

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, MARCH 24, 2014

EXECUTIVE SESSION – Contract Negotiations

6:30 P.M.
Director’s Room

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 – 3

B. CONSENT CALENDAR

- 1) Personnel Actions B – 1
- 2) Transfer of Funds B – 2
- 3) Presentation of Bid Waiver request regarding Integrated System Services, LLC, doing business as, Tone Klear Sonics B – 3
- 4) The Manchester Custodial & Maintenance Employees Union, Local #991, AFSCME, Council #4 – (July 1, 2013 – June 30, 2018)
- 5) Extended Field Trip Request – MHS Baseball Team – Cooperstown, NY B – 5
visit the MLB Hall of Fame and play regular season game vs. Glastonbury at Doubleday Field – 15 students – 4 Chaperones – 4/14/14 to 4/15/14

C. PUBLIC COMMENTS (any item before the board)

D. SUPERINTENDENT’S REPORT

- 1) Hear Status Report on the Connecticut Coalition for Justice in Equitable Funding (CCJEF) – Jim Finley D – 1
- 2) Hear a report of the Verplanck School Improvement Plan – Mr. Nicolas Jones, Jr. D – 2
- 3) Hear a report on a Comparison of Fall and Winter NWEA Testing – Mrs. Amy Radikas D – 3
- 4) Recognition of Board Member Service – Dr. Richard Kisiel

E. UNFINISHED BUSINESS

- 1) Action on Revision of Policy Section 504 E – 1
Recommend motion: Move to approve the Policy Committee’s proposed revision to the Policy Section 504

F. NEW BUSINESS

- 1) None

G. COMMUNICATIONS

- 1) High School Principal Search Update – Mr. Pattacini
- 2) Elementary School Facilities Options – Mr. Pattacini

H. COMMITTEE REPORTS

- 1) Policy Committee Minutes, March 10, 2014

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

J. ITEMS FOR FUTURE AGENDAS

K. ADJOURNMENT

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

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

PERSONNEL ACTION

RESIGNATIONS

Debra Byam, Speech & Language Pathologist at Manchester High School, has submitted a letter of resignation for retirement purposes effective June 30, 2014. Ms. Byam has been with Manchester Public Schools since August 27, 2009. It is recommended that her request be approved.

APPOINTMENTS

Sharon Olander to be a Grade 5 teacher at Robertson Elementary School. Ms. Olander received a Master of Science in Elementary Education degree at University of New Haven. Ms. Olander resides in East Hampton. It is recommended that her appointment be approved effective January 24, 2014 (MA/Step 1 \$46,228).

Jessica Slater to be a .6 FTE Guidance Counselor at Bentley Alternative Education. Ms. Slater received a Master of Arts in Educational Psychology degree at University of Connecticut. Ms. Slater resides in Stafford. It is recommended that her appointment be approved effective February 3, 2014 (MA/Step 1 \$46,228).

**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 24, 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: Transfer from MHS Classroom Instruction Contracted Services to MHS School Administrative Dues and Fees account. A transfer of \$1,350 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 24, 2014

3/14/14
DC OK

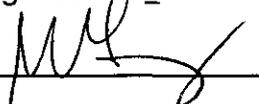
**Manchester Public Schools
Manchester, Connecticut**

RECEIVED
MAR 14 2014
BY ACCOUNTS PAYABLE

To: **Accounting Department**

School: Manchester High School

Date: 03/12/2014

Principal's Sign: 

Date of Approval: 03/12/2014

JUSTIFICATION (Required Field) : To fund student conference registration fees for CTN conference

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

DECREASE In whole dollars only:

\$1350	Account # <u>11061221 5430</u>	Description: <u>MHS Contracted Services</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

\$1350 TOTAL DECREASE

INCREASE In whole dollars only:

\$1350	Account # <u>42361240 5810</u>	Description: <u>Administrative Dues/Fees</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

\$1350 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 24, 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: Transfer from System-wide Music Contracted Services to System-wide Music Instructional Supplies and Materials account. A transfer of \$9,000 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
March 24, 2014

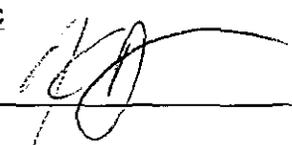
3/11/14
DC OK

**Manchester Public Schools
Manchester, Connecticut**

To: **Accounting Department**

School: System Music

Date: March 11, 2014

Principal's Sign: 

Date of Approval: 3/11/14

JUSTIFICATION (Required Field) :
For instructional supply needs and anticipated instrument/equipment repairs

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

DECREASE In whole dollars only:

\$9,000.00	Account # 5430	13299100	Description: Contract Services
\$	Account # 5430		Description:
\$	Account #		Description:

\$9,000.00 TOTAL DECREASE

INCREASE In whole dollars only:

\$9000.00	Account #5611	13299100	Description: Instructional Supplies
	Account		Description:
\$	Account #		Description:

\$ 9,000.00 TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes No

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Transfer of Funds
Date: March 24, 2014

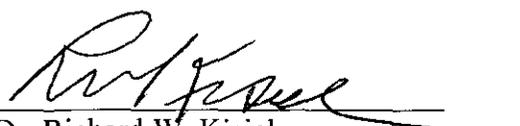
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

Discussion/Analysis: Transfer from Illing Middle School Admin Postage to Illing Middle School Admin General Supplies and Materials 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
March 24, 2014

3/11
AC
OK

Manchester Public Schools
Manchester, Connecticut

RECEIVED
MAR 10 2014
BY ACCOUNTS PAYABLE

To: Accounting Department

School: Jiling Middle School

Date: 3/6/14

Principal's Sign: [Signature]

Date of Approval: 3/6/14

JUSTIFICATION:

Supplies needed to end out the school year.

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

DECREASE:

\$ 1,000 Account #: 42353240 5541 Description: Postage

\$ _____ Account #: _____ Description: _____

\$ _____ Account #: _____ Description: _____

\$ _____ TOTAL DECREASE

INCREASE:

\$ 1,000 Account #: 42353240 5610 Description: General Sup. & Mat.

\$ _____ Account #: _____ Description: _____

\$ _____ Account #: _____ Description: _____

\$ 1,000 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 24, 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: Transfer from System-wide Language Arts Contracted Substitutes to Elementary Language Arts Instructional Supplies and Materials account. A transfer of \$8,000 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
March 24, 2014

3/11/14
DC
OK

TRANSFER

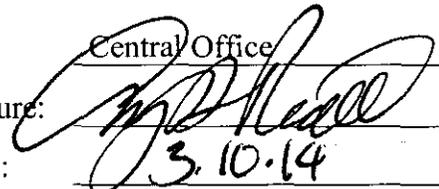
Manchester Public Schools
Manchester, Connecticut

To: Accounting Department

School:

Central Office

Approval Signature:



Date: 3-12-2014

Date of Approval:

3.10.14

JUSTIFICATION:

Transfer to purchase instructional supplies

SUBJECT: _____

DECREASE: _____

\$ 8,000 Account #: 128 99100 5432 Description: PD

\$ _____ Account #: _____ Description: _____

_____ Account #: _____ Description: _____

INCREASE: _____

\$ 8,000 Account #: 128 20100 5611 Description: Inst. Supplies

\$ _____ Account #: _____ Description: _____

\$ _____ Account #: _____ Description: _____

Accounting Department Only

Board Approval Needed: Yes No

Date of Board Approval: _____

Date Completed: _____ Name: _____

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Dr. Richard W. Kisiel, Interim Superintendent of Schools
Subject: Transfer of Funds
Date: March 24, 2014

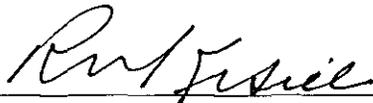
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

Discussion/Analysis: Transfer from MHS Guidance Rentals of \$3,000 to MHS Guidance Field Trips (\$1,700) and MHS Guidance Office Supplies (\$1,300) account.

Financial Impact: None

Other Board/Commission Action: None

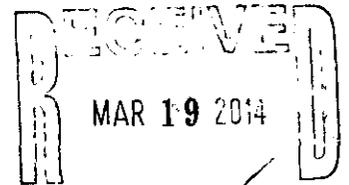
Recommendations: The Superintendent of Schools recommends that the Board of Education approve this transfer in the FY 2013-2014 Budget.



