

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, MARCH 10, 2014

7:00 P.M.
Lincoln Center

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Board of Education Minutes – February 24, 2014 A – 4

B. SUPERINTENDENT’S REPORT – PART I

- 1) Youth Committee Spirit Relay for Life Awards – Mrs. Grace Deangelis

C. CONSENT CALENDAR

- 1) Accept Personnel Actions C – 1
- 2) Approve Transfer of Funds C – 2
- 3) Accept the Manchester Head Start Recruitment Plan C – 3
- 4) Accept the Manchester Head Start Policy Council Bylaws C – 4
- 5) Accept the Manchester Head Start Selection Criteria for 2014-2015 C – 5
- 6) Approve Extended Field Trip Request – Manchester High School –
Robotics Team Vex Robotics World Championship – Anaheim, CA. –
4/23/14 – 4/28/14 - 4 to 5 students participating – Mr. Chris Prytko C – 6

D. PUBLIC COMMENTS (any item before the board)

E. SUPERINTENDENT’S REPORT – PART II

- 1) Hear a Status Report on the Summer Advantage Academy of
Manchester (S.A.A.M.) Extended Summer - Program Update –
Mrs. Amy Radikas E – 1
- 2) Hear a Report on the New England Association of Schools & Colleges
(NEASC) – (School Accreditation) - High School Five-Year Progress Report
– Mr. Matthew Geary

F. UNFINISHED BUSINESS

G. COMMITTEE REPORTS

- 1) Personnel & Finance Committee Meeting 2-19-14 G – 1
- 2) Policy Committee Meeting 2-24-14 G – 2
- 3) Curriculum & Instruction Meeting 2-26-14 G – 3

H. NEW BUSINESS

- 1) Act to Endorse the High School Academies Proposal – Mr. Matthew Geary
- 2) Discuss Proposed Revision to the Section 504 Policy by the Policy
Committee. (First Reading) H – 2

- I. **COMMUNICATIONS**
- 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.*

PERSONNEL ACTION

RESIGNATIONS

Elizabeth McDonald, Curriculum Coach Numeracy at Verplanck Elementary School, has submitted a letter of resignation for personal reasons effective June 30, 2014. Ms. McDonald has been with Manchester Public Schools since October 22, 2012. It is recommended that her request be approved.

**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: March 10, 2014

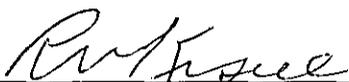
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

Discussion/Analysis: Transfers from Manchester High School Art Computer Supplies/Materials to Manchester High School Art Repairs account. A transfer of \$450 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
March 10, 2014

2/25/14 OR.
DC

**Manchester Public Schools
Manchester, Connecticut**

RECEIVED
FEB 24 2014
BY ACCOUNTS PAYABLE

To: **Accounting Department**

School: Manchester High School

Date: 02/19/2014

Principal's Sign: [Signature]

Date of Approval: 02/19/2014

**JUSTIFICATION (Required Field) : To cover unanticipated repairs to Kilns and Potters
Wheels**

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

DECREASE In whole dollars only:

\$450 Account # 10461100 5612 Description: Art - Computer Supplies

\$ _____ Account # _____ Description: _____

\$ _____ Account # _____ Description: _____

\$450 TOTAL DECREASE

INCREASE In whole dollars only:

\$450 Account #10461100 5435 Description: Art - Repairs

\$ _____ Account # _____ Description: _____

\$ _____ Account # _____ Description: _____

\$450 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: March 10, 2014

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: Transfers from Plant Operations System-wide Consultants, Plant Operations System-wide Print/Advertising, and Plant Operations System-wide Periodicals to Plant Operations System-wide Computer Supplies and Materials account. A transfer of \$1,250 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
March 10, 2014

OK (D) Carrow
2/20/14

**Manchester Public Schools
Manchester, Connecticut**

To: **Accounting Department**

School: B&G

Date: 2/14/14

Principal's Sign: 

Date of Approval: 2/20/14

JUSTIFICATION (Required Field) :
Money needed for lap top computer for Rich Ziegler

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

DECREASE In whole dollars only:

\$ <u>500.00</u>	Account # <u>42099260 5330</u>	Description: _____
\$ <u>500.00</u>	Account # <u>42099260 5540</u>	Description: _____
\$ <u>250.00</u>	Account # <u>42099260 5643</u>	Description: _____

\$1250.00TOTAL DECREASE

INCREASE In whole dollars only:

\$ <u>1250.00</u>	Account # <u>42099260 5612</u>	Description: _____
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

\$1250.00TOTAL 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: March 10, 2014

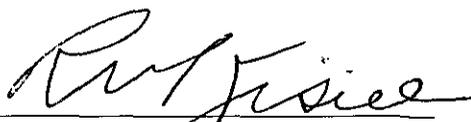
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

Discussion/Analysis: Transfers from Manchester High School Library/Media Contracted Services to Manchester High School Library/Media Computer Supplies and Materials account. A transfer of \$450 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
March 10, 2014



MANCHESTER HEAD START
RECRUITMENT PLAN
2014-2015

APPROVED BY PC ON: FEBRUARY 12, 2014
ACCEPTED BY BOE ON: _____

Manchester Head Start has developed a recruitment plan to ensure that all Manchester families with children eligible for Head Start are aware of and able to apply for the Head Start program.



RECRUITMENT TECHNIQUES

-All families on the interest list will be notified about registration by mail.

-Ads are placed in local newspapers in March and April describing the program and registration process.

-Informational pamphlets are distributed to public locations and community agencies throughout the year, including, but not limited to, doctor's offices, churches, social service agencies, the soup kitchen and all schools.

-Referrals are made by community agencies such as: Birth to Three, DCF, Early Head Start, Child Find and self-referrals.

-Referrals are made by Pupil Personnel Services (Manchester Public School).

-All elementary Schools advertise Head Start enrollment in their newsletter in the Spring.

-Current parents and guardians describe the program to friends and acquaintances in the community.

-Local cable television stations advertise recruitment drive information.

-Posters are offered for placement in appropriate public locations such as supermarkets, doctor's offices, social service agencies and the public schools.

