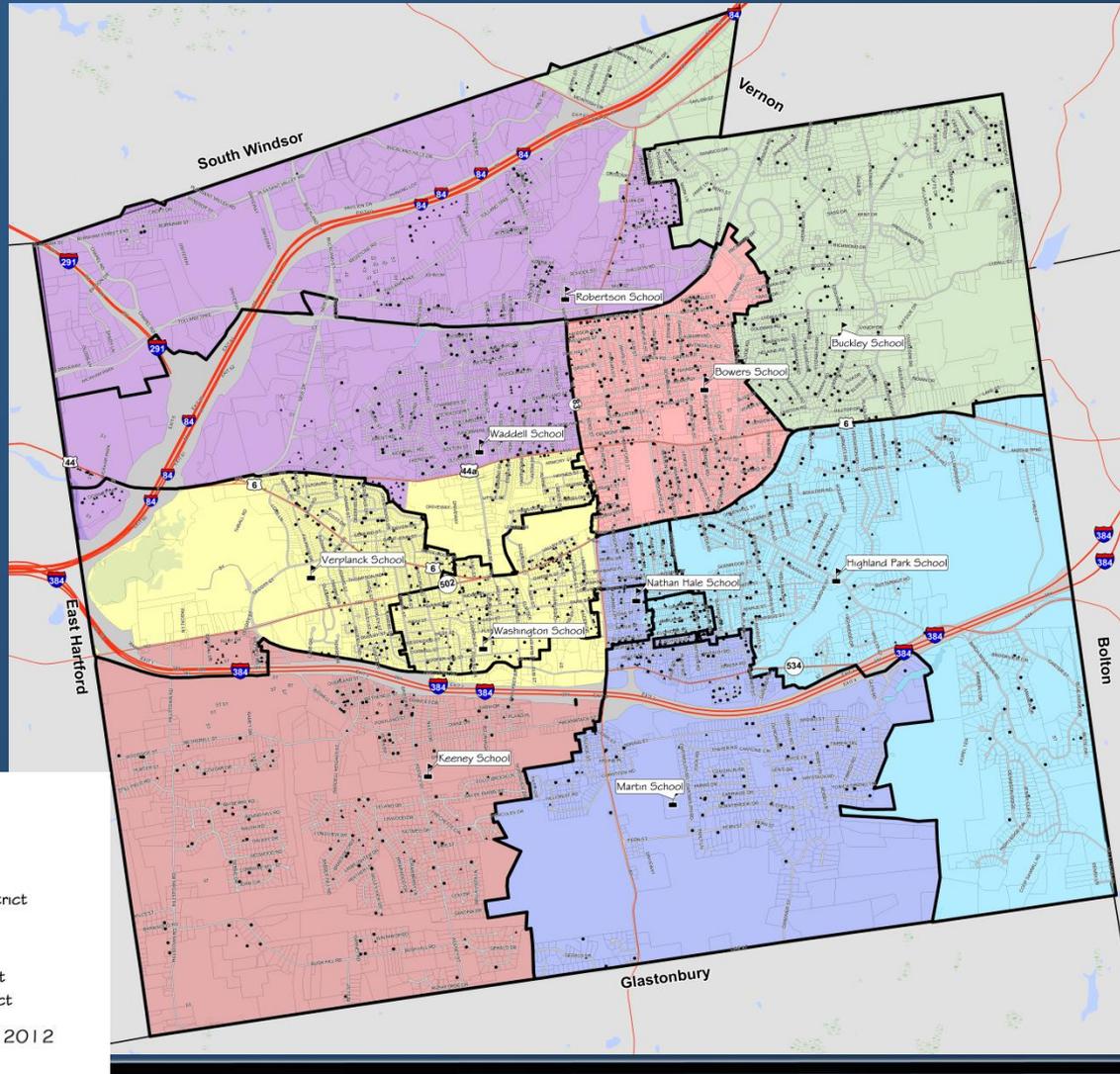
\*Please note that for this analysis, outplaced students currently attending a school outside of their neighborhood district have been returned to their neighborhood school and therefore are accounted for in the student movement chart above.

- Neighborhoods largely remain intact with schools retaining a vast majority of their students



# Expand Robertson & Verplanck Scenario

- Expand Robertson & Verplanck to 530 Students
- Consolidation of Washington & Waddell
- Increase Highland Park to 320 students
- Boundary changes same as previous scenario





# Enrollment Snapshot

Manchester Enrollment Snapshot - (2013-14 Enrollments)						
<u>School Facility</u>	<u>K-4 Enrollment</u>	<u>Full Size K-4 Classrooms</u>	<u>Targeted Capacity*</u>	<u>Percent Utilization</u>	<u>Percent Minority</u>	<u>Percent Free and Reduced Lunch</u>
Bowers	335	21	462	72.5%	52.8%	51.6%
Buckley	282	23**	360	78.3%	51.4%	39.7%
Highland Park	318	15	320	99.4%	51.3%	54.7%
Keeney	327	18	396	82.6%	62.7%	51.1%
Martin	252	15	330	76.4%	57.5%	56.3%
Robertson	536	TBD	530	101.1%	73.7%	56.3%
Verplanck	536	TBD	530	101.1%	70.0%	72.4%
Waddell	0	18	0			
Washington	0	20	0			
<b>District K-4 Total</b>	<b>2,586</b>		<b>2,928</b>	<b>88.3%</b>	<b>62.1%</b>	<b>56.4%</b>

\* Capacity was set at 22 students per classroom except Highland Park, Verplanck, and Robertson which were set by construction targets

\*\* 7 Classrooms held for PreK programs

- Enrollment Targets attained at Robertson, Verplanck & Highland Park
- All Manchester elementary schools balanced and none are impending



**Estimated Movement and Retention of K-4 Students**

Post Districting → Current School ↓	Bowers		Buckley		Highland Park		Keeney		Martin		Robertson		Verplanck		Waddell		Washington	
	#	%	#	%	#	#	%	#	%	#	#	%	#	%	#	%	#	%
Bowers	321	88.7%	2	0.6%	2	0.6%	0	0.0%	4	1.1%	11	3.0%	22	6.1%	0	0.0%	0	0.0%
Buckley	3	1.2%	220	85.6%	6	2.3%	0	0.0%	3	1.2%	17	6.6%	8	3.1%	0	0.0%	0	0.0%
Highland Park	1	0.4%	4	1.8%	190	84.1%	1	0.4%	25	11.1%	2	0.9%	3	1.3%	0	0.0%	0	0.0%
Keeney	3	1.1%	1	0.4%	15	5.6%	199	73.7%	22	8.1%	2	0.7%	28	10.4%	0	0.0%	0	0.0%
Martin	5	2.2%	0	0.0%	66	28.4%	0	0.0%	151	65.1%	5	2.2%	5	2.2%	0	0.0%	0	0.0%
Robertson	1	0.3%	55	16.7%	2	0.6%	0	0.0%	10	3.0%	256	77.8%	5	1.5%	0	0.0%	0	0.0%
Verplanck	0	0.0%	0	0.0%	0	0.0%	123	37.6%	2	0.6%	15	4.6%	187	57.2%	0	0.0%	0	0.0%
Waddell	1	0.4%	0	0.0%	1	0.4%	2	0.7%	3	1.1%	227	81.1%	46	16.4%	0	0.0%	0	0.0%
Washington	0	0.0%	0	0.0%	36	11.9%	2	0.7%	32	10.6%	1	0.3%	232	76.6%	0	0.0%	0	0.0%

\*Please note that for this analysis, outplaced students currently attending a school outside of their neighborhood district have been returned to their neighborhood school and therefore are accounted for in the student movement chart above.