Dr. Richard W. Kisiel
Interim Superintendent of Schools
Manchester, Connecticut
March 24, 2014

OK
3/19/14
DC

**Manchester Public Schools
Manchester, Connecticut**



To: **Accounting Department**

School: Manchester High School **DUITS PAYABLE**

Date: 03/17/2014

Principal's Sign: _____

Date of Approval: 03/17/2014

JUSTIFICATION (Required Field) : To fund transportation and additional office supplies

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

DECREASE In whole dollars only:

\$3000 Account # 31061210 5440 Description: Guidance Rentals

\$ _____ Account # _____ Description: _____

\$ _____ Account # _____ Description: _____

\$3000 TOTAL DECREASE

INCREASE In whole dollars only:

\$ 1700 Account # 31061210 5512 Description: Guidance Field Trips

\$ 1300 Account # 31061210 5680 Description: Guidance Office Supplies

\$ _____ Account # _____ Description: _____

\$3000 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 24, 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: Transfer from MHS School Admin Postage to MHS School Admin Dues and Fees account. A transfer of \$189 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 24, 2014

OK DC
3/19/14

**Manchester Public Schools
Manchester, Connecticut**

RECEIVED
MAR 19 2014
BY ACCOUNTS PAYABLE

To: **Accounting Department**

School: Manchester High School

Date: 03/17/2014

Principal's Sign: [Signature]

Date of Approval: 03/17/2014

JUSTIFICATION (Required Field) : To fund ASCD membership

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

DECREASE In whole dollars only:

\$189 Account # 42361240 5541 Description: Administration Postage

\$ _____ Account # _____ Description: _____

\$ _____ Account # _____ Description: _____

\$189 TOTAL DECREASE

INCREASE In whole dollars only:

\$189 Account # 42361240 5810 Description: Administration Dues/Fees

\$ _____ Account # _____ Description: _____

\$ _____ Account # _____ Description: _____

\$189 TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes No

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____

BOARD OF EDUCATION
WAIVER OF COMPETITIVE BIDDING
RECITALS

WHEREAS, the intercom systems and intrusion alarm systems for the buildings comprising the Manchester school system were installed by an East Hartford company, Integrated Systems Services, LLC, doing business as Tone Klear Sonics; and

WHEREAS, due to the increased concern for the potential breach of security and safety in our school buildings, the school administration would like to install “panic buttons” in all of its buildings; and

WHEREAS, the panic buttons are a necessary and essential supplement to the existing alarm systems and will further enhance school security and safety by providing quicker emergency response time; and

WHEREAS, the panic buttons would dovetail and are compatible with the existing alarm systems installed by Integrated Systems Services, LLC and will be less expensive if they are installed by Integrated Systems Services, LLC than another vendor; and

WHEREAS, if a request for proposals or bids for the panic buttons was to be issued, the existing alarm system locations and the proposal locations of the panic buttons would become public information thereby compromising the safety and security of the buildings.

NOW, THEREFORE, THIS IS TO CERTIFY THAT WE, a majority of the Board of Education of the Town of Manchester, do hereby state that it is impractical by reason of the above stated circumstances to require competitive bidding and such requirements are hereby waived, and the school administration is authorized to contract with Integrated Systems Services, LLC to install panic buttons in its buildings.

A MAJORITY OF THE BOARD OF EDUCATION:

Approved as to Form:

Administrative Staff Attorney

Approved:

Assistant to the Superintendent
Finance and Management

Date: _____

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:** 3/12/14

Name of Club or Activity: MHS Baseball

Trip to: Cooperstown, NY **Purpose:** Visit MLB Hall of Fame and play regular season game vs Glastonbury at Doubleday Field

Number of students participating: 16 **From:** 4/14/14 **To:** 4/15/14

Number of school days missed: 0

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

- a. Marc DiDominio b. Marc Wesoly
 - c. Jim Deschaine d. Brian Mccarthy
 - e. _____ f. _____
 - g. _____ h. _____
- Others:** _____

Transportation: Bus Train Plane Car Other _____

Are fund-raising activities planned? Yes No If so, describe: Munson's chocolate bars being sold, Mohegan Sun Casino Bus Trip

How will funds be allocated to students participating?* _____

Lodging: Hotel/Motel Camp Private Home

If known, give specifics of room assignments: _____

Cost per teacher and/or chaperone: \$155 (Chaperones may need to provide some of their own expenses if the field trip fund is not adequate.)

Total cost per student: \$155 (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

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: M. DiD Typed: Marc DiDomenzio

(PLEASE PRINT TO OBTAIN REQUIRED SIGNATURES BELOW)

Approved by Department Chair at secondary level: - Atlanta Director

Signature: [Signature] Date: 3-12-14

Approved by Principal:

Signature: [Signature] Date: 3/14/14

Approved by Superintendent or designee:

Signature: [Signature] Date: 3/19/14

Attachments: Quotations
Itinerary

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

CONNECTICUT COALITION FOR JUSTICE IN EDUCATION FUNDING



CCJEF's Mission:

**EQUAL
EDUCATIONAL
OPPORTUNITY
and
QUALITY
SCHOOLING
FOR ALL**

Who Are We, and What Do We Do?

CCJEF is a statewide coalition of municipalities, local boards of education, statewide professional education associations, unions, and other pro-education advocacy organizations, parents, public schoolchildren aged 18 or older, and other concerned CT taxpayers. Member school communities are home to nearly half the state's public school students, including some three-fourths of those who are non-white, low-income, and from households where English is not the primary language.

A 501(c)(3) founded in 2004, CCJEF's key policy goals/objectives are:

ADEQUACY Revamp the ECS formula and related school funding mechanisms to reflect the real cost of adequately preparing all students for the modern workforce and productive citizenship.

EQUITY Ensure that adequate and equitable school funding is distributed fairly for all students and their municipalities.

PROPERTY TAX RELIEF Significantly reduce the reliance on local property taxes for funding school operations.

CCJEF v. Rell

In 2005, CCJEF filed suit against the state of CT for its failure to adequately and equitably fund the public schools in accordance with its constitutional obligation. As a result of this failure, CCJEF claims that ...

- ◆ Schoolchildren have been denied a reasonable opportunity to meet the state's own learning standards;
- ◆ Schoolchildren have suffered irreparable harm from the limitations that school underfunding has placed on their ability to take full advantage of the nation's democratic processes and institutions, secure meaningful employment in the competitive high-skills/high-wage global marketplace, successfully continue their education beyond high school, and reap the monetary and intellectual rewards thereof; and
- ◆ Minority students have been disproportionately impacted by the state's funding system.

In March 2010, on a pretrial appeal by plaintiffs in *CCJEF v. Rell*, the CT Supreme Court ruled that ...

Under the CT constitution, all public school students have the right to an effective and meaningful (quality, adequate) education, the standard for which is "dynamic" and dependent on the "demands of an evolving world." And the state must pay for it.

The case now proceeds to trial to prove that the state is not meeting that constitutional standard. Trial begins September 9, 2014 in Hartford Superior Court. Debevoise & Plimpton LLP (New York) and the Yale Law School Education Adequacy Project are providing pro bono legal services to CCJEF and the other plaintiffs.

For More Information —

Dr. Dianne Kaplan deVries, CCJEF Project Director, (603) 325-5250 cell
dianne@ccjef.org • www.ccjef.org

TESTIMONY OF THE
CONNECTICUT COALITION
FOR ***JUSTICE***
IN EDUCATION FUNDING
TO THE
APPROPRIATIONS COMMITTEE

February 24, 2012

Senator Bye, Representative Walker, Education Subcommittee Chairs Senator Maynard and Representative Fleischmann, and esteemed members of the Appropriation Committee: The Connecticut Coalition for Justice in Education Funding appreciates this opportunity to submit comments pertinent to **Governor's Bill No. 5030 — An Act Making Adjustments to State Expenditures for the Fiscal Year Ending June 30, 2015.**

Governor Malloy's continuing focus on education and his understanding of its vital role in fueling our economy and improving our social fabric are greatly appreciated, even though the manner in which he expresses his commitment to improving our schools and providing them with adequate funding leaves much to be desired.

Best intentions aside, again this year the Governor has forwarded to the legislature proposed budget adjustments that are inappropriately meager for sustaining — let alone improving — education within the state's traditional K-12 school districts that serve more than 90 percent of all public school students in Connecticut.