-Manchester Head Start collaborates with Birth to Three, Manchester Public Schools/Pupil Personnel Services to ensure that children with disabilities have access to the program. Manchester Head Start attends PPT's of incoming children who are receiving or are recommended for services. We receive documentation from previous evaluations and resulting placements through the Individual Education Plan (IEP).

-All pamphlets, newspaper ads and announcements state that children with disabilities are accepted into the program.

- Sent Head Start Head information to the Chamber of Commerce to be include with information given to people moving in to the community
- Post sign in front of the building during registration period.

Registration is a two-step process:

1- Initial registration to be completed online.

2- Follow up with documentation at the Manchester Preschool Center.

<p style="text-align: center;">Recruitment Procedures:</p>	<p>In order to attend Manchester Head Start program, interested families must complete on-line registration using the Manchester Board of Education web-site. The following process will then occur:</p> <ul style="list-style-type: none"> - Intake department will review all applications for eligibility. - Eligible families will be invited to the center to complete paperwork including: <ol style="list-style-type: none"> 1- Proof of residency 2- Child's birth certificate 3- Proof of income 4- Child' update physical - In the event that a family does not have computer access, computers are made available at the Head Start program.
<p style="text-align: center;">Eligibility:</p>	<p>A child must be three by August 31 of the enrollment year and no older than five by December 31 of the entrance year to be eligible for Head Start; however, priority will be given to children turning three by March 31. Only children living in Manchester will be considered for enrollment. A child who is currently enrolled and who will not be age-eligible for public kindergarten in the fall is automatically eligible to continue enrollment in the program for the following year.</p> <p>Ninety percent of the children enrolled are from families defined as low income. The ACF Head Start Income Guidelines is used to determine if a family is low income.</p> <p>Ten percent of the children enrolled may be over income as determined by ACF Head Start Income Eligibility Guidelines. The ten percent will be based on actual enrollment; however, income eligible families are chosen first.</p>

SELECTION	<p>After verifying the birth certificate, income and residency, a selection criteria form is filled out for each child as an aid for determining the needs of the child and family. The selection criteria will look at other needs of the family such as: family circumstances, special needs, income, family crises, homelessness, high risk families, neglect, abuse, serious child health problems, and referrals from other agencies, foster families and age. A point system is used to determine need for service. An income eligible child is accepted based on need when a vacancy occurs in the current enrollment year or in the recruitment drive for fall. An over income child may be accepted based upon need when an over income vacancy occurs. Priority is given to a child who has a suspected or a professionally diagnosed disability. Manchester Head Start actively recruits children with disabilities to ensure that a minimum of the percent (10%) of the enrollment slots will be reserved for children with disabilities.</p> <p>The Recruitment and Selection Committee approves/disapproves the children selected for enrollment. All families are notified of the status of their application by June 30th or ongoing throughout the year.</p> <p>A waiting list is developed and maintained throughout the school year. The waiting list ranks children according to selection criteria to ensure that eligible children enter the program as vacancies occur. Those applicants not accepted for entry are placed on the waiting list.</p>
ATTENDANCE	<p>Eighty five percent (85%) attendance must be maintained at the program level. All absences are recorded in E-School Plus. We will analyze the causes of absenteeism after a child has been absent for one day, as follows:</p> <ul style="list-style-type: none"> • The teachers enter the attendance daily in E-School Plus. • After one day of absence, the Family Advocate contact the parent to determine if the absence is health related. • If so, the Family Advocate will then refer the family to the Health Manager. If not, the Family Service Manager will then work with the family to facilitate the child's regular attendance in our program. • If the child continues to have patterns of absenteeism, a letter from the program's Director stating our policy will be mailed to the parents/guardian. • If all attempts of working with the family on absenteeism fail, the family will be notified that they are no longer enrolled in the program and the next child on the waiting list will be accepted to fill his/her place.

Manchester Head Start Recruitment & Eligibility, Selection & Attendance Procedure & Policy

<p align="center">RECRUITMENT/ ELIGIBILITY</p>	<p>Manchester Head Start serves income eligible families in the town of Manchester CT. Ten percent of our children can be over income if space is available, and we should be serving at least 10% of children who have special needs. We give priority to children who be entering Kindergarten the following year. Once a child is enrolled, (either a three or four year old) he/she will remain in the program until eligible to transition to Kindergarten. We will try to obtain during our recruitment drive at least 20 more applications than funded enrollment and maintain a current waiting list to facilitate filling vacancies quickly. All foster children are eligible for Head Start.</p>
<p align="center">THIS MUST INCLUDE:</p>	<p align="center"><u>The grantee will conduct a community needs assessment every three years</u></p> <p>1-I.D. the demographic make up of Head Start eligible families in the town of Manchester. 2- Their distribution by age groups. 3- Racial and ethnic composition. 4- Total number of children with disability This is to help determine areas for recruitment opportunities and that no children eligible for Head Start go unserved.</p>
<p align="center">SELECTION</p>	<p>The recruitment committee decides selection criteria, but it must include age and income. Family income must be verified to determine eligibility. Documentation will be seen and recorded by the intake staff. Other selection criteria could include individual and family needs as determined by the committee. The Policy Council will approve these criteria. The program must not enroll any child eligible for Kindergarten. The wait list must rank children according to the criteria set by the recruitment/selection committee, assuring that all eligible children are immediately available for enrollment in the program when vacancies occur. Vacancies will be filled within 30 calendar days.</p>



**Manchester Head Start
60 Washington Street
Manchester, CT. 06042**

Reviewed and Approved by PC on: February 12, 2014
Accepted by BOE on _____

Policy Council By-Laws

Manchester Head Start Manchester, Connecticut 06042

Manchester Head Start Policy Council By-Laws

Name of Organization

The name of this organization shall be the Manchester Board Of Education Head Start Policy Council.

I-Purpose of Organization

The purpose of the Manchester Board Of Education Head Start Policy Council is as follow:

- 1.) To carry out the governance responsibilities for the Manchester Board of Education Head Start program in accordance with the Federal Performance Standards, including Appendix A, and all federal, state and local regulations.
- 2.) To have the opportunity to initiate suggestions and ideas for program improvements and to receive a report on actions taken by the administering agency with regard to its recommendations. This report should be delivered in a timely fashion one week prior to meeting.
- 3.) To plan, coordinate and organize agency-wide activities for parents with the assistance of staff.
- 4.) To assist in communicating with parents and encouraging their participation in the program.
- 5.) To aid in recruiting volunteer services from parents, community residents and community organizations and assist in mobilization of community resources to meet identified needs.