- Neighborhoods largely remain intact with schools retaining a vast majority of their students

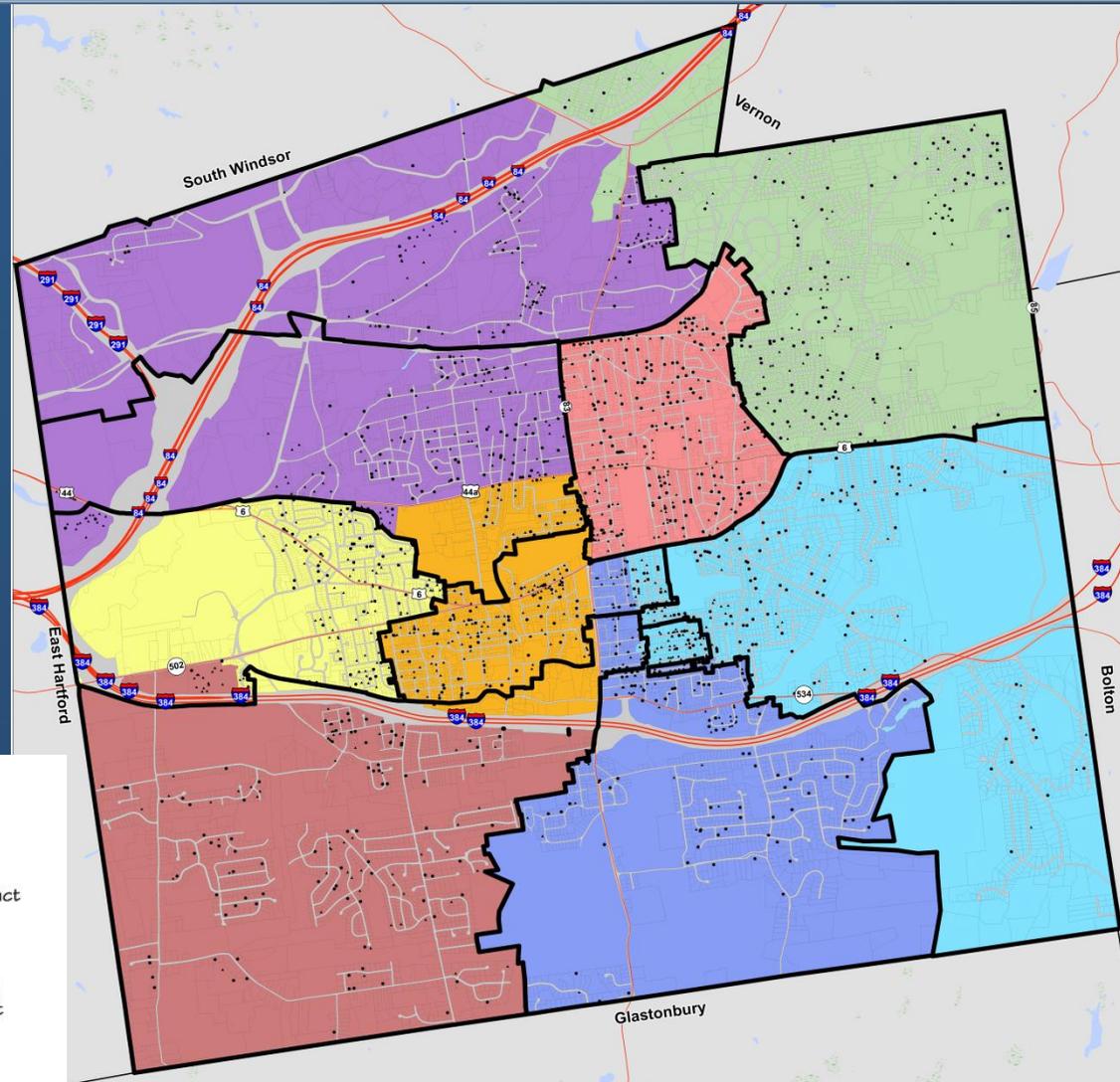


# Expand Robertson to 530 Students

- Expand Robertson to 530 Students
- Consolidate Waddell
- Increase Highland Park to 320 students
- Boundary changes same as previous scenario except Wilfred Rd remains at Verplanck

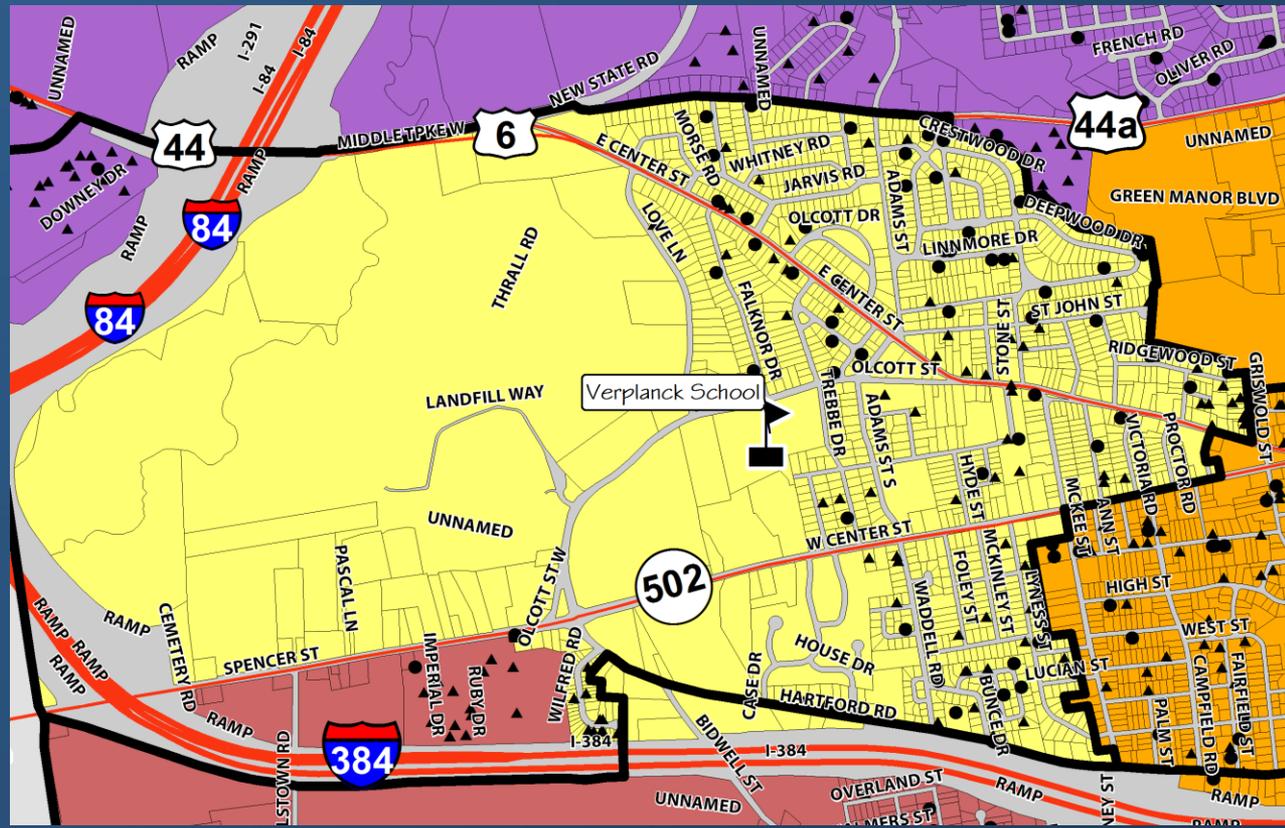
## Attendance Area

-  Bowers School District
-  Buckley School District
-  Highland Park School District
-  Keeney School District
-  Martin School District
-  Robertson School District
-  Washington School District
-  Verplanck School District