Today's comments will briefly focus on bringing to your attention two important matters: (1) the most egregiously underfunded education budget items are well known to all of you, i.e., the Education Cost Sharing formula, special education, and pupil transportation; and (2) the impending trial of the ***CCJEF v. Rell*** school finance case, the elephant in the room that even at this 11th hour the Administration has opted to ignore in correcting its K-12 budget priorities.

Underfunding of the ECS, SPED, and Transportation Grants

PA 13-247 provided for a \$40 million increase in the ECS for 2014-15, and the Governor is recommending no upward adjustment to that figure. That \$40 million, just like last year's \$51 million, amounts to a nearly trivial sum once it is distributed across the municipalities responsible for serving nearly 530,000 students in the traditional and regional public schools that are fiscally dependent on municipalities.

Based on OPM's calculations, here are the FY15 per pupil increases for the 17 lowest-wealth-decile towns:

ANSONIA	135	MERIDEN	228	PUTNAM	113
BRIDGEPORT	250	NAUGATUCK	65	TORRINGTON	14
DERBY	227	NEW BRITAIN	362	WATERBURY	403
EAST HARTFORD	337	NEW HAVEN	220	WEST HAVEN	179
HARTFORD	179	NEW LONDON	192	WINDHAM	263
KILLINGLY	37	NORWICH	279		

Except for Torrington, all the above are either Alliance or Reform Districts, which means that the increases cannot go toward regular ongoing operations (current services), such as sustaining intervention programs, maintaining staffing ratios, or keeping the electricity on. It is not even clear whether the Commissioner will allow next year's ECS increase to be applied toward the improvement projects that were initiated last year as a condition of receiving their FY14 ECS increase — ambitious undertakings that generally cost far more than the ECS dollars received and often require multiple years of effort.

Many small towns in the 9th lowest-wealth decile that are not Alliance Districts will barely realize any per pupil increase:

BROOKLYN	11	STAFFORD	1	THOMASTON	8
PLAINFIELD	9	STERLING	8	THOMPSON	0

The below three higher-wealth cities whose schools serve significant proportions of disadvantaged students are clear outliers when it comes to the ability of the ECS to fairly fund them, and FY15 offers their students little relief:

NORWALK	25	STAMFORD	47	WEST HARTFORD	21
---------	----	----------	----	---------------	----

The conditional funding of Alliance Districts atop meager ECS increases seems particularly unfair for Stamford and Norwalk, where local property taxes cover the lion's share of school funding (the state contributes 9 and 11 percent, respectively). Both districts have poverty rates approaching 50 percent and non-English speaking students comprising about 40 percent of all students and representing 60-some different home languages. Nevertheless, the ECS increases for these districts must go to special Commissioner-approved "reform" initiatives rather than support continuous improvement processes. West Hartford is not an Alliance District, but it faces similar, albeit less extreme, student demographic challenges and a heavy property tax burden that provides more than 80 percent of its own school funding.

Compare the above ECS per pupil increases with the \$500 per pupil increase for charter schools that is buried within the FY15 budget's ECS line item. This increase brings to \$11,000 the per pupil grant for state authorized charter schools.

Without rehashing all that's wrong with the ECS, let us summarize the key inadequacies of the proposed FY15 budget adjustments:

1. The ECS formula is fundamentally broken (but still fixable in its foundation formula design), and it bears little relation to the actual cost of educating Connecticut's children.
2. Adjusted for inflation, the ECS has remained nearly flat across the 25 years it has served as the state's primary mechanism for education equalization. In real terms, it has grown by only \$62 million in all those years — from \$1.014 billion in 1989-90 (that's \$1.928 billion in today's dollars) to \$1.990 in 2013-14. Notwithstanding the notable changes that have occurred in teaching and learning over those years and stark increases in the cost of books, technology, energy, health care, and the like, the ECS has been allowed to languish. For 25 years the bar for curriculum and performance standards, accountability, and student outcomes has risen, while schoolchildren, teachers, and their schools have been given far too little support to drive or sustain achievement.
3. After allocating the FY15 sums to towns, state underfunding of the ECS formula in its present form would amount to some \$646.8 million. Yet in terms of meeting the constitutional requirement for the state to provide adequate and equitable educational opportunity for all public schoolchildren, the shortfall is quite possibly five or six times greater.
4. Per pupil increases in the FY15 budget are much too small. At this pace, how many years will it take to "fully fund" the ECS, even in its current inadequate rendition? Given the few years a child spends in school and the rapidly changing social and economic circumstances that are finally propelling this Land of Steady Habits forward, the investment pace needs to accelerate dramatically as the state's economy continues to rebound.

Ironically, today's "fully funded" ECS formula amounts to \$2.684 billion, roughly equivalent to the \$2.7 billion fully funded ECS that the 2008 legislature enacted. Had it not been for the screeching halt brought by the Great Recession, those \$2.7 billion should already have been in our schools, assuming the state's commitment was kept. So here we are, back to the future!

5. Like this year, in FY15 no ECS increase will be due 47 communities whose school districts are among those that in today's dollars now receive less per pupil than they did under the pre-*Horton* \$250 flat grant. Whether the formula can or should be allowed to work in such a manner over the coming years is ripe for serious discussion. At least in social justice terms, the principal is that a child is a child, whether she lives in Windham or in New Canaan. Surely the state's moral and legal duty is to both.
6. The continuing absence of a student need weight for English-language-learners must not go unnoticed. The learning needs of these students are vastly different and typically far more costly than interventions or specialized programming for impoverished children. As of 2011-12, CSDE reports that there were 30,142 children, or 5.4 percent of all Connecticut public school children, in the ELL category, and some 72,977 students were from non-English speaking homes.

The collapse of the need weights for these two separate populations, ELL and poverty, into one free/reduced price meals weight for poverty (that was then lowered!) is educationally indefensible and fiscally punitive to the 18 or so communities in which most of these costly-to-serve students are concentrated. Separate weights should have been maintained and duplicative counts should have been the procedure where ELL children are also eligible for the meals subsidy.

7. Once again no provision in the formula has been made for the funding of special education — nor has additional funding been recommended for the categorical SPED Excess Cost grant and the cap lifted. In 2010-11 (latest year for which data are publicly available), the grant was capped by 22.2 percent, resulting in a \$34.3 million decrease in reimbursements due towns.

Despite ever-increasing numbers of students needing specialized learning assistance, skyrocketing costs for those services, mounting pressure for these students to meet ever-higher standards, and untold numbers of unfunded state and federal IDEA-related mandates, the state continues to ignore the gravity of the SPED funding situation and instead punts these very significant costs to municipalities and their property taxpayers. In FY13 school districts spent some \$1.8 billion on SPED, or 22 percent of their total current expenditures. Two districts (Ledyard and New Britain) spent over 30 percent of their budgets on SPED; 21 districts spent more than one-quarter.

8. Pupil transportation, like the SPED Excess Cost grant, has long been capped and underfunded, so that reimbursements never approximate actual costs incurred by school districts. In FY13 school districts spent some \$300 million on transportation, or 3.7 percent of total current expenditures. For FY12, the spending range was 2.4 to 16.6 percent, with 8 districts spending more than 10 percent on transportation. Norwich and Union spent the most, at 12.5 and 16.6 percent, respectively.
9. All boats must rise before we're out of the water. The entire array of schools that now compete with traditional town-based public schools for students and state funding (magnet, charter, regional voc-ag, and technical high schools) must have their costs of doing business carefully examined, their formulae aligned accordingly, and their resource needs met, just like the state must do for traditional public schools where the vast majority of students are enrolled. Certainly an expected outcome of the CCJEF school finance lawsuit is to do just that — along with revamping how education funds are raised so as to shift to the state the primary burden of school funding, consistent with its constitutional obligation. Only by means of this kind of tax/revenue restructuring can meaningful property tax relief occur and the state hope to restore its national dominance in education.
10. Importantly, the state budget should be a reflection of our values, as Comptroller Kevin Lembo recently pointed out earlier this weekend (AFT Connecticut 2014 Legislative Issues Conference, February 23, 2014). “If it’s not in the budget, we’re not committed to it.” As detailed above, there are numerous important values not well reflected in the FY15 budget.

CCJEF v. Rell

In March 2010, on plaintiffs' appeal of an unfavorable pretrial ruling regarding adequacy claims, the Connecticut Supreme Court ruled in ***CCJEF v. Rell*** that the state constitution ensures the right of every Connecticut public school student to a quality (adequate) education, and the state must pay for it.