II. Membership

1-Composition

- a. At least 51% of PC membership shall consist of parents of children presently enrolled in the program. Past parents may serve as community representatives.
- b. Parents of children currently enrolled in Manchester Head Start will elect parent representative to PC in October of each year.
- c. The Head Start Director and Family service Manager are expected to attend and participate at PC meetings, in an advisory capacity, pursuant to the Head Start National Performance Standards.

2-Elections:

- a. Elections will be held at the first Parent Center Meeting at the beginning of the school year. Parents will nominate at least two (2) members, (1) voting member and (1) alternate from each classroom, who will be elected at the meeting by ballot or any other agreed upon method.
- b. Community Representatives: **Up to three (3)** Community Representatives will be elected. The Policy Council parent representatives will elect Community Representatives no sooner than October of each year.

3-Term:

- a. The one-year term for PC membership will be from the **October** meeting through the date of the **September** meeting in the following year. No elected member of PC may serve more than three terms. Members elected during the course of the year shall be considered to have served for one term.
- b. Community Representatives should be representatives of major community civic or professional agencies or former Head Start parents who have become active in community affairs. The term shall not exceed three years as an elected PC member.
- c. Termination of Membership: Membership may be terminated by written notice at any time with just cause. An alternate will automatically replace a member who misses three (3) meetings without being excused by the chairperson.

4- Voting Rights:

- a. All elected members and community representatives have an equal vote.
- b. If an elected voting member or their alternate is not present, the alternate member from any other classroom may exercise their voting rights. Policy Council members must vote on behalf of all Head Start families & the community they represent.

All voting should be in the best interests of the Head Start program in terms of its mission to provide quality services to children and families in the Manchester area.

5-Vacancies/Absenteeism:

- a. PC members must make reasonable efforts to attend PC meetings.
- b. Vacancies that arise will be filled by a vote of the parents of the **classroom** from which that representative has resigned.

III-Officers:

1. Duties of Policy Council

Officers& Representatives:

A- List of officers: All officers shall be current Head Start parent. The officers of the Manchester Head Start Policy Council shall include: Chair, Vice-Chair, and

Secretary. Officers shall be elected at the first meeting of the Policy Council in October, as the last part of business.

- a. **Chairperson shall:**
 - Coordinate work for officers and members.
 - Develop an agenda with staff.
 - At the end of each meeting, shall discuss agenda for next meeting of Policy Council.
 - Chairperson will only vote in case of a tie. Chairperson and director will present an annual report to the Manchester Board of Education.
- b. **Vice-Chair:** Acts as aid to chairperson and performs duties of chairperson in their absence or upon request.
- c. **Secretary:** Will take minutes at all PC meetings. Review and edit minutes with PC chair, Family Service Manager and/or Head Start Director before submitting minutes for PC approval.

Keep a neat and careful record of all business done in the meeting with the exact wording of every motion and whether it was lost or carried.

Review the minutes of the previous meeting for additions and corrections. Have copies of the minutes typed and distributed to all council members; Head Start staff and a copy will be posted at each center for parents to view.

IV-Meetings:

- 1.) **Regular Meetings:** Regular meetings of the Manchester Head Start Policy Council will be held the second Wednesday of each month. The agenda will be sent out one week in advance. Meetings will proceed according to PC protocol, except as modified by these by-laws.
- 2.) **Special or emergency meeting:** The Chairperson, when necessary, may call a special meeting.
- 3.) **Executive Session:** Policy Council will go into executive session only to discuss labor/personnel issues or PC membership issues with the Head Start Director. Minutes will not be taken in *executive session*, and all information discussed will remain confidential.
- 4.) **Quorum:** A quorum of (2/3) with six (8) members present is necessary for any PC business to be transacted. A majority vote of the members present is required to approve or disapprove an item requiring a PC vote.
- 5.) **Meetings:** Meetings will be run according to Robert's Rules of Order.

6.) Telephone Voting: If Policy Council does not have a quorum (**8 members present**) at a meeting and there are important issues to vote on, the following procedure will be followed:

- a. The Policy Council Chair and /or Vice-Chair will call each absent PC member at the telephone number most recently listed on the PC phone list, reads the motion(s) to be voted on and obtains the delegate's vote.
 - b. The PC Chair and/or Vice-Chair will call each Community Representative absent from the meeting at the telephone number most recently listed on the PC phone list, reads the motion(s) to be voted on and obtain the Representative's vote. If a representative is not available, the Representative will miss the opportunity to vote on the motion(s)
 - c. The outcome of each individual's telephone vote (or absence of vote) will be recorded in the PC minutes.
- 7.) **Guest/Visitors:** The only participants at PC meetings should be PC members, Family Service Manager and the Head Start Director, unless otherwise indicated in the agenda or specifically recognized by the PC chair. Individuals including program staff or members of the public who are not specifically PC members may attend PC meetings to observe but may not participate in PC meetings with questions or comments concerning PC business.

V- Executive Committee:

- 8.) **PC executive Committee:** The Executive Committee shall consist of the officers of Policy Council. The executive Committee shall have responsibilities for following through on actions taken by the Policy Council and shall serve as an advisory committee for the Head Start Director. The Executive Committee shall also be responsible for enforcing the PC Code of Conduct.

V1 Amendments to Policy Council By-Laws:

- 9.) All Policy Council members shall receive written notice of any proposed amendments to these by-laws at least one week in advance of the next scheduled meeting of the Policy Council.
- 10.) Two-thirds (2/3) vote of PC members attending a regularly called meeting of the PC is needed to amend these by-laws.

V11 Code of Conduct:

1- PC members are role models for our program. PC members will be respectful in their interaction with parents and staff. They will speak respectfully and in a professional manner consistent with the expectations of, agency, parents and staff.

2. PC members are open to different points of view and will listen to and acknowledge concerns presented by others regardless of personal feelings. Members will refrain from personal arguments or debate during meetings.
3. PC members accept and support the decisions made by PC and the outcome of a PC vote regardless of the individual member's position prior to the vote.
4. PC members adhere to confidentiality policies and importance of confidentiality to others.
5. If there is a problem between PC members, they will first try to address the issue with each other. If needed, the PC chair or Vice-chair will be involved to determine how to address the issue.