## Proposed Boundaries:

- Squire Village to Keeney & Wilfred Rd remains in Keeney





# Enrollment Snapshot

Manchester Enrollment Snapshot - (2013-14 Enrollments)						
<u>School Facility</u>	<u>K-4 Enrollment</u>	<u>Full Size K-4 Classrooms</u>	<u>Targeted Capacity*</u>	<u>Percent Utilization</u>	<u>Percent Minority</u>	<u>Percent Free and Reduced Lunch</u>
Bowers	335	21	462	72.5%	52.8%	51.6%
Buckley	282	23**	360	78.3%	51.4%	39.7%
Highland Park	318	15	320	99.4%	51.3%	54.7%
Keeney	262	18	396	66.2%	53.8%	40.5%
Martin	252	15	330	76.4%	57.5%	56.3%
Robertson	492	TBD	530	92.8%	72.6%	54.3%
Verplanck	315	19	418	75.4%	75.2%	69.8%
Waddell	0	18	0	0.0%	0.0%	
Washington	330	20	440	75.0%	72.7%	80.0%
<b>District K-4 Total</b>	<b>2,586</b>		<b>3,256</b>	<b>79.4%</b>	<b>62.1%</b>	<b>56.4%</b>
* Capacity was set at 22 students per classroom except Highland Park and Robertson which were set by construction targets						
** 7 Classrooms held for PreK programs						

- Enrollment Targets attained at Robertson & Highland Park
- All Manchester elementary schools balanced and none are impending



**Estimated Movement and Retention of K-4 Students**

Post Districting --> Current School	Bowers		Buckley		Highland Park		Keeney		Martin		Robertson		Verplanck		Waddell		Washington	
	#	%	#	%	#	#	%	#	%	#	#	%	#	%	#	%	#	%
Bowers	321	88.7%	2	0.6%	2	0.6%	0	0.0%	4	1.1%	11	3.0%	3	0.8%	0	0.0%	19	5.2%
Buckley	3	1.2%	220	85.6%	6	2.3%	0	0.0%	3	1.2%	17	6.6%	3	1.2%	0	0.0%	5	1.9%
Highland Park	1	0.4%	4	1.8%	190	84.1%	0	0.0%	25	11.1%	2	0.9%	3	1.3%	0	0.0%	1	0.4%
Keeney	3	1.1%	1	0.4%	15	5.6%	196	73.1%	22	8.2%	2	0.7%	15	5.6%	0	0.0%	14	5.2%
Martin	5	2.2%	0	0.0%	66	28.4%	0	0.0%	151	65.1%	5	2.2%	3	1.3%	0	0.0%	2	0.9%
Robertson	1	0.3%	55	16.8%	2	0.6%	0	0.0%	10	3.0%	255	77.7%	2	0.6%	0	0.0%	3	0.9%
Verplanck	0	0.0%	0	0.0%	0	0.0%	60	21.7%	2	0.7%	15	5.4%	189	68.2%	0	0.0%	11	4.0%
Waddell	1	0.4%	0	0.0%	1	0.4%	2	0.7%	3	1.1%	227	81.1%	2	0.7%	0	0.0%	44	15.7%
Washington	0	0.0%	0	0.0%	36	11.9%	2	0.7%	32	10.6%	1	0.3%	1	0.3%	0	0.0%	230	76.2%

\*Please note that for this analysis, outplaced students currently attending a school outside of their neighborhood district have been returned to their neighborhood school and therefore are accounted for in the student movement chart above.

- Neighborhoods largely remain intact with schools retaining a vast majority of their students



# Questions?

**EVALUATION, TERMINATION AND NON-RENEWAL OF ATHLETIC COACHES**

It is the policy of the Manchester Board of Education (the “Board”) that an athletic coach employed by the Board shall:

- 1) adhere to all Board policies, rules and regulations;
- 2) shall conduct himself or herself in a professional manner;
- 3) serve as a role model for students; and
- 4) demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term “**athletic coach**” means any person holding (and required to hold) a coaching permit issued by the Connecticut State Department of Education who is hired by the Manchester Board of Education to act as a coach for a sport season. This term “coach” under this policy shall include only coaches who have direct responsibility for one or more teams (including assistant coaches if they serve as a coach to another team (*e.g.*, JV)), and the term shall not include other assistant coaches and volunteer coaches.

The Superintendent may adopt administrative regulations in accordance with this policy.

**Administrative Regulations****I. Evaluations**

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the coach's immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

**II. Employment of an Athletic Coach**

- A. Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific coaching positions (*e.g.*, basketball, golf) may be non-renewed or terminated at any time, subject to the provisions set forth below which apply to athletic coaches who have served in the same position for three or more consecutive years.
- B. If the Superintendent terminates or non-renews the coaching contract of an athletic coach who has served in the same coaching position for three or more consecutive school years, the Superintendent shall inform such coach of the decision within ninety (90) calendar days of the end of the athletic season covered by the contract. In such cases, the athletic coach will have an opportunity to appeal the decision of the Superintendent in accordance with the procedures set forth below in Section III.
- C. Notwithstanding any rights an athletic coach may have to a hearing, nothing prohibits a Superintendent from terminating the employment contract of any athletic coach at any time, including an athletic coach who has served in the same coaching position for three or more consecutive school years:
  - 1) for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or
  - 2) because the sport has been canceled.
- D. If a decision to terminate a coach's employment is made during the athletic season, the Superintendent shall remove the coach from duty during the pendency of any hearing conducted pursuant to this policy.

**III. Hearing Procedures:**

An athletic coach who has served in the same coaching position for three or more consecutive years may appeal any such non-renewal or termination decision (except if

such decision was due to cancellation of the sport) to the Board of Education in accordance with the following procedures:

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.
- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Legal References: Conn. Gen. Stat. § 10-222e

ADOPTED: 11-13-13  
REVISED: 11-13-13

The Board of Education encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board of Education requires all visitors to receive prior approval from the school principal or his/her designee before being permitted to visit the school building unless otherwise invited by the principal. The Board of Education, through the district administration, reserves the right to limit visits in accordance with administrative regulations.

Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, and complying with directives of school officials at all times.

The Superintendent of Schools is responsible for developing administrative regulations for this policy.