The 2010 ***CCJEF*** decision added substance to the rulings in ***Horton v. Meskill*** (1977, 1982, and 1985), in which the Connecticut Supreme Court affirmed that the state constitution provides a fundamental right to “substantially equal educational opportunity” for all schoolchildren and that the reliance on local property taxes to fund education, without regard to wealth disparities, was in violation of the constitution. The ***Sheff v. O’Neill*** (1989) decision held that the existence of “extreme racial and ethnic isolation in the public school system deprives schoolchildren of a substantially equal educational opportunity.” Thus the concept of education adequacy (***CCJEF***) joins the long-established precept of equity (***Horton, Sheff***).

So that this Committee’s members might gain a more grounded understanding of what is meant by an adequate education, attached is a 2-page description that provides concrete examples of the kinds of schooling resources and conditions that are essential for adequacy and equity. (The 2012 publication will soon be updated to reflect recent research findings.)

Trial will commence at Hartford Superior Court on September 9, 2014, nine years after the case was initially filed. The case has been fought ardently by two successive Attorneys General and Governors whose Administrations they were sworn to represent on behalf of the State.

But let us be clear: The 2012 and 2013 education reforms that were enacted with great controversy and fanfare, plus any additional 2014 reforms that may yet be passed this session, are not dispositive of the ***CCJEF v. Rell*** education funding lawsuit. The reforms — even if they had been fully funded and implemented as described in statute, which isn’t the case on either count — do not come anywhere near meeting the Connecticut Supreme Court guarantee of education adequacy and equity. They will do little or nothing to close the achievement gap, little or nothing to get urgently needed resources into our classrooms, little or nothing to fund our children’s futures or to ensure a competitive workforce that can help fuel the state’s economy.

As we have offered in the past, CCJEF and its fiscal experts are willing to assist the state in designing and phasing in an effective, forward-looking, fiscally responsible 21st state school finance system. The continued reticence of this Administration to pursue a collaborative problem-solving approach to CCJEF’s constitutional challenge of the school finance system is puzzling. Such recalcitrance seems neither strategically advantageous politically nor likely to save the State of Connecticut any dollars in the long run.

We call upon you legislators to ensure that the FY15 budget adjustments and whatever new policies are passed in this magnificent seat of government over the coming few months will place the highest value on the long-term best interests of our schoolchildren, interests that we believe to be synonymous with the long-term best interests of the state.

Respectfully submitted,

Herbert C. Rosenthal
CCJEF President
(203) 426-0660 h
hcrosenthal@aol.com

Dianne Kaplan deVries, Ed.D.
CCJEF Project Director
(603) 325-5250 m
dianne@ccjef.org

Jim Finley
Finley Government Strategies
Pro-Bono Consultant to CCJEF for Government Services
(203) 804-6895 m
jimfinley1955@att.net

The Connecticut Coalition for Justice in Education Funding (CCJEF) is a broad-based coalition of municipalities, local boards of education, statewide professional education associations, unions, and other pro-education advocacy organizations, parents and schoolchildren aged 18 or older, and other concerned Connecticut taxpayers. Member communities are home to nearly half the state's public school students, including some three-fourths of all minority students, those from low-income families, and students from homes where English is not the primary language.

ADEQUACY & EQUITY DEFINED

February 2012

An “adequate and equitable” education ... is the effective provision of curriculum and instruction, pupil support services, related programs and materials, and a learning environment that is reasonably sufficient for ensuring equal educational opportunity for all children at a level consistent with state and national standards and which successfully prepares PK-12 students for advanced training and study, work, and citizenship in the 21st century.



Adequacy

- ◆ **Education adequacy** means that all PK-12 public school children receive a quality education, and that every child graduates high school prepared for gainful employment or military service, postsecondary education or advanced training, responsible citizenship, and full participation in our democratic institutions.
- ◆ An **adequate education** affords all school children a reasonable and meaningful opportunity to meet Connecticut’s learning standards.
- ◆ **Adequate funding** means that there are sufficient resources for providing every student with ample opportunity to succeed in meeting the state’s quality education standards.

Connecticut Supreme Court:

*The
adequacy
standard is
dynamic,
dependent on
“demands of
an evolving
world.”*

*CCJEF v. RELL (2010)
PLURALITY OPINION*

Equity

- ◆ **Equitable opportunities to learn** means that students in every community are afforded approximately the same quality of education regardless of wealth, language, race, disabilities, or other happenstances of birth or geography.
- ◆ **Equitable funding** means that every school and district receives a fair share of available resources to support the unique learning needs of the students it serves.
- ◆ **Equitable funding** also means that the burden placed by the state on communities to support their local schools must result in **fair and reasonable education tax rates**.

CONNECTICUT COALITION FOR *JUSTICE* IN EDUCATION FUNDING

P.O. BOX 260398, HARTFORD, CT 06126 ◆ (860) 461-0320

www.ccjef.org ◆ info@ccjef.org

Adequacy & Equity Principles

Schools must be resourced commensurate with the learning needs of all students they serve — and state education aid must have a direct, rational relationship to the actual cost of providing those resources consistent with municipal ability to pay.

Resources Essential for Adequacy & Equity

- ◆ **Competent, qualified professionals in every classroom and in every school and district leadership role**, as well as librarians, technology specialists, nurses, counselors, and social workers — all supported with sustained high-quality professional development and an effective performance evaluation system
- ◆ **Standards-based state-of-the-art curriculum** that's comprehensive, rigorous, and aligned with assessments
- ◆ Curricular offerings that include **world languages, visual and performing arts, gifted and talented and STEM programs**, and **vocational training**
- ◆ **Alternative learning programs** for middle and high school students, including online courses, work-study programs, and other dropout prevention approaches that accommodate students' unique learning styles
- ◆ **Appropriate class sizes**, typically 15-18 students in PK-3 classrooms and no more than 22-25 in higher grades, with extra assistance/support in classrooms that serve especially challenged learners
- ◆ **Textbooks, materials, supplies, library holdings, computers, and other classroom and instructional management technologies** that are ample, up-to-date, and well-maintained
- ◆ **Universal preschool** in high-needs districts, with full-day/year-round availability and quality consistent with that of the state's School Readiness Program — together with **all-day kindergarten** statewide
- ◆ **An array of extracurricular offerings**, including team sports, art/music/drama/dance programs, and special-interest clubs to help motivate students to stay in school, develop talents, and build social skills
- ◆ **Programs targeted to at-risk students** for purposes of accelerated remediation, enrichment, motivation, and social interaction, as well as **intensive services for English-language acquisition** and **quality programming for all special education students**, with effective management of inclusion practices
- ◆ **Wraparound services** for children and families in high-needs districts (including health and dental care, mental health services and counseling, dispute resolution, and other social services)
- ◆ **Longer school day or extended-day offerings** to afford more time for learning, enrichment, and safe, productive use of students' after-school hours — plus a **longer school year or summer programs** to afford more time for learning, foster credit recovery or acceleration, and reduce summer learning loss
- ◆ **Safe, well-maintained, energy-efficient school facilities** that meet 21st-century schooling needs
- ◆ **Appropriate pupil transportation services** that meet late-bus and interdistrict magnet enrollment needs



All the above examples impact student learning — and they all cost money. These examples of resources essential to adequacy and equity reflect “best practices” across the nation and are consistent with the aims of Governor Malloy’s proposed education reform agenda. Yet few Connecticut communities are able to afford these resources — despite students’ constitutional right to a quality education!

How do we know whether adequacy and equity goals are being met? Primarily by analyzing a wide variety of student outcome measures (more than just test scores) and that of subgroup populations (disaggregations by race, gender, wealth, ELL, SPED) to ascertain whether all are meeting state learning standards. An adequacy cost study, conducted periodically, also helps monitor the adequacy of a state’s school funding system and estimates the real cost of resourcing each district to achieve adequacy and equity.

State funding should be sufficient so that no municipality falls short and is unable to provide the necessary learning resources for its students. Adequate and equitable state funding is essential for closing the achievement gap and securing Connecticut’s future.