Updated and approved date: _____

Chairperson: _____

Policy Council General Area of Responsibility

I.) The general areas of responsibilities shall be to approve or disapprove the following:

- 1.) Establishing goals of the Head Start program and developing ways to meet them within HHS guidelines (Health & Human Services).
- 2.) Determine location of center or classes.
- 3.) Developing plans to use all available community resource in Head Start.
- 4.) Approving all component plans.
- 5.) Approving composition of the appropriate Policy Group and the method for setting it up within HHS guidelines (Health & Human Services).
- 6.) Maintaining general responsibility for establishing a method of hearing and resolving community complaints about the Head Start Program.
- 7.) Consulting to ensure that standards for acquiring space, equipment and supplies are met.

II.) Grant Application Process:

- 1.) Must approve or disapprove request for funds and proposed work program.
- 2.) Must approve or disapprove major changes in budget and work program while program is in operation.
- 3.) Approve or disapprove the information needed for pre-review to Policy Council.

III.) Evaluation:

Policy Council has operating responsibility for conducting self-evaluation of grantee agency's Head Start program.

IV.) Committees:

There will be four standing committees to function at all times. Their responsibilities are as follows:

A.) Personnel Administration:

- 1.) Determine Head Start personnel policies (including establishment of hiring and firing criteria for Head Start staff, career development plans and employee grievance procedure).
- 2.) Approve or disapprove the hiring and firing of Head Start Director of Grantee Agency.
- 3.) Approve or disapprove the hiring and firing of Head Start staff of Grantee Agency.

B.) Budget and Finance Committee:

- 1.) To assist the Head Start Director in preparing request for funds and proposed work program.
- 2.) To assist in major changes in budget and work program while program is in operation.
- 3.) To assist in providing information needed for pre-review to Policy Council in cooperation with Head Start Director

C.) Recruitment:

- 1.) To assist in developing a plan for recruitment of children with program staff.

D.) Health Advisory Committee:

As required by the Head Start Program Performance Standards, the Health Services Advisory Committee is an advisory group that brings together staff, parents, and local health care providers to talk about planning, operation and evaluation of health services in each Head Start program.

V.) Internal Dispute: (See attached)

To be reviewed and updated on an annual basis.

Manchester Head Start Selection Criteria

- Point system is used to determine priority for enrollment after child has been determined to be age and income eligible according to Head Start Standards.
- Instructions:
 - Check boxes that are applicable based on information from the application or other sources.
 - When appropriate write a comment to document reason for selection.
 - Sign form and attach to application

Child's Name _____ Total of Cumulative Points _____

Date of Birth _____

Signature of Head Start Staff_____
date

Child Information		Points	Total
Age by December 31 (see application)			
	4 year old	30	
	3 ½ year old +	25	
Disability			
	Diagnosed Disability	30	
	Potential or Suspected Disability	20	
	Serious Child Health Problem	15	
	Low Developmental Score on Screening	10	
Other			
	Returning child	30	
	Transfer from Early Head Start or other Head Start Program	25	
	Sibling currently enrolled in program	20	
	On waiting list prior year	15	

Comments:

Family Information		Points	Total
Income			
	Eligible Income at or Below Poverty Guideline (100 % of poverty)	30	
	Eligible Income at (130% of poverty)	20	
Parental Status			
	Foster Parents (automatically eligible)	30	
	One Parent	30	
	Not the Child's Parent (Legal Guardian)	25	
	Two Parents	20	
Other			
	High Risk (disability, domestic violence, drug involvement, incarceration, Homeless	30	
	Teen Parent (under 19 and 20 to 24)	25	
	Military Family	20	
	Non- Native English Speaking Household	15	
	Parent involved with work – school – training-	10	
	Parents involved with TANF – JOBS Program	10	

Comments:

Referred By		Points	Total
	DCF	30	
	Birth to 3 Intervention	25	
	WIC - VNA	20	
	School System	10	

Comments:

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: 3/8/14
Name of Club or Activity: Vex Robotics World Championship
Trip to: Anaheim CA Purpose: Robotics Team
Number of students participating: 5 From: 4/23/14 To: 4/28/14
Number of school days missed: 4

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

- a. C. Pytko b. _____
 - c. _____ d. _____
 - e. _____ f. _____
 - g. _____ h. _____
- Others: _____

Transportation: Bus Train Plane Car Other Taxi

Are fund-raising activities planned? Yes No If so, describe: Applebee's, Dances,

How will funds be allocated to students participating? offset overall Candy Sales costs

Lodging: Hotel/Motel Camp Private Home

If known, give specifics of room assignments: Brian Worsham, AJ + Ken Hippo, Carey Boucher

Cost per teacher and/or chaperone: \$350 (Chaperones may need to provide some of their own expenses if the field trip fund is not adequate.)

Total cost per student: \$350 (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: \$Varies 650 maybe

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: _____

Chris Prytko
Typed: Chris Prytko

(PLEASE PRINT TO OBTAIN REQUIRED SIGNATURES BELOW)

Approved by Department Chair at secondary level:

Signature: _____

[Signature] Date: 3/6/14

Approved by Principal:

Signature: _____

[Signature] Date: 3/6/14

Approved by Superintendent or designee:

Signature: _____

[Signature] Date: 3/6/14

Attachments: Quotations
Itinerary

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

Summer Advantage Academy of Manchester (S.A.A.M.) 2014

Informational Flyer

The Manchester Public Schools is again offering the Summer Advantage Academy of Manchester (S.A.A.M.). S.A.A.M. comes at no cost to families. This year's program is designed to strengthen reading, writing and math skills for students academically in-need, and who are **currently enrolled** in grades K-3. Daily attendance enhances a student's opportunity for success, thus **any student who is absent for five or more days will not be able to continue in the morning or afternoon program.**



The academic program will be offered in the morning with an optional afternoon camp provided through Manchester's Parks and Recreation. Students **must** attend the S.A.A.M. morning academic program in order to be eligible to enroll in the afternoon camp.

Students attending S.A.A.M. will be bussed to and from the morning academic program. Students only attending the morning academic program may be picked up by a parent/guardian OR bussed home at 11:00 A.M.