ADOPTED: August 30, 1993  
REVISED: October 27, 2003  
REVISED: November 13, 2013

## VISITORS

In the interest of protecting the welfare of students and staff, preserving the privacy rights of students, minimizing disruptions to the learning process, and maintaining order and security on its premises, the following regulations have been established:

1. A visitor to any school building or program must be able to articulate a legitimate reason for his/her proposed visit and/or observation. Where the visitation involves direct contact with district students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the district, its educational programs or the student to support such request.
2. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the district's educational programs.
3. When determining whether to approve a request to visit and/or observe student programs, the building principal or responsible administrator shall consider the following factors:
  - a. the frequency of visits;
  - b. the duration of the visit;
  - c. the number of visitors involved;
  - d. the effect of the visit on a particular class or activity;
  - e. the age of the student;
  - f. the nature of the class or program;
  - g. the potential for disclosure of confidential personally identifiable student information;
  - h. whether the visitor/observer has a legitimate educational interest in visiting the school;
  - i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information; and
  - j. any safety risk to students and school staff.
4. If a building Principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building Principal or responsible administrator in accordance with these regulations and accompanying Board policy.
5. A refusal to comply with any of the Board's policy provisions and/or regulation concerning visitors shall constitute grounds for denial of the visitor's privileges, as determined appropriate by the building principal or designee. Such refusal may also result in a referral to law enforcement personnel, as determined appropriate by the building Principal or designee. The principal or his/her designee is authorized to file a trespassing complaint the law enforcement authorities, when applicable and appropriate.

6. School volunteers are required to register in the visitor sign-in book when they are visiting or volunteering in the school.
7. Staff members should be alert to the presence of unauthorized visitors and report their presence to the principal promptly.
8. School volunteers are required to register in the Volunteer Sign-in book when they are visiting or volunteering in the schools.
9. Visitors are expected to follow school rules. Audio taping, videotaping, or photographing school activities by third parties may invade the privacy rights of students and staff, and will, therefore, not generally be allowed. Exceptions to this guideline may be made by the administration, subject to reasonable restrictions, as the administration may, in its sole discretion, decide. The Principal or her/his designee shall have complete authority to exclude from the school premises any persons who she/he has reason to believe are disrupting the educational programs in the classroom or in the school, are disturbing teachers or students on the premises, or whom the principal believes are on the premises for the purpose of committing an illegal act.

**SCHOOL WELLNESS POLICY****Statement**

The Manchester School District is committed to establishing a healthy learning environment that positively influences students' general well-being, eating behaviors, physical capacity and learning ability to succeed academically. This commitment will provide all of the Manchester's students with the ability to participate fully in the educational process and to develop lifelong healthy habits. A learning environment that fosters wellness and good nutrition will be promoted for all students and the district will provide students with a variety of opportunities for daily physical activity and help children and adolescents become more physically active and fit. By facilitating learning through the support and promotion of good nutrition and physical activity, student achievement is enhanced. Improved health optimizes student performance potential and ensures that all children have the opportunity to excel.

It is the goal of the Manchester School District to promote the students' physical, emotional, and social well-being through a coordinated and comprehensive school health program. This includes providing a healthy physical and psychological environment, school nurse services, nutritious school meals, health education, Family and Consumer Science education and opportunities for physical education and activity. It is the intent of this policy to enable students to become independent and self-directed learners by taking initiative to meet their own health and nutritional needs as is developmentally and individually appropriate.

**Legal References:**

Child Nutrition & WIC Reauthorization Act of 2004, Pub .L. 108-265 & 204

Child Nutrition Act & 10(a)-(b), codified at 42 U.S.C. & 1766

Richard R. Russell National School Lunch Act & 9(f)(1) and 17(a) codified at 42 U.S.C. & 1758 and 42 U.S.C., & 1766.

Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, added Section 9A to the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1758b), *Local School Wellness Policy Implementation*. The provisions set forth in Section 204 expand upon the previous local wellness policy requirement from the Child Nutrition and Special Supplemental Nutrition Program for Woman, Infants and Children (WIC) Reauthorization Act of 2004 (Public Law 108-265).

Adopted: May 22, 2006

Revised: February 27, 2012

Revised: November 13, 2013

## SCHOOL WELLNESS POLICY

### Administrative Guidelines

The Manchester School District will implement the following actions with the goal of providing sound nutrition and health practices for students.

The Manchester School District will maintain a standing School Wellness committee that will meet biannually. The members will include but not be limited to Assistant Superintendent of Schools – (Chair), parents, students, Food Service Director, Physical Education and Health Curriculum Coordinators, School Health Services Coordinator, a representative from the Town Health and Recreation Departments, Board of Education member, teacher(s), administrator(s). All stakeholders will participate in the implementation and periodic review of the Wellness Policy.

The Manchester School District will adapt and implement the 9-5-2-1-0 Health Initiative, which is a product of the Northern Virginia Healthy Kids Coalition adapted by Eastern Highland Health District (EHHD) and used by permission by Manchester Public Schools.

The Manchester School District will inform and update the public (including parents, students, and other in the community) about the implementation of the Local Wellness Policy via the website and presentations to the Board of Education.

The Superintendent or Assistant Superintendent will ensure that each school complies with the Local Wellness Policy.

### **I. Nutrition Education and Promotion**

#### **A. Instruction Program Design**

The Health curriculum and Family and Consumer Sciences curriculum, emphasizing nutritional knowledge and healthy habits, will be continually revised and updated to comply with state standards and mandates and ensure that instructional strategies reflect current best practice, and integrated within the sequential, comprehensive interdisciplinary program taught at every grade level, pre-kindergarten through twelfth grade. The nutrition education program will focus on students' eating behaviors and be based on theories and methods proven to be effective by published research and be consistent with state's/district's health education standards/guidelines/framework.

#### **B. Staff Qualifications and Professional Development for Teachers**

Staff responsible for nutrition education will be adequately prepared (K-5) and certified (6-12) to implement through best practice and through participation in professional development activities.

**C. Educational Reinforcement**

Schools will collaborate with town agencies as appropriate to send a consistent message to the community about nutrition education.

**D. Staff as Role Model**

School staff is encouraged to model the components of the nutrition education curriculum.

**E. Coordination of Programs**

The food service program will be closely coordinated with nutrition instruction.

**II. Daily Physical Education**

- A. Physical Education classes and physical activity opportunities will be available for all students throughout the school year.**

The district will incrementally adjust the physical education opportunities for students to meet the optimum level of instruction (150 minutes weekly for elementary, 225 minutes weekly for secondary) as recommended by the National Association of Sports and Physical Education (NASPE). The 9-5-2-1-0 initiative shall be utilized pre-K through grade 12.

1. Students in grades four, six, eight and ten will participate in the Connecticut Physical Fitness Assessment.
2. All physical education classes will be sequential and aligned with the Connecticut Physical Education Framework, competency through application of knowledge, skill, and practice.
3. All physical education classes will be taught by a certified physical education instructor.
4. Student involvement in other activities involving physical activity will not be substituted for meeting the physical education requirement.

**B. Wellness Breaks**

The district will provide 20 minutes of daily recess in elementary schools.

**C. Physical Activity Opportunities Before, During, and After School**

1. Schools are encouraged to offer extracurricular programs, such as physical activity clubs or intramurals. When appropriate, schools will offer interscholastic sports programs (space availability).
2. After-school child-care and enrichment programs for elementary schools students will provide daily periods of moderate to vigorous physical activity for all participants (space availability).

**D. Physical Activity and Punishment**

Teachers and other school and community personnel should not use physical activity (i.e. running laps, pushups) or withhold opportunities for physical activity (physical education, recess) as punishment.