Verplanck Elementary School

2013-2014



Overview of School Improvement Plan (SIP)

- **Goal 1:** Increase the level of student performance in Literacy and Numeracy, particularly those in underperforming ethnicity bands.
- **Goal 2:** Increase collaboration of school and families, improve family engagement and reduce disruptive behavior.
- **Goal 3:** Implement Professional Learning Communities.



Goal 1

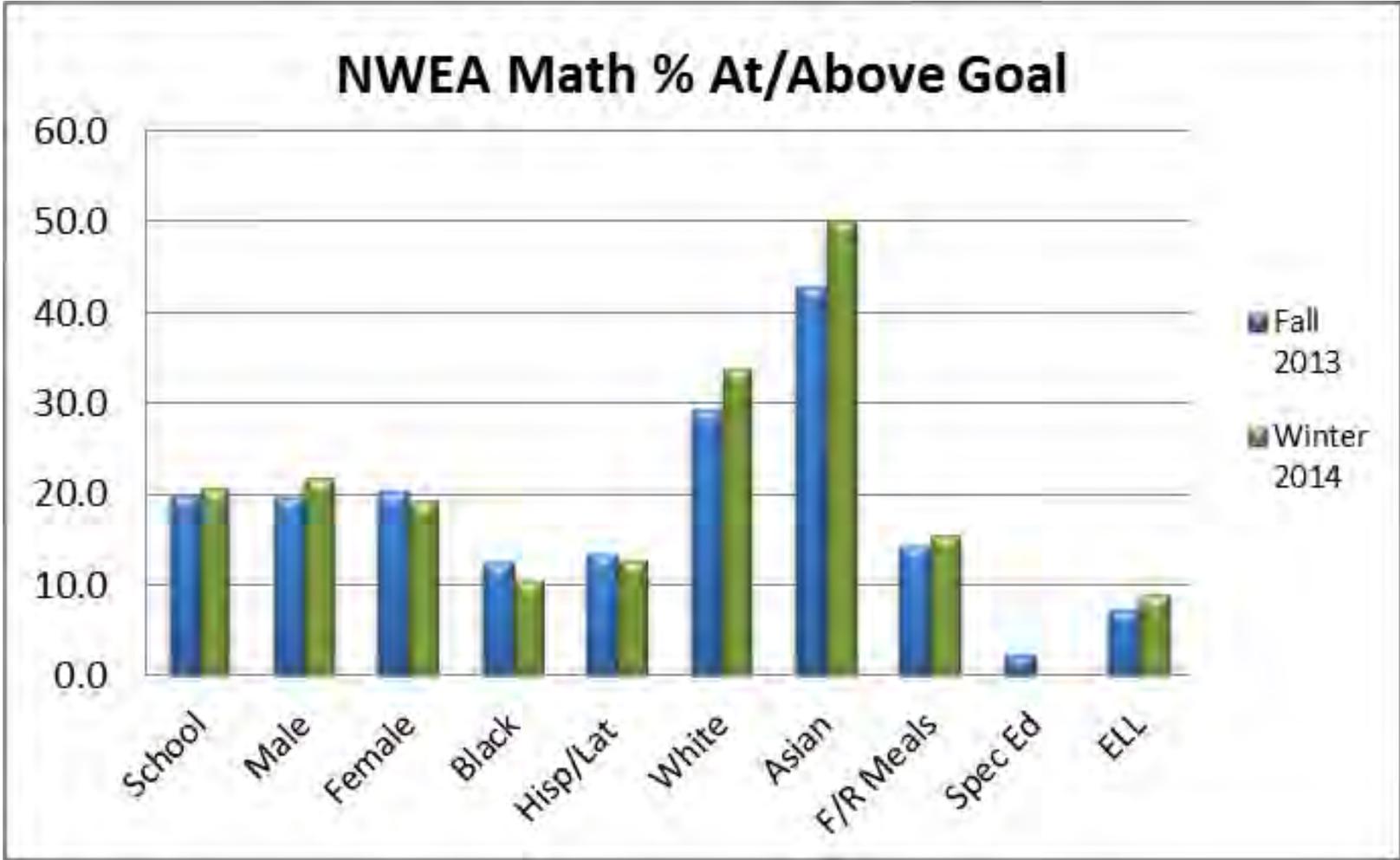
Increase the level of student performance in Literacy and Numeracy

HOW IS THE GOAL MEASURED

- NWEA (3 times a year)
- Common Formative Assessment (every 6 weeks)
- “DipStick” Assessments (weekly)
- Core Phonics Survey (as needed)



Data to Support Goal 1

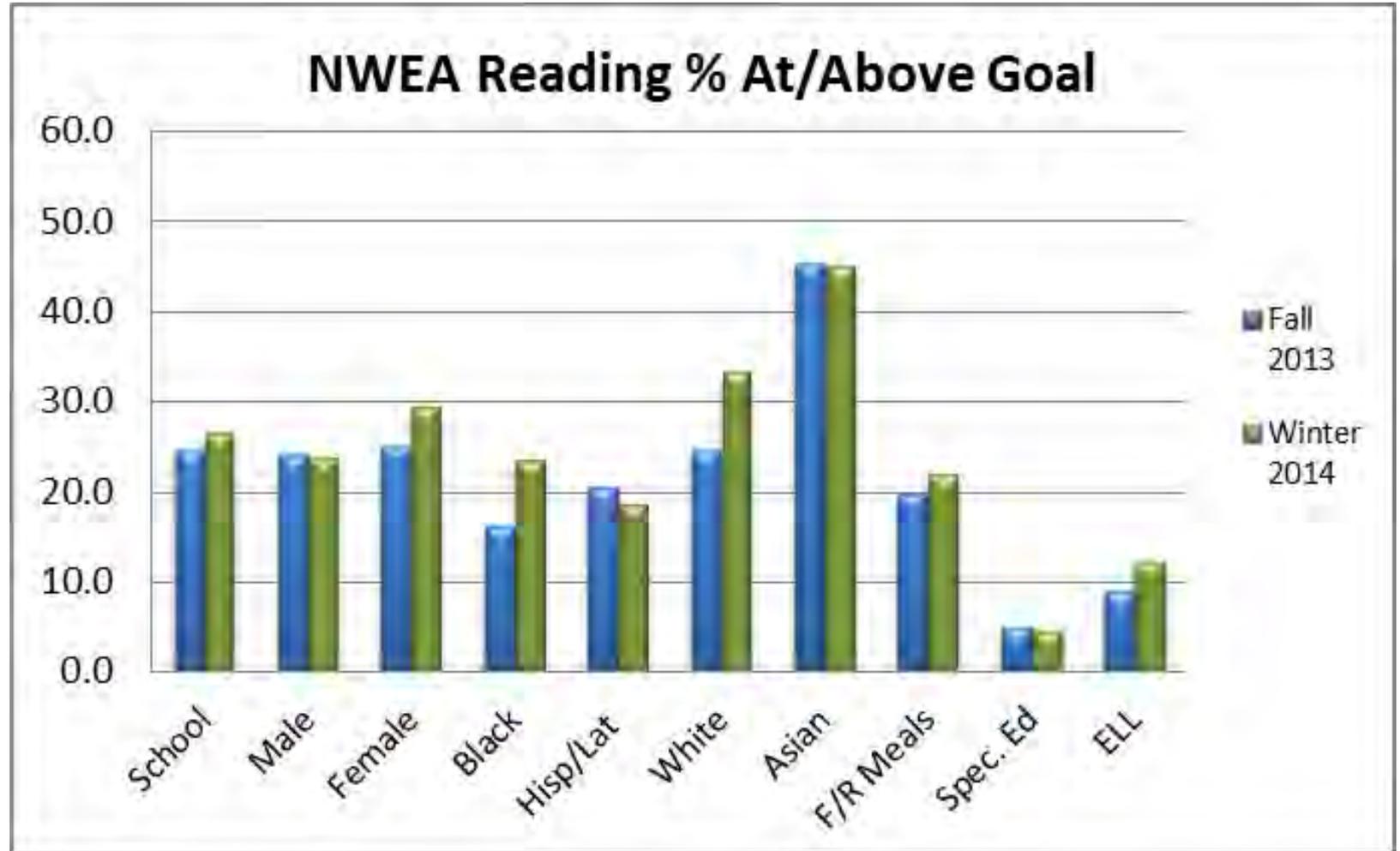


NWEA # of Students Tested

	School	Male	Female	Black	Hisp/Lat	White	Asian	F/R Meals	Spec Ed	ELL
Fall 2013	360	193	167	112	133	61	42	243	42	55
Winter 2014	358	192	166	113	133	59	42	278	41	55