Students participating in the afternoon camp program will be bussed to their assigned campsites. Parents are required to pick up students at the campsite between 5:00 P.M. and 6:00 P.M.

Breakfast will **NOT** be **offered** this year and lunch will be provided only for students attending the afternoon camp.

S.A.A.M. Schedule

Monday – Friday;

June 30, 2014 – August 8, 2014

(Morning & Afternoon programming will not be held on Friday, July 4, 2014)

S.A.A.M. MORNING Locations	
<u>Where:</u> Highland Park School; Grades K-1	<u>Where:</u> Bennet Academy; Grades 2-3
<u>Hours:</u> 8:00 A.M. – 11:00 A.M.	<u>Hours:</u> 8:00 A.M. – 11:00 A.M.
Student drop off by parents begins at 7:30 A.M.	Student drop off by parents begins at 7:30 A.M.

OPTIONAL

S.A.A.M. AFTERNOON Camp Locations			
<u>Where:</u> Highland Park School	<u>Where:</u> Bennet Academy	<u>Where:</u> Verplanck School	<u>Where:</u> Waddell School
<u>Hours:</u> 11:00 AM-6:00 PM	<u>Hours:</u> 11:00 AM-6:00 PM	<u>Hours:</u> 11:00 AM-6:00 PM	<u>Hours:</u> 11:00 AM-6:00 PM
Swim at Globe Hollow 2-3 times per week	Swim at Globe Hollow 2-3 times per week	Swim at Globe Hollow 2-3 times per week	Swim at Waddell Pool Daily

S.A.A.M. registration (including medical form) must be returned to the student's school **no later than Friday, March 21, 2014**

For questions regarding S.A.A.M., please contact:

The S.A.A.M. Program Planning Team

S.A.A.M.Program@manchesterct.gov or

Linda Cavanaugh, Chief Program Planner: 860-647-6397

2014 Summer Advantage Academy of Manchester Registration Form

Your registration packet includes:

- S.A.A.M. Informational Flyer
- Registration Form
- S.A.A.M. Afternoon Camp Registration Form
- Emergency & Medical Information Form
- Transportation Request Form

**Please PRINT CLEARLY and return these forms to your child's teacher by March 21, 2014.
Thank you.**

Child's Name: _____ Current Grade: _____

Home Address: _____

Adult Family Contact Person: _____

Daytime Phone: _____ Evening Phone: _____ Cell Phone: _____

Emergency Contact Person: _____

Emergency Contact Daytime Ph.: _____ Emergency Contact Cell Ph.: _____

Current School: _____ Current Teacher: _____

_____ Yes, my child plans to attend the S.A.A.M. afternoon camp program.

_____ No, my child does not plan to attend the S.A.A.M. afternoon camp program. **Please check one:**

My child will be picked up at 11:00 A.M.

My child needs to be bussed home

Parent/Guardian Signature

Date

S.A.A.M.

AFTERNOON CAMP REGISTRATION FORM

Child's Name: _____

Current School: _____

Please indicate the camp preferences by placing a #1 in the box of your first choice, a # 2 in the box of your second choice, a # 3 in the box of your third choice and a # 4 in the box of your fourth choice. If the number of preferences exceeds the number of available spaces at a site, a lottery system will be used to place your child at one of these sites.

Highland Park Bussed to Globe Hollow for swimming 2 -3 times per week		Bennet Leisure Center Bussed to Globe Hollow for swimming 2 -3 times per week	
Verplanck Bussed to Globe Hollow Pool for swimming 2 -3 times per week		Waddell Swimming available on site 5 days per week	

Please attach wallet sized photo
 This is required for processing application.

Please indicate child's **SWIM ABILITY:**

Wading Pool Only ____

Shallow End Only (up to 3 feet) ____

Water Over Head ____

Please list any medications that your child will be taking during camp hours:

DATE OF LAST TETANUS SHOT: ____/____/____ (please call family physician for date)

PARENT OR GUARDIAN AUTHORIZATION (Required for all persons under 18)

This health history is correct so far as I know. The person named above has permission to participate in all camp activities except as noted by the examining physician or myself. If I can't be reached in an emergency, I hereby give permission to the physician selected by the camp director to hospitalize, secure, give proper medical treatment and order injection, anesthesia for surgery for the person named above. The Town of Manchester is not responsible for any condition or situation of which they are not informed. I give permission for my child to be transported via bus to and from special event and rainy day activities as required. Additionally, I the undersigned do hereby waiver and hold harmless the Town of Manchester, its employees and agent, from any personal or property damage I or any child may incur while participating in this activity. I understand the Town of Manchester does not provide accident or health insurance. I also give permission to the Town of Manchester, associated Town Departments, and local news media to take pictures of and/or film my child during camp activities. I understand that these entities may include these pictorial and/or film images of my child in their public service announcements, publications, or on their websites.

Signature: _____

Date: _____

Manchester Public School Summer Program **Emergency and Medical Information -- Please Print Clearly**

Student Name _____ M F Date of Birth _____ Current Grade _____

Address _____ Student ID: _____ Current School: _____

Student resides with: Both Parents Mother Father Guardian Other Language spoken in the home _____

Name of person completing this form: _____ Relationship _____

Home phone _____ Work Phone _____ Cell Phone _____

Name of other Parent/Guardian: _____

Home phone _____ Work Phone _____ Cell Phone _____

Two adults over 18 who are authorized to pick-up your child and can be emergency contacts if Parent/Guardian cannot be reached:

Name _____ Relationship _____ Home Phone _____ Cell _____

Name _____ Relationship _____ Home Phone _____ Cell _____

Persons **not** legally authorized to pick-up your child: A copy of legal papers needs to be given to the director of the Program by the first day.

Name _____ Name _____

Student's Doctor's Name _____ Doctor's Phone # _____

Please answer the following questions fully and carefully.

1. Does your child have any allergies (food, medications, insects, etc.)?

List here and provide specific reaction information _____

2. Does your child have asthma? If yes, describe the severity and the symptoms. _____

3. Does your child take any medications (daily or occasionally)?

List medication and dose here:

4. Has your child had significant injury or accident? _____

5. Does your child have any specific illness or problem? Please give details.

6. List all medications that must be administered during the Summer Program hours.

Medication Policy: Medications should be taken at home unless a physician requires that it be taken during school hours. Written authorization from the child's physician is required for medication to be administered at summer programs. Before the end of school in June 2014, all medications must be taken home. Medications should be brought to the Summer Program nurse the first day of summer program.