**E. Safe Routes to School**

When appropriate, the district will work together with local public works, public safety and/or police departments to make it safer and easier for students to walk and bike to school.

**F. Incorporating Physical Activity into the Classroom**

Opportunities beyond the regular physical education class and recess should be incorporated into the classroom as part of their learning or energizing breaks.

**III. Nutrition Standards for School Foods and Beverages****A. Menu Choices linked with nutrition education curriculum**

1. Promote fresh fruits and vegetables
2. Limit high fat choices.
3. Limit oil-fried foods.
4. Increase vegetarian choices.
5. Provide drink choices to include water, low-fat milk, flavored low-fat milk, skim milk and 100% juices in appropriate serving sizes.

**B.** Foods and beverages sold at school in the cafeteria, vending machines and school stores will comply with USDA federal and state regulations.

**C.** School Food Services should recognize and reasonably accommodate individual students' dietary concerns related to religious practices.

**D.** With appropriate medical documentation, modified meals will be prepared for students with food allergies or other special dietary needs.

**E. Nutrition Practices in Classrooms**

1. Beverage consumption in the classroom should be limited to water, 100% juice and milk.
2. Parents are encouraged to provide healthy snacks and beverages in appropriate portion sizes.
3. Food or snacks should not be used as either an incentive or a reward for good behavior or academic performance.
4. School personnel will not withhold student access to snacks as punishment.
5. Health party menus should be used.
6. Classroom birthday celebrations will be food and snack free.
7. Food may be used to commemorate a cultural event or activity, or support a curriculum related project with the approval of the principal and in accordance with Health Department protocols.

**F. Fund Raising Activities**

Non-food promotion activities are encouraged to follow District Nutritional Standards.

**G. Faculty Information**

1. Nutrition information should be available to staff members through a variety of sources such as newsletters, professional development training, websites, publications, curriculum, which includes but is not limited to:
  - a. Alternative birthday/holiday celebrations
  - b. Activities to increase physical activity in the classroom and at desks
  - c. Health snacks
  - d. Alternative non-food reward options
  - e. Alternates to withholding recess as a consequence for student actions.
2. Faculty should be positive role models as we promote healthy nutrition and physical activity.

**H. Cafeteria**

The cafeteria is a place where students should have:

1. Adequate space to eat in clean, pleasant surroundings,
2. Adequate time to eat meals (The School Nutrition Association recommends at least 20 minutes for lunch from the time students are seated with their food.)
3. Access to hand washing or hand sanitizing facilities before meals
4. Point of Sale – The Point of Sale system provides confidentiality to all students regarding meal benefits.
5. Summer Food Service Program – Summer Food Service Program will be offered at eligible district sites.

**IV. Measurement and Evaluation**

- A. The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies.
- B. The policy will be modified based on legislation and district needs.
- C. The Wellness Committee will assess all nutrition education curricula and materials for accuracy, completeness, balance, and consistency with the state's/district's educational goals and standards.
- D. The Manchester Public School District uses a comprehensive Coordinated School Health (CSH) approach to promote wellness for students, staff and the community. Data collected From the Coordinated School Health initiative will be used to evaluate progress. The results shall be made available to the public.

Adopted: May 22, 2006

Revised: February 27, 2012

Revised: November 13, 2013

**TRANSFER AND NON-RESIDENT STUDENTS****1. Student Attendance Area**

A student will attend a school within the Board of Education's designated school attendance zone.

**2. Student Transfer Requests**

A student may be transferred from one school to the other at the request of the parent if all of the following conditions are met:

1. qualified school personnel agree that best educational interests of the student will be met at the other school,
2. seats are available at the receiving school, and
3. the parent provides the transportation to the other school.

Qualified school personnel is defined as a committee of the Assistant Superintendent of Schools, the principal of the school the student currently attends, the principal of the receiving school, and other school personnel who can contribute to the decision.

If the class size exceeds acceptable enrollment, the transferred student will be returned to his/her designated school, or to a school with an appropriate program and available seating.

**3. Change of Address within the Town of Manchester**

Parents who move within the Town of Manchester after October 1 may request permission through the Superintendent for their child to complete the school year as an "Out of School Attendance" student. Permission will be contingent on seats available, parental transportation, and no known situation that would be detrimental to the student or to the school district. Such approval will apply only for the remainder of the school year.

4. A high school student who moves out of town after the beginning of his/her senior year may, upon request, be permitted to finish that year without tuition charge provided he/she maintains a good scholastic and behavioral record.

A high school students who moves out of town after the beginning of the fourth marking period begins, may, upon request, be permitted to finish that year without tuition charge provided he/she maintains a good scholastic and behavioral record.

An elementary or middle school students who moves out of town after May 1 may, upon request, be permitted to finish that year without tuition charge provided he/she maintains a good scholastic and behavioral record.

ADOPTED: September 10 1973  
REVISED: May 27, 1997  
REVISED: November 13, 2013

## **NON-DISCRIMINATION (PERSONNEL)**

The Manchester Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability, including pregnancy, genetic information, or gender identity or expression, except in the case of a bona fide occupational qualification.

It is the policy of the Manchester Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, genetic information, gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression.

### **Definitions:**

**“Genetic Information”** means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. “Genetic information” may also include an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive service

**“Gender Identity or Expression”** means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

### **Legal References:**

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*

Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*

Age Discrimination in Employment Act, 29 U.S.C. § 621

Americans with Disabilities Act, 42 U.S.C. § 12101  
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794  
Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110  
233, 42 USC 2000ff; 34 CFR 1635  
Connecticut General Statutes § 10-153. Discrimination on basis of  
marital status  
Connecticut Fair Employment Practices Act, Connecticut General  
Statutes § 46a-60  
Connecticut General Statutes § 46a-81a Discrimination on basis of  
sexual orientation: Definitions  
Connecticut General Statutes § 46a-81c Sexual orientation discrimination:  
Employment.  
Public Act 11-55, An Act Concerning Discrimination.

ADOPTED: November 13, 2013

## **ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (PERSONNEL)**

It is the express policy of the Manchester Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, or gender identity or expression. In order to facilitate the timely resolution of such complaints and/or grievances, any employee who feels that he/she has been discriminated against on the basis of these protected characteristics should file a written complaint with:

Office of the Superintendent of Schools  
45 North School St.  
Manchester, Connecticut

Complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints and/or grievances facilitates the investigation and resolution of such complaints and/or grievances.

Complaints and/or grievances will be investigated promptly and corrective action will be taken when allegations are verified.

Specifically, upon receipt of a written complaint of discrimination, the Superintendent and/or his or her designee will :

1. Offer to meet with the complainant to discuss the nature of his/her complaint;
2. Provide the complainant with a copy of the Board's non-discrimination policy and accompanying regulations;
3. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. Conduct the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law;
5. Communicate the findings and/or results of any investigation to the complainant; and
6. Take appropriate corrective and disciplinary action, as deemed appropriate by the Superintendent and/or his or her designee.

If the complaint involves an allegation of discrimination based on disability or sex, the complainant should be referred to the Board's policies and procedures related to Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA) (for claims of discrimination and/or harassment based on disability) and Sex Discrimination/Sexual Harassment (for claims of discrimination and/or harassment based on sex).