Data to Support Goal 1



NWEA # of Students Tested

	School	Male	Female	Black	Hisp/Lat	White	Asian	F/R Meals	Spec Ed	ELL
Fall 2013	364	196	168	112	137	61	42	247	42	56
Winter 2014	369	200	169	114	138	63	42	288	42	57



Data to Support Goal 1

NWEA % Change # Students At/Above Goal

	Fall 2013 # Students At/Above Goal	Winter 2014 # Students At/Above Goal	% Change Fall to Winter
Math			
School	72	74	2.8%
Male	38	42	10.4%
Female	34	32	-6.1%
Black	14	12	-14.3%
Hisp/Lat	18	17	-5.3%
White	18	20	11.1%
Asian	18	21	16.6%
F/R Meals	35	43	22.9%
Spec Ed	1	0	-100.0%
ELL	4	5	24.9%



Data to Support Goal 1

NWEA % Change # Students At/Above Goal

	Fall 2013 # Students At/Above Goal	Winter 2014 # Students At/Above Goal	% Change Fall to Winter
Reading			
School	89	98	9.9%
Male	47	48	2.0%
Female	42	50	19.0%
Black	18	27	49.7%
Hisp/Lat	28	26	-7.0%
White	15	21	39.9%
Asian	19	19	0.1%
F/R Meals	49	64	30.6%
Spec Ed	2	2	0.0%
ELL	5	7	40.0%



Strategies to support Goal 1

TIER 1

- **Vocabulary Development**
- **Instructional rounds**
- **Non-fiction reading**
- **Generating text dependent questions using the depths of knowledge chart**
- **Weekly Data teams**



Strategies to support Goal 1

TIER 2

- Reading Consultant
- Leveled Literacy Intervention
- Decodable texts
- SRA Phonics
- Fountas and Pinnell phonics and word study
- Fastt Math
- Extra Math



Strategies to support Goal 1

TIER 3

- **Reading Consultant**
- **Wilson Reading System**
- **Leveled Literacy Intervention**



Goal 2

Increase collaboration of schools and families, improve family engagement, and reduce disruptive behavior

HOW IS THE GOAL MEASURED

- **Incident reports (monthly)**
- **Office Discipline Referrals (Monthly)**
- **Parent Paws (monthly)**
- **Positive Office Referrals (monthly)**
- **Family Survey (annually)**



Data to Support Goal 2

SCHOOL CLIMATE

- Suspensions reduced by 65%
- Office referrals reduced by 43%
- Family Engagement Attendance
 - Math Night 61 families
 - Flashlight Reading 42 families
 - Fall Parent conferences 96%
 - Endangered Species workshop 22 families
 - Average of 40 families attend PTA events



Data to Support Goal 2 suspension data

	2012	2013	% change 2012-2013
September	4	0	-100%
October	8	0	-100%
November	4	3	-25%
December	9	2	-77.8%
January	5	6	20%
February	10	0	-100%
March	7	5	-29%
April	7		
May	9		
June	4		
TOTAL	67		-66%



Strategies to support Goal 2

- **Positive office referrals**
- **Parent Paws**
- **Essential Rules**
- **Monday Morning VES Circle**



Goal 3

Implement Professional Learning Communities (PLCs)

PLCs IN ACTION

- Re-establish weekly instructional teams
- Implement and monitor the 6-step process with fidelity to evaluate student work
- Collaboratively work with staff to enhance instruction utilizing:
 - “Guided Math in Action”
 - “Note and Notice”
 - “ Marzano’s Vocabulary Development”



Questions and Discussion

Scholars' Creed

I am a student seeking to be a **scholar**; the standard is **excellence** today and tomorrow. I am **disciplined**, **respectful** and **responsible**. I am on a **mission** to **educate** myself, my community and humanity.