Emergency Policy: In case of an accident or serious illness, I request that the school contact me. If the school is unable to reach me, I authorize the school to contact an emergency adult listed above. If it is impossible to contact anyone listed above, the school may make whatever arrangements seem necessary. I give permission for the release of information on this form to the staff members who have direct supervision of my child. In the event of an emergency, this information will be shared with appropriate medical or hospital staff.

Parent/Guardian Signature

Date

Rev. 12/13

Transportation Request Form – 2014 S.A.A.M. Program

Student Name: _____ DOB: _____

School Attending: **Check one:** Highland Park (K-1) Bennet (2-3)

Parent(s): _____

Home Address: _____ Zip Code: _____

Home Phone: _____ Work/Cell Phone: _____

Please check below to indicate your transportation needs. **Choose only one option for A.M and one for P.M.**

A.M. Transportation	P.M. Transportation
Parent Drop Off from 7:30 - 8:00 A.M.: Yes <input type="checkbox"/> No <input type="checkbox"/>	Parent Pick Up at 11:00 A.M.: Yes <input type="checkbox"/> No <input type="checkbox"/>
Bussed to School in A.M.: Yes <input type="checkbox"/> No <input type="checkbox"/>	Bussed to home at 11:00 A.M.: Yes <input type="checkbox"/> No <input type="checkbox"/>
	Bussed to Camp at 11:00 A.M.: Yes <input type="checkbox"/> No <input type="checkbox"/>

Pick-Up/Drop-Off Address (**Pick up and drop off location MUST be the same every day**):

Is this a Day Care Address? Yes No Phone #: _____

Special Equipment Needed? _____

Manchester Board of Education
 Telephone: 860-647-3476
 Fax: 860-647-5027
 Transportation Coordinator:
 Debi Levesque
 E-Mail: dlevesque@manchesterct.gov

PLEASE DO NOT WRITE BELOW – FOR TRANSPORTATION OFFICE USE ONLY

Name of Vendor: _____ Effective Date: _____

Vehicle to School: _____ Vehicle Home: _____

Stop: _____ Stop: _____

Pick-Up Time: _____ Drop-Off Time: _____

Comments:

**Manchester Board of Education
Personnel & Finance Committee Report
February 19, 2014**

Attendees: Mike Crockett, Neal Leon, Deb Hagenow, Chris Pattacini (via telephone), Pat Brooks

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

Mrs. Brooks reviewed the FY2012-2013 Blum Shapiro audit report with the Committee. There were no audit findings except for minor changes to the ED001, End of Year Report.

Mrs. Brooks shared the Kelly Educational Staffing, Mid-School Year Partnership Review, for the 2013-2014 school year. This school year, Kelly Services has been able to provide substitute coverage for 92% of the district absences. Prior to contracting with Kelly Services, when Manchester Public Schools employed the substitutes, the fill rate was approximately 70%.

Kelly Services has done an excellent job providing the district with qualified substitute coverage for the past 6 years. Administration has decided to go out to bid in the spring to make sure that the district is contracting with the vendor that can provide the district with substitute staffing at the best price.

Mrs. Brooks informed the Committee that the FY2012-2013 tuition revenue billed and received was \$105,530.88. The Town received \$5,530.88 more than projected to support the FY2012-2013 budget.

Mrs. Brooks asked the Committee if the March 19, 2014, meeting could be moved or cancelled due to her not being able to attend due to personal business. The consensus of the Committee was to cancel the March 19th meeting.

The next meeting will be held on April 23, 2014, at 5:30 p.m., in the Board Room at Central Office.

Respectfully submitted,



Patricia F. Brooks
Assistant to the Superintendent
Finance and Management

**Manchester Public Schools
Board of Education
Policy Committee
Meeting Minutes
February 24, 2014
5:30 p.m.**

Present: Jason Scappaticci, Mary-Jane Pazda, Deborah Hagenow, Maria Cruz
Others Present: Richard Kisiel, Superintendent; Shelly Matfess, Assistant Superintendent

Mr. Scappaticci brought the committee to order at 5:31 p.m.

1. Suggested Revision to Policy 1220
The Committee discussed the pros and cons of limiting public comment to one time during the Board meeting and possibly increasing this one public comment session to five minutes. Ultimately, the Committee chose to discuss the public comment session in the context of revising the format of the entire Board agenda. Dr. Kisiel will provide some sample Board meeting agendas for consideration at the next scheduled meeting of the Committee.
2. The Committee decided not to bring to the full Board the suggested policy of the Employment of Former Board Members.
3. Mrs. Matfess reviewed the reasons behind the suggested changes to the Policy related to Section 504. The recommended policy is endorsed by the Board's legal counsel, includes a broader definition of physical and health conditions covered under the policy, and includes a more comprehensive complaint procedure.

The Committee agreed to forward the proposed policy to the Board for its first reading at the next regular Board meeting. The policy will be renumbered to include it in the "Student" section of the policy manual.

The next meeting is scheduled for March 10 at 5:30 p.m.

The meeting adjourned at 6:30 p.m.

Respectfully submitted,
Richard W. Kisiel
Superintendent

Curriculum & Instruction Meeting Minutes - February 26, 2014

Present: Deborah Hagenow, Mary-Jane Pazda, Jason Scappaticci, Amy Radikas,
Also Present: Matt Geary, Santosha Oliver, Scott Ratchford
Absent: Darryl Thames, Sr.

Overview of MHS Academies 2014-2015

Expanding academy concept, beyond current Medical Careers, for two reasons:

1. Make MHS feel smaller thus providing a better system for intervening. Each academy will accommodate 150 students supported by 8-10 teachers, a guidance counselor and an administrator.
2. Allow students ability to pursue areas of interest.

New Academy Concepts:

- Culinary Arts: Combination of culinary arts and business combined with opportunities for speakers to come from local restaurants.
- Contemporary Communications: Scaling up the current communications programs through a variety of media opportunities (mobile apps, internet radio, graphic design, website maintenance...).
- STEM & Design: Connecting core academic areas to hands on application courses.
- Pursuit of Truth: Pursuing what truth is through the lens of various disciplines.
- Human Development and Family Services: Moving beyond teaching and social workers to include more criminal justice opportunities.
- Performing Arts: Beyond Theater – to include puppetry & make-up design. Emphasis on having performing arts representative of MHS student population.