For allegations pertaining to race, color or national origin discrimination, at any stage in this complaint procedure, the complainant has the right to file formal complaints regarding such matters with:

Office of Civil Rights  
U.S. Department of Education  
8<sup>th</sup> Floor  
5 Post Office Square, Suite 900  
Boston, MA 02109-3921  
Tel. (617) 289-0111  
[ocr.boston@ed.gov](mailto:ocr.boston@ed.gov)

If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than one hundred eighty (180) days after the occurrence of the alleged discrimination.

A complainant may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 1229 Albany Avenue, Hartford, CT 06112 (TELEPHONE NUMBER 860 566-7710) and/or the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER 617-565-3200).

**DISCRIMINATION COMPLAINT FORM**  
**(For Complaints Based on race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, or gender identity or expression)**

Name of the complainant \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged discrimination \_\_\_\_\_

Name or names of the discriminator(s) \_\_\_\_\_

Location where such discrimination occurred \_\_\_\_\_

Name(s) of any witness(es) to the discrimination \_\_\_\_\_

Detailed statement of the circumstances constituting the alleged discrimination

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## NON-DISCRIMINATION (STUDENTS)

The Manchester Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities on the basis of a protected race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, or gender identity or expression, and genetic information subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, or any other basis prohibited by state or federal law is prohibited. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination.

The Board will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of discrimination.

**Definition: "Gender identity or expression"** means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

### Legal References:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*

Americans with Disabilities Act, 42 U.S.C. § 12101, *et seq.*

Connecticut General Statutes § 10-15c and § 46a-81a, *et seq.* -

Discrimination on basis of sexual orientation

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, *et seq.*

ADOPTED: November 13, 2013

## **ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (STUDENTS)**

### **Complaint Procedure**

As soon as an individual feels that he or she has been subjected to discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression, he/she should make an oral complaint to the school principal. The student will be provided a copy of this regulation and made aware of his or her rights. The student will be requested to make a written complaint. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

All complaints are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging discrimination under this complaint procedure, the Superintendent will designate a district or school administrator to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

Upon receipt of a written complaint of discrimination, the investigator should:

1. offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
3. maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law; and
4. communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within thirty

(30) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination, adhering to the requirements of state and federal law. Corrective action should include steps to avoid continuing discrimination.

If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint.

If the complainant is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the complainant, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant of the proposed actions within fifteen (15) school days following the receipt of the written request for review.

At any time, a complainant alleging race, color or national origin discrimination has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8<sup>th</sup> Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111).

**DISCRIMINATION COMPLAINT FORM**

**(For Complaints Based on Race, Color, Religion, Age, Sex, Marital Status, Sexual Orientation, National Origin, Ancestry, Disability, Pregnancy, or Gender Identity or Expression)**

Name of the complainant \_\_\_\_\_

School: \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged discrimination \_\_\_\_\_

Name or names of the discriminator(s) \_\_\_\_\_

\_\_\_\_\_

Location where such discrimination occurred \_\_\_\_\_

\_\_\_\_\_

Name(s) of any witness(es) to the discrimination \_\_\_\_\_

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Detailed statement of the circumstances constituting the alleged discrimination

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## STUDENTS

5141.2

### REPORTS OF SUSPECTED ABUSE AND/OR NEGLECT OF CHILDREN

The Manchester Board of Education recognizes that a student's mental and physical health effect the student's ability to learn and realizes the importance of identifying students who may be experiencing abuse and neglect, or in imminent risk of being harmed.

Connecticut General Statute Section 17a-101 et seq. requires ALL EMPLOYEES of the Manchester Board of Education to report suspected abuse and/or neglect, or imminent risk of serious harm, in accordance with the procedures set forth below.

The Manchester Board of Education directs the Superintendent of Schools to administrative procedures and guidelines to deal with suspected cases of abuse and neglect in accordance with Connecticut General Statutes.

#### Legal References:

##### Connecticut General Statutes:

- Section 10-151
- Section 17a-101 et seq.
- Section 17a-103
- Section 53a-6

Adopted:	October 15, 1974
Revised:	September 10, 1990
Revised:	February 24, 1997
Revised:	August 1999
Revised:	February 24, 2004
Revised:	March 22, 2010
Revised:	November 13, 2013

## ADMINISTRATIVE GUIDELINES AND PROCEDURES FOR REPORTING

This policy applies not only to employees who are required by law to report suspected child abuse and/or neglect, but to ALL EMPLOYEES of the Board of Education. These regulations are intended to safeguard children whose health and welfare may be adversely affected through injury and neglect, and to ensure a nurturing and safe environment.

### I. **Definitions**

A. **Abused** means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

B. **Neglected** means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances, or associations injurious to his/her well-being, or (d) has been abused.

C. **Statutory mandated reporter** includes all employees of the Manchester Public Schools.

### II. **What Must Be Reported**

A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that a child under the age of eighteen:

- A. Has been abused or neglected;
- B. Has had physical injury or injuries inflicted upon him/her (other than by accidental means) by a person responsible for the child's health, welfare, or care, or by a person given access to the child, or;
- C. Has injuries which are at a variance with the explanation given of their occurrence;
- D. Is in a condition, which is the result of maltreatment such as, but not limited to, malnutrition, sexual abuse, sexual exploitation, deprivation of necessities, emotional maltreatment, or cruel punishment;
- E. Has been abandoned;

- F. Is being denied proper care and attention, physically, educationally or morally;
- G. Is being permitted to live under conditions, circumstances, or associations injurious to the child's well-being;
- H. Is placed at imminent risk of serious harm.

It should be especially noted that it is not necessary to know or prove that abuse is occurring or has occurred in the past. It is sufficient only to suspect that it may be occurring or that it might occur. The Department of Children and Families (DCF) is the agency charged with the responsibility to investigate such cases. Additionally, reports should be made as soon as the child abuse is suspected, even though the incident may not be a recent one. (See attached Chart "Recognizing Child Abuse and Neglect")

### **III. Reporting Procedures**

When an employee of the Board of Education who is a statutory mandated reporter and who, in the ordinary course of the employee's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken:

#### **A. Making a Report:**

1. The employee shall make an oral report as soon as practicable, but not later than twelve hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency. The person making the oral report to DCF must also submit a written report (Form: CYS-136) within 48 hours of the oral report. Send report to:

Department of Children and Families  
HOTLINE  
505 Hudson Street Hartford, CT  
06106-7107 (Telephone: 1-800-  
842-2288)  
(TDD Telephone Number: 1-800-624-5518)

2. A copy of the written report will be sent to the superintendent and principal. All copies are to be kept in confidential or limited access files.
3. The employee shall also make an oral report as soon as practicable to the building principal or designee when the suspected abuse or neglect is not by a school employee.
4. The child will be referred to the school nurse.
5. The school social worker will be notified. This will allow for appropriate staff to support the student and ensure safety.
6. In cases involving suspected or believed abuse or neglect by a school employee, the building administrator or designee shall immediately notify the Superintendent or his/her designee.
7. The employee shall immediately submit a copy of the written report to the Superintendent or the Superintendent's designee.
8. If the report concerns suspected abuse or neglect by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Superintendent shall submit a copy of the written report to the Commissioner of Education or his/her representative.