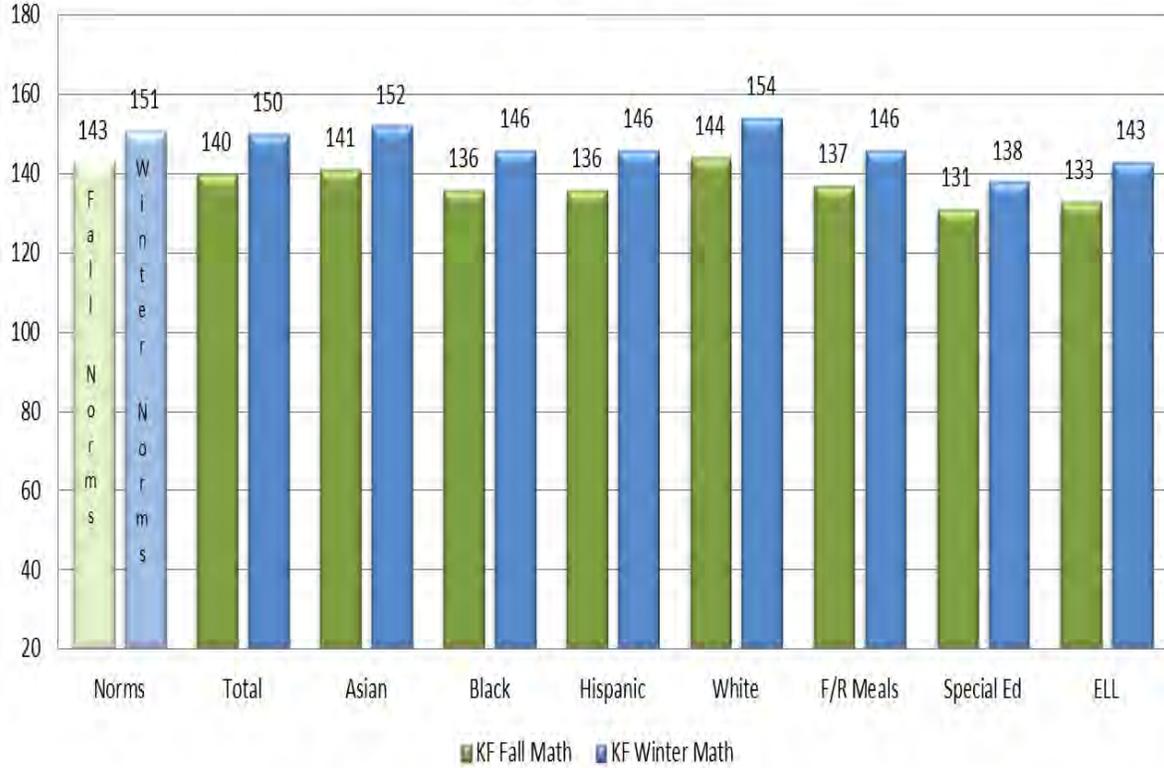


Overview of Manchester's NWEA Data 2013-2014

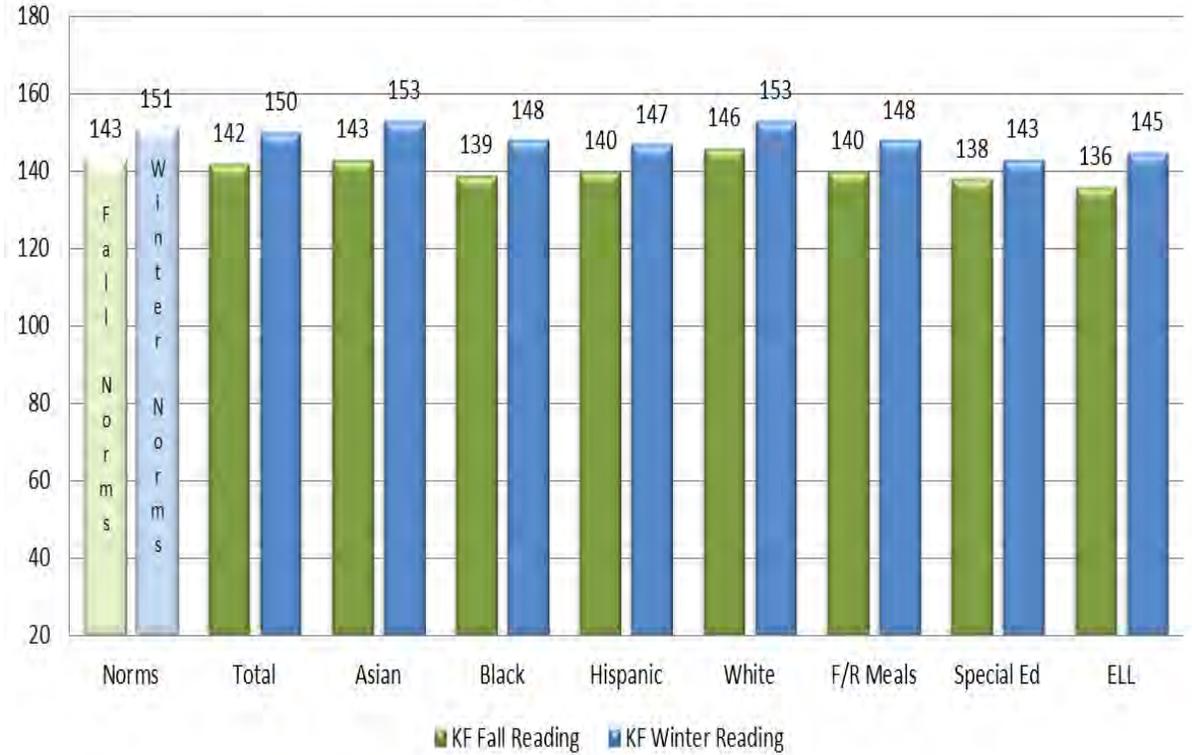


NWEA KF Fall to Winter

NWEA Math



NWEA Reading



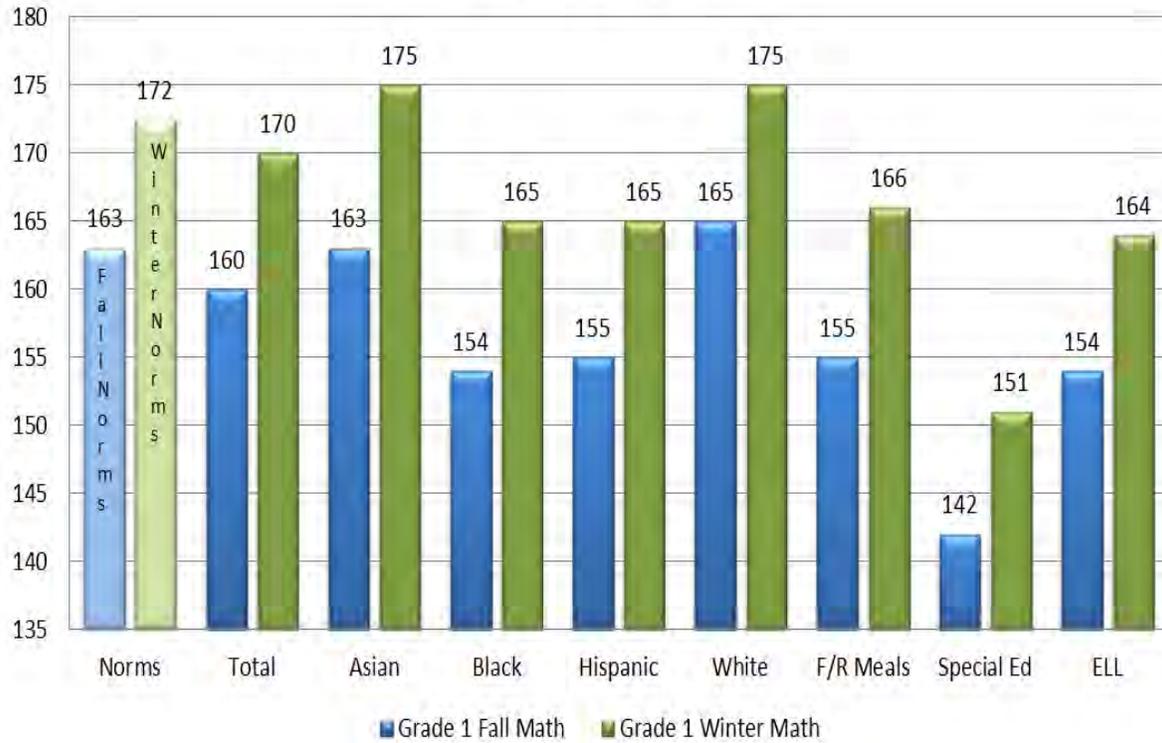
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
KF	KF	KF	KF	KF	KF	KF	KF	KF	KF	KF	KF	KF	KF	KF	KF
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
551	551	71	66	115	116	148	155	204	203	257	289	21	18	59	56

Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
KF	KF	KF	KF	KF	KF	KF	KF	KF	KF	KF	KF	KF	KF	KF	KF
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
556	564	70	67	116	119	152	161	205	206	260	299	21	20	60	58