Overview of Curriculum Work

District-wide unit development underway - units being constructed using the UbD (Understand by Design) framework. UbD plans with an end in mind. Work is guided by what students should Know, Understand and Do (KUD).

Units will provide consistent expectations and performance tasks throughout the district. Units will be housed on an on-line platform called Curriculum Connector. Curriculum Connector has two levels – Core Map and Diary Map.

- Core Map houses the core/non-negotiable components for each unit.
- Diary Map provides teachers a platform for sharing ideas and resources with other teachers regarding each unit.

From now until the end of the year one day a month a small team will work on unit development. Summer work will continue to the process so that the 2014-2015 year can begin with professional development dedicated to Tier I instruction.

Upcoming Meetings

Director's Room at Lincoln Center beginning at 5:30 p.m. Light supper will be served.

March 24, 2014 and May 27, 2014

STUDENTS

SECTION 504 OF THE REHABILITATION ACT OF 1973

Statement

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. To be protected under Section 504, an individual must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such, impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Board of Education recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school sponsored programs. In this regard, the Board of Education prohibits discrimination against any person with a disability in any of the programs operated by the school system.

The school district also has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The school district’s obligation includes providing access to free appropriate public education (“FAPE”) for students determined to be eligible under Section 504. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

If the parent or guardian of a student disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation, and/or educational placement of his/her child, a parent/guardian has a right to request an impartial due process hearing. The parent or guardian may also file an internal grievance on these issues or any other type of discrimination on the basis of disability by utilizing the complaint procedures outlined in the Board’s Administrative Regulations, and/or may file a complaint with the Office of Civil Rights, U.S. Department of Education.

Any student, parent, guardian or other individual who believes he/she has been discriminated against by or within the district on the basis of a disability may utilize the complaint procedures outlined in the Board’s Administrative Regulations, and/or may file a complaint with the Office of Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111; TELEPHONE NUMBER (617) 289-0111.

Anyone who wishes to file a complaint, or who has questions or concerns about this policy, should contact the Coordinator of School Services, Section 504 Coordinator for the Manchester Public Schools, at phone number 860-647-3448.

Legal References: 29 U.S.C. § 794
 34 C.F.R. § 104 et seq.
 42 U.S.C. 12101 et seq.
 ADA Amendments of 2008, Public Law 110-325

ADOPTED: _____
REVISED: _____

**ADMINISTRATIVE REGULATIONS REGARDING SECTION 504
OF THE REHABILITATION ACT OF 1973**

Board of Education Section 504 Grievance/Complaint Procedures

I. Definitions

Free appropriate public education (FAPE): for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Major life activities: include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Mitigating Measures: include, but are not limited to, medication, medical supplies, equipment, appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics, hearing aids, cochlear implants, mobility devices, oxygen therapy, use of assistive technology, reasonable accommodations or auxiliary aids or services or learned behavioral or adaptive neurological modifications.

Physical or Mental Impairment: a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine or b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

II. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

- A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability may submit a written complaint to the district's designated Section 504 Coordinator within thirty (30) school days of the alleged occurrence. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If the complaint is made verbally, the individual taking the complaint will reduce it to writing.
- B. At any time, when complaints involve discrimination that is directly related to a claim regarding the identification, evaluation, and/or educational placement of a student under Section 504, the complainant may request that the Section 504 Coordinator submit the complaint directly to an impartial hearing officer and request a hearing in accordance with Section III.D. Complaints regarding a student's rights with respect to his/her identification, evaluation and/or educational placement shall be addressed in accordance with the procedures set forth below in Section III.

- C. Retaliation against any individual who complains pursuant to the Board’s policy and regulations listed herein is strictly prohibited. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting or complaint of disability-based discrimination, or as a result of an individual’s participation or cooperating in the investigation of a complaint. The district will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.
- D. If the Section 504 Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures.
- E. Complaints will be investigated promptly within 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.
- F. The complaint should contain the following information:
1. The name of the complainant;
 2. The date of the complaint;
 3. The date(s) of the alleged discrimination;
 4. The names of any witness(es) or individuals relevant the complaint;
 5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
 6. **Remedy requested.**

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

- G. Upon receipt of the complaint, the individual investigating the complaint shall:
1. Provide a copy of the written complaint to the Superintendent of Schools;
 2. **Meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes have relevant information, and obtain any relevant documents the complainant may have;**
 3. Provide the complainant with a copy of the Board’s Section 504 Policy, and these administrative regulations;
 4. **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;
 5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
 6. **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 fifteen (15) school days from the date the complaint was received by the Section 504**

Coordinator or Superintendent. 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 how the district will remedy any identified violations of Section 504;

7. 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 fixed timeframes cannot be met, complainant will receive notice and interim measures may be implemented as necessary
8. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that compensatory services and/or other measures to remedy the effects of the discrimination are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination.
9. In the event the investigator concludes that there is no violation of Section 504, the District may attempt to resolve the complainant's ongoing concerns, if possible.

H. 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 for review and reconsideration within thirty (30) calendar days of receiving the findings. This process provides an opportunity for complainants to bring information to the Superintendent's attention that would change the outcome of the investigation. In submitting the complaint and written outcome for review, the complainant must explain why he/she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this would change the investigator's determination in the case. Failure to do so may result in the denial of the review.

Upon review of a written request from the complainant, the Superintendent shall review the investigative results of the Section 504 Coordinator 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 his/her decision within ten (10) school days following the receipt of the written request for review.

III. Complaint Resolution Procedures for Complaints Involving a Student's Identification, Evaluation, and/or Educational Placement

Complaints regarding a student's identification, evaluation, and/or educational placement shall generally be handled using the procedures described below. However, at any time, the complainant may request that the Section 504 Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection D (below).

A. Submission of Complaint to Section 504 Coordinator

1. In order to facilitate the prompt investigation of complaints, any complaint regarding a student's identification, evaluation and/or educational placement under Section 504 should be forwarded to the district's Section 504 Coordinator within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation and/or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes .
2. The complaint concerning a student's identification, evaluation and/or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
 - f. Remedy requested.