**A. Contents of Reports:**

Any oral or written report made pursuant to this policy shall contain the following information, if known:

1. The names and addresses of the child and his/her parents or other person responsible for his/her care;
2. The age of the child;
3. The gender of the child;
4. The nature and extent of the child's injury or injuries, maltreatment or neglect;
5. The approximate date and time the injury or injuries, maltreatment or neglect occurred;
6. Information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
7. The circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
8. The name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
9. The reasons such person or persons are suspected to be responsible for causing such injury or injuries maltreatment or neglect;

10. Any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
11. Whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

**B. Investigation of the Report:**

If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report, provided such investigation does not impede an investigation by the Department of Children and Families DCF). In all other cases, the Department of Children and Families (DCF) will be responsible for conducting the investigation with the cooperation and collaboration of the Board.

Recognizing the fact that the Department of Children and Families (“DCF”) is the lead agency for the investigation of child abuse and neglect reports, the Superintendent's investigation shall be coordinated with DCF and/or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Superintendent shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child to an interview with a child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators of the alleged abuse, or where DCF has indicated that obtaining such consent will interfere with its investigation.

The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation.

**C. Evidence of Abuse by a School Employee Holding a Certificate, Authorization or Permit Issued by the State Department of Education**

1. If, upon completion of the investigation by the Commissioner of Children and Families (“Commissioner”), the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that a child has been abused by a school employee who holds a certificate, permit, or authorization issued by the State Department of Education, and that the Commissioner has recommended that such employee be placed on the child abuse and neglect registry, the Superintendent shall make a written request to the Commissioner that he or she provide all records, whether or not created by DCF, concerning such investigation to the Superintendent. In addition, if the employee has not been previously suspended, the Superintendent shall suspend the employee, with pay and without diminution or termination of benefits.

2. Within seventy-two (72) hours after such suspension the Superintendent shall notify the Board of Education and the Commissioner of Education, or his or her representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose records received from DCF to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit, or authorization. For certified personnel, such suspension shall remain in effect until the Board of Education acts pursuant to the provisions of Connecticut General Statute Section 10-151.
3. Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused by a school staff member who holds a certificate, permit or authorization issued by the State Department of Education.
4. If the contract of employment of such certified school employee is terminated as a result of an investigation into reports of child abuse and neglect, the Superintendent shall notify the Commissioner of Education, or his or her representative, within seventy-two (72) hours after such termination.

**D. Evidence of Abuse or Neglect by any Other Non-Certified Employee**

If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused by a non-certified school staff member, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

**IV. Delegation of Authority by Superintendent**

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

**V. Disciplinary Action for Failure to Follow Policy**

Except as provided in Section VII, below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

**VI. Non-discrimination Policy**

The Manchester Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect. The Board of Education also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or testing in any proceeding involving child abuse and neglect.

**VII. Education of Employees**

Superintendent will ensure that all school employees have received this written policy, and completed a refresher training program for prompt and accurate identification and reporting of child abuse and neglect at least once in three years.

All new employees will be required to complete an educational training program for prompt and accurate identification and reporting of child abuse and neglect.

## Recognizing Child Abuse and Neglect

The most common way to identify maltreatment is through the child and parent's behavior. Here is a list of the key physical and behavioral indicators of each type of maltreatment. A combination or pattern of indicators should especially alert you to the possibility of maltreatment.

	CHILD INDICATORS		CARETAKER INDICATORS
	Physical Signs	Child's Behavior	
<b>PHYSICAL ABUSE</b>	<ul style="list-style-type: none"> <li>• unexplained bruises, welts or abrasions                             <ul style="list-style-type: none"> <li>-in various stages of healing</li> <li>-in shape of object (cord, rope, belt Buckle)</li> <li>-human bite marks</li> </ul> </li> <li>• unexplained burns                             <ul style="list-style-type: none"> <li>-cigarette (on soles, palms, back, buttocks)</li> <li>-immersion (sock or glove-like)</li> </ul> </li> <li>• unexplained broken bones                             <ul style="list-style-type: none"> <li>-skull, nose, facial structure</li> <li>-in various stages of healing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- reports injury by a parent (or threatened injury)</li> <li>-shrinks from adult's touch</li> <li>-frightened of parents</li> <li>-afraid to go home</li> <li>-withdrawn or aggressive</li> <li>-complains of soreness, moves uncomfortably</li> <li>-wears clothing inappropriate to weather</li> <li>-reluctant to change clothes</li> </ul>	<ul style="list-style-type: none"> <li>• offers vague, illogical, contradictory or no explanation of child's injury</li> <li>• attempts to conceal child's injury</li> <li>• delays, or does not seek, medical treatment for injury when warranted</li> <li>• uses harsh discipline inappropriate to child's age and transgression</li> <li>• has unrealistic expectations of child</li> <li>• significantly misperceives child (e.g. sees child as bad, stupid, different)</li> <li>• misuses alcohol or drugs</li> </ul>
<b>SEXUAL ABUSE</b>	<ul style="list-style-type: none"> <li>• torn, stained or bloody underwear</li> <li>• difficulty walking or sitting</li> <li>• pain or itching in genital area</li> <li>• bruises or bleeding in external genitalia</li> <li>• frequent urinary or genital infections</li> <li>• venereal disease, especially in pre-teens</li> </ul>	<ul style="list-style-type: none"> <li>-reports sexual assault by caretaker</li> <li>-reluctant to change clothes</li> <li>-withdrawal, fantasy or infantile behavior</li> <li>-bizarre sexual behavior or detailed sexual knowledge, especially in young children</li> <li>-poor peer relationships</li> </ul>	<ul style="list-style-type: none"> <li>• extremely protective or jealous of child</li> <li>• sexually abused as a child</li> <li>• misuses alcohol or drugs</li> <li>• non-abusing caretaker/spouse is frequently absent from home</li> </ul>
<b>EMOTIONAL ABUSE</b>	<ul style="list-style-type: none"> <li>• speech disorders</li> <li>• lags in physical development</li> <li>• failure-to-thrive</li> </ul>	<ul style="list-style-type: none"> <li>-sucking, biting, rocking in older child</li> <li>-antisocial, destructive (and self-destructive)</li> <li>-sleep disorders, inhibition of play</li> <li>-compliant/passive or aggressive/demanding</li> <li>-inappropriately adult or infantile</li> <li>-developmental lags (emotional, intellectual)</li> <li>-attempts suicide</li> </ul>	<ul style="list-style-type: none"> <li>• excessively blames or belittles child</li> <li>• repeatedly ignores or rejects child</li> <li>• treats siblings unequally</li> <li>• seems unconcerned about child's problems</li> <li>• unreasonable demands or impossible expectations without regard to child's developmental capability</li> </ul>
<b>NEGLECT</b>	<ul style="list-style-type: none"> <li>• constant hunger, poor hygiene, inappropriate dress</li> <li>• consistent lack of supervision, especially in dangerous, activities or for long periods</li> <li>• lack of needed medical or dental care</li> <li>• abandonment</li> </ul>	<ul style="list-style-type: none"> <li>-arrives early at school, stays late; often absent; often falls asleep in class</li> <li>-begs, steals food.....</li> <li>-constant fatigue, listlessness</li> <li>-says there is no caretaker</li> <li>-shunned by peers</li> </ul>	<ul style="list-style-type: none"> <li>• misuses alcohol or drugs</li> <li>• maintains chaotic home</li> <li>• consistently fails to keep appointments</li> <li>• demonstrates apathy or hopelessness</li> <li>• has mental health problems</li> </ul>

**To report suspected child abuse or neglect, call the Child Protection CARELINE; 1-800-842-2288 (24 hours a day)**

**SEXUAL HARASSMENT AND SEX DISCRIMINATION IN THE WORKPLACE**

Statement

It is the policy of the Manchester Public Schools to maintain a working environment free from sex discrimination, sexual harassment, insults or intimidation on the basis of an employee's sex or inclusion in a protected class. Verbal or physical conduct by a supervisor or co-worker related to an employee's sex, which has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities, is prohibited. The school district will provide staff development for new district administrators and will publish its policy and grievance procedures to employees in an effort to maintain an environment free of sex discrimination and sexual harassment.

Sex Discrimination

Sex discrimination is defined as when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual's sex. Sex discrimination is also defined as when a person, because of his or her sex, is denied participation in, or the benefits of, a program that receives federal financial assistance.

Sexual Harassment

Sexual Harassment is a form of sex discrimination. Sexual harassment includes any unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Unwelcome sexual advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;
2. Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;
3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;
4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;
5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature; and

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Any infraction of this policy by an employee should be reported immediately to the Title IX Coordinator, the Superintendent of Schools or his/her designee in accordance with the district's sex discrimination and sexual harassment grievance procedure.

Retaliation against any employee for complaining about sexual harassment is prohibited under this policy and is illegal under state and federal law. Violations of this policy, including this anti-retaliation provision, will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sexual or other forms of harassment may also be subject to civil and criminal penalties.

Legal References: United States Constitution, Article XIV  
Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2(a).  
Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.  
Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*  
Title IX of the Education Amendments of 1972, 34 CFR § 106, *et seq.*  
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)  
Connecticut General Statutes § 46a-60 Discriminatory employment practices prohibited.  
Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207  
Constitution of the State of Connecticut, Article I, Section 20.

Adopted: 3/23/87  
Revised: 6/8/92  
Revised: 7/12/93  
Revised: 4/22/08  
Revised: 1/25/10  
Revised: 11/13/13

## **Complaint Procedures Sex Discrimination and Sexual Harassment**

### Complaint Procedure

It is the expressed policy of the Manchester Public Schools to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints. Any employee who feels that he/she has been sexually harassed or otherwise discriminated against on the basis of sex should submit any such complaint to the Title IX Coordinator. If the Title IX Coordinator is the subject of the complaint, the complaint should be submitted to the Superintendent, who shall investigate or appoint a designee to do so.

Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible and reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination or sexual harassment will result in disciplinary action against the retaliator.

Any employee who believes that he or she has been discriminated against or sexually harassed in the workplace in violation of this policy may also file a complaint with the Region Office of the Connecticut Commission on Human Rights and Opportunities. The regional CHRO office can be found by accessing <http://www.state.ct.us/chro/index.html>) and/or the Equal Employment Opportunity Commission, Boston Area Office, 475 Government Center, Boston, MA 02203 (617-565-3200). Connecticut law requires that a formal written complaint be filed with the Commission on Human Rights and Opportunities within 180 days of the date when the alleged discrimination/harassment occurred. Remedies for sex discrimination and sexual harassment include cease and desist orders, back pay, compensatory damages, hiring, promotion or reinstatement.

### Title IX Coordinator

The Title IX Coordinator for the Manchester Board of Education is Ms. Terri Smith, MBA, Human Resources Specialist, whose office is located at the Manchester Board of Education office at 45 North School St. and whose telephone number is 860-647-3445.

If there is reasonable cause to believe that sexual harassment or sexual discrimination has occurred, the Superintendent will take all reasonable actions to ensure that the harassment and discrimination cease. Actions taken in response to sexual harassment may include reassignment, transfer, or disciplinary action up to and including termination of employment. Nothing in this regulation will be deemed to override applicable provisions of any collective bargaining agreement between the Board and an employee bargaining unit.

**COMPLAINT FORM  
REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT**

Name of the complainant \_\_\_\_\_

Home Address of complainant \_\_\_\_\_  
(Number and Street) (City/Town) (Zip Code)

Home telephone of complainant \_\_\_\_\_ Cell phone \_\_\_\_\_

Date of the complaint \_\_\_\_\_  
(Month/Day/Year)

Date of the alleged discrimination/harassment \_\_\_\_\_  
(Month/Day/Year)

Name(s) of the discriminator(s) or harasser(s) \_\_\_\_\_

Location where such discrimination/harassment occurred \_\_\_\_\_

Name(s) of any witness(es) to the discrimination/harassment \_\_\_\_\_

Detailed statement of the circumstances constituting the alleged discrimination or  
harassment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**~~PERSONNEL 4011~~****~~PROHIBITION OF SEX DISCRIMINATION~~**

~~The Manchester Board of Education will comply with the final Title IX regulations implementing Educational Amendments of 1972 prohibiting sex discrimination in education. The Board affirms that it will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining agreements that it does not discriminate on the basis of sex in the education programs or the activities which it operates.~~

~~The Manchester Board of Education reaffirms its policy 4010, "Equal Employment Opportunity, Affirmative Action," adopted March 10, 1975. The Superintendent of Schools is authorized to designate an employee of the Board of Education who will coordinate compliance with Title IX, including receipt and investigation of any complaint alleging non-compliance. The Superintendent will develop, publish and distribute appropriate guidelines and procedures, including a grievance procedure, to implement this policy.~~

**~~Grievance Procedure\*~~**

~~1.) In order to ensure continued implementation of the objective expressed above, the Superintendent of Schools shall supervise and coordinate the conduct of an evaluation of all existing employment and educational programs and practices.~~

~~2.) Complaints alleging unlawful discrimination shall be filed in writing with the Superintendent of Schools who shall himself, or through a designee, investigate the complaint and render a decision in writing within thirty (30) days.~~

~~3.) If the complainant is not satisfied with the decision of the Superintendent of Schools, he/she may appeal to the Board of Education within ten (10) day of receipt of the decision of the Superintendent. Such an appeal shall be filed in writing with the Superintendent of Schools in his capacity as the Executive Agent of the Board of Education. The Board of Education shall investigate the complaint and, if it deems it necessary, hold a hearing to gather additional information. The Board of Education shall render a decision on any such appeal, in writing, within twenty (20) days of its being filed, or if a hearing should be held, within twenty (20) days of the conclusion of such hearing.~~

~~Adopted: November 10, 1975~~

~~\*April 26, 1976~~

**Manchester Board of Education  
Personnel & Finance Committee Report  
October 23, 2013**

Attendees: Mike Crockett, Chris Pattacini, Deb Hagenow, Pat Brooks

Visitors: Scott Trungadi

Mrs. Brooks reviewed the first FY2013-2014 quarterly financial report. At this time, there is a small positive balance.

The Committee requested an update on the \$40,000 cut to the Manchester High School club stipends. Mrs. Brooks will report back to the Committee on which clubs and how many students were affected by the cut.

The Committee also requested an update on DCF and out of district placements and their associated costs to the district. The Committee would like to have this information prior to the FY2014-2015 budget workshops.

Mrs. Brooks reviewed the time-line for the preparation of the FY2014-2015 budget.

Mrs. Brooks informed the Committee that the Manchester High School principal position will be advertised in December.

The next meeting will be held on November 20, 2013, at 5:30 p.m., in the Board Room at Central Office.

Respectfully submitted,

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

Patricia F. Brooks  
Assistant to the Superintendent  
Finance and Management