However, all complaints will be investigated to the extent possible even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

3. Complaints will be investigated promptly within 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.
4. Upon receipt of the complaint, the Section 504 Coordinator shall:
 - a. Forward a copy of the complaint to the Superintendent of Schools;
 - b. Meet with the complainant within ten (10) school days to discuss the nature of his/her concerns and determine if an appropriate resolution can be reached. 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 other individuals who may have information relevant to the complaint;
 - c. If, following such a meeting, further investigation is deemed necessary, the Section 504 Coordinator shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and
 - d. Communicate the results of his/her investigation in writing to the complainant and any persons named as parties to the complaint (to the extent permitted by state and federal confidentiality requirements) within fifteen (15) school days from the date the complaint was received by the Section 504 Coordinator.
 - e. In the event that the person making the complaint contends that the Section 504 Coordinator has a conflict of interest that prevents him/her

from serving in this role, the complaint shall be forwarded to the Superintendent who shall appoint an investigator who does not have a conflict of interest.

B. Review by Superintendent of Schools

1. If the complainant is not satisfied with the findings and/or resolution offered as a result of the Section 504 Coordinator's review, he or she may present the complaint and the written statement of findings to the Superintendent for review and reconsideration within thirty (30) calendar days of receiving the findings. This process provides an opportunity for complainants to bring information to the Superintendent's attention that would change the outcome of the investigation. In submitting the complaint and written outcome for review, the complainant must explain why he/she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this would change the investigator's determination in the case. Failure to do so may result in the denial of the review.
2. The Superintendent shall review the complaint and any relevant documents maintained by the Section 504 Coordinator/investigator and shall consult with the Section 504 Coordinator/investigator regarding attempts to resolve the complaint. The Superintendent also shall consult with the complainant. The Superintendent may attempt to resolve the complainant's concerns alone, or with another appropriate administrator.
3. Following the Superintendent's review, he or she shall communicate his/her findings to the complainant within ten (10) school days following his/her receipt of the written request for review.
4. If the complainant is not satisfied with the Superintendent's decision or proposed resolution, he/she may request that the Superintendent submit the matter to a neutral mediator or to an impartial hearing officer. This request for a hearing/mediation should be made within fifteen (15) school days of the Superintendent's decision. Mediation shall only occur by mutual agreement of the parties.

C. Mediation Procedures:

A parent or guardian may request mediation with a neutral mediator to attempt to resolve a disagreement with the decisions made by the professional staff of the school district with respect to the identification, evaluation, and/or educational placement of his/her child.

1. A request for mediation regarding a student's identification, evaluation and/or educational placement under Section 504 should be forwarded to the district's Section 504 Coordinator within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation, and/or education placement arose.
2. The request for mediation concerning a disagreement relating to a student's identification, evaluation and/or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;

- b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student’s identification, evaluation and/or placement; and
 - f. Remedy requested.
3. Upon receipt of a request for mediation, the Section 504 Coordinator shall:
 - i. Forward a copy of the request for mediation to the Superintendent of Schools;
 - ii. Retain a neutral mediator who is knowledgeable about the requirements of Section 504, and has an understanding of a free appropriate public education (“FAPE”) under Section 504, and the distinctions between Section 504 and the regulations and requirements of the Individuals with Disabilities Education Act (IDEA).
 4. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant’s own expense, if desired.
 5. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.
 6. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures:

An impartial due process hearing is available to the parent or guardian of a student disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation, and/or educational placement of his/her child, or otherwise makes a claim of discrimination relating to the identification, evaluation, or educational placement of the student.

1. Upon receipt of a request for an impartial due process hearing, the Board shall retain an impartial hearing officer. The impartial hearing officer must be someone who is knowledgeable about Section 504, an understanding of a free appropriate public education (“FAPE”) under Section 504, and the distinctions between Section 504 and the regulations and requirements of the Individuals with Disabilities Education Act (IDEA).
2. The impartial hearing office shall schedule a pre-hearing conference with the District and the Parent (or his/her legal counsel) to identify the issue(s) for hearing, set the hearing schedule, and address other administrative matters related to the hearing, including the option for mediation, and the right of the right to have legal counsel or other representation at the complainant’s own expense, if desired;
3. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witness(es), other evidence, and to have legal counsel or other representation at each party’s own expense, if desired.

4. The impartial hearing officer shall hear all aspects of the complainant's complaint and/or appeal concerning the identification, evaluation and/or educational placement of the student and shall reach a decision within forty-five (45) school days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504 Coordinator.
5. An impartial hearing officer under Section 504 does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual's disability unless such a claim is *directly related* to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.
6. The time limits noted herein may be extended for good cause shown, including but not limited to if more time is needed to permit thorough review, presentation of evidence, and opportunity for resolution.

MANCHESEER PUBLIC SCHOOLS**NOTICE OF PARENT/STUDENT RIGHTS
UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as “Section 504”) is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability. Under Section 504, the school district also has specific responsibilities to identify, evaluate and provide an educational placement for students who are determined to have a physical or mental impairment that substantially limits a major life activity. The school district’s obligation includes providing such eligible students a free appropriate public education (“FAPE”). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

A student is covered under Section 504 if it is determined that he/she suffers from a mental or physical disability that substantially limits one or more major life activity such as (but not limited to) caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity may also include the operation of a major bodily function, such as an individual’s immune, digestive, respiratory or circulatory systems.

A student can be disabled and be covered by Section 504 even if he/she does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the [_____] School District’s education programs without discrimination based on his/her disability.
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;
5. If you suspect your child may have a disability, to request an evaluation, at no expense to you, to have an eligibility determination under Section 504, and if eligible, placement decisions made by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met.

7. If your child is eligible for services under Section 504, for your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;
8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;
13. To an impartial due process hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.
14. To file a local grievance/complaint with the district's designated Section 504 Coordinator to resolve complaints of discrimination including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child.
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

For additional assistance regarding your rights under Section 504, you may contact:

Boston Regional Office
Office for Civil Rights
U.S. Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Telephone: (617) 289-0111

Connecticut State Department of Education
Bureau of Special Education
and Pupil Services
P.O. Box 2219
Hartford, CT 06145
Telephone: (860) 807-2030