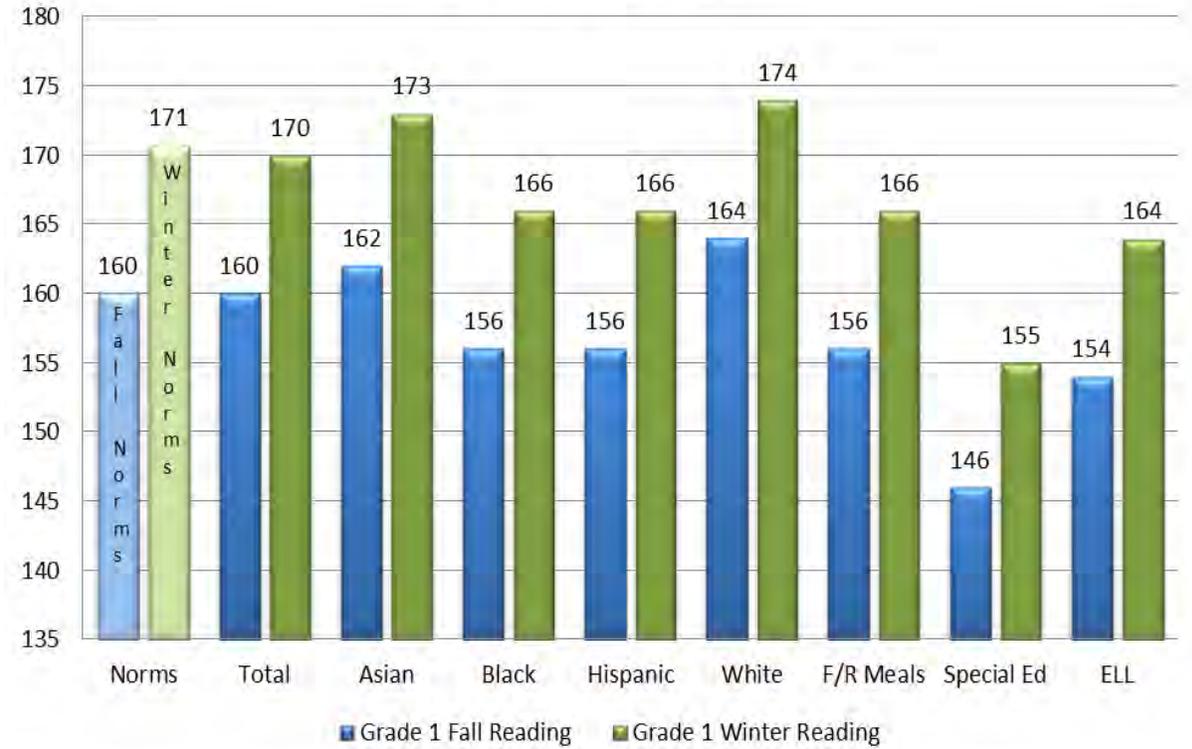


NWEA Grade 1 Fall to Winter

NWEA Math



NWEA Reading



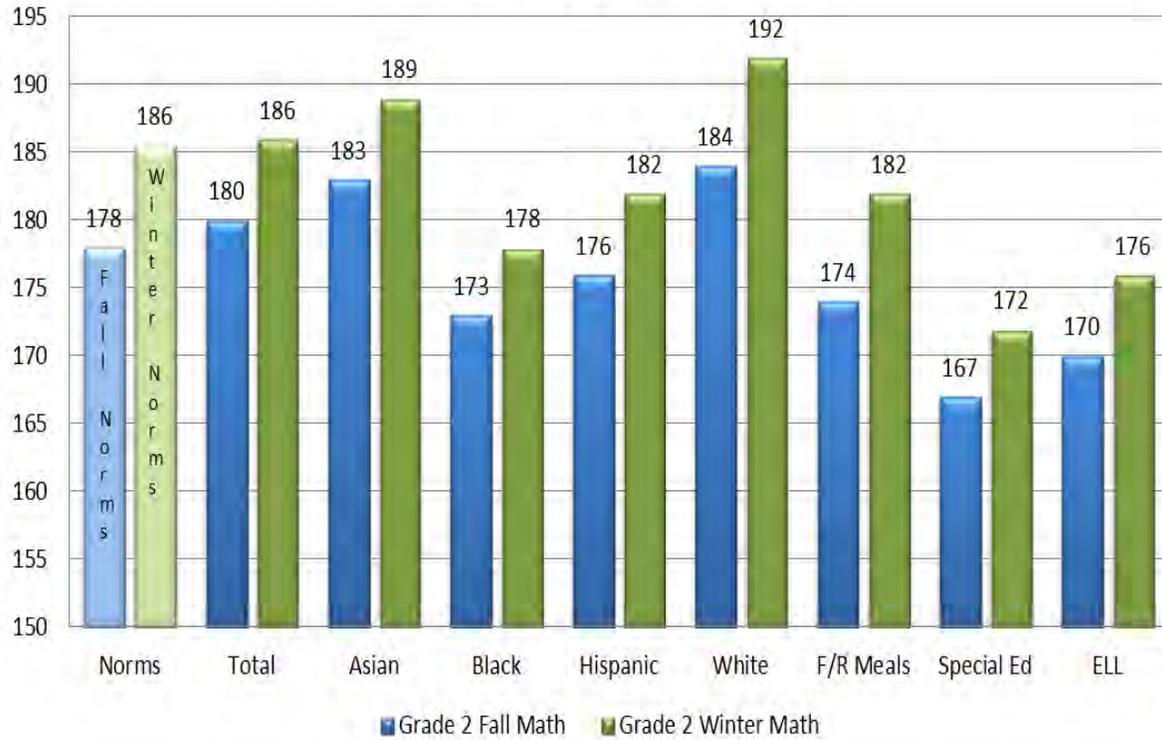
Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
557	564	74	69	124	126	133	141	197	198	251	314	21	23	65	66

Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1	Gr. 1
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
556	565	74	69	124	126	132	141	196	199	248	315	21	23	65	66

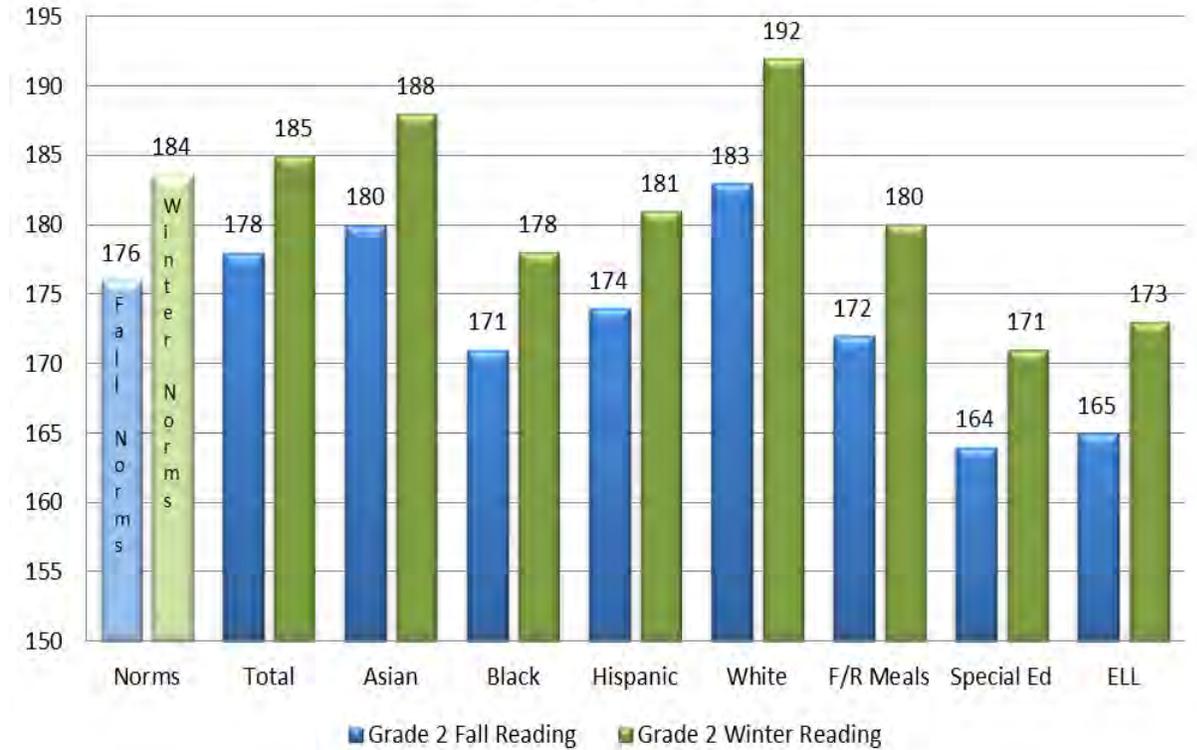


NWEA Grade 2 Fall to Winter

NWEA Math



NWEA Reading



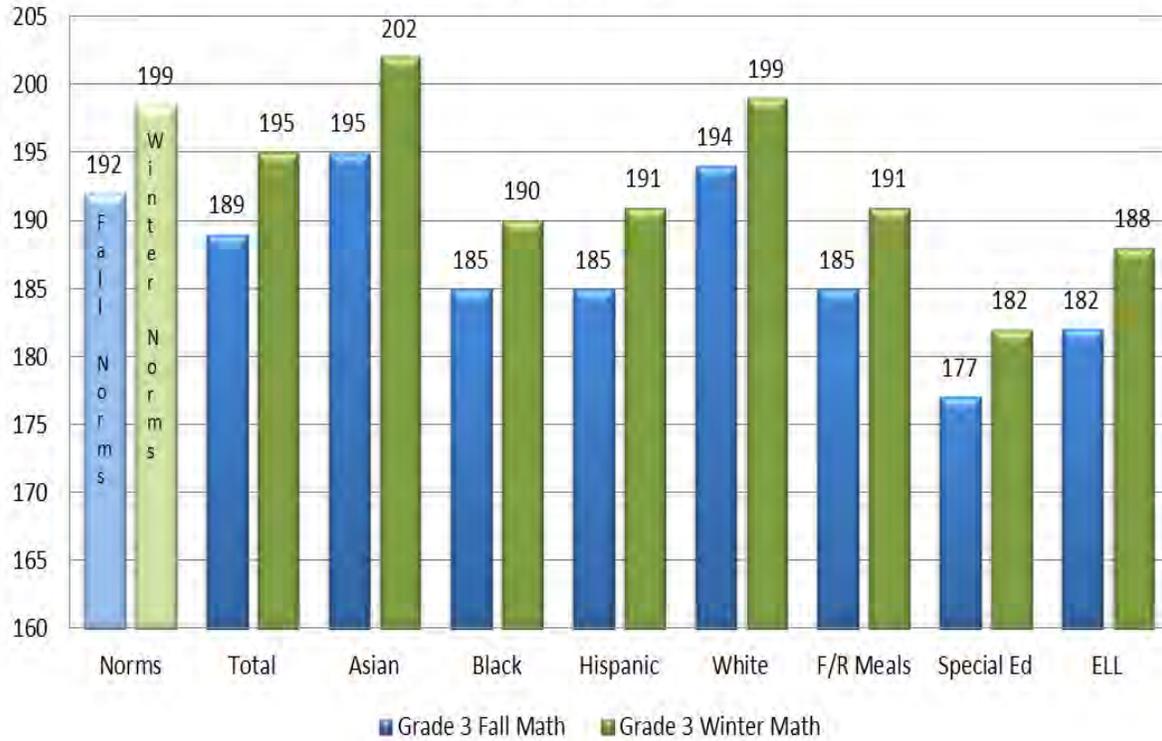
Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
468	473	42	41	92	92	124	131	178	181	217	259	29	31	30	29

Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2	Gr. 2
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
469	471	41	40	92	91	125	131	179	180	219	260	28	29	29	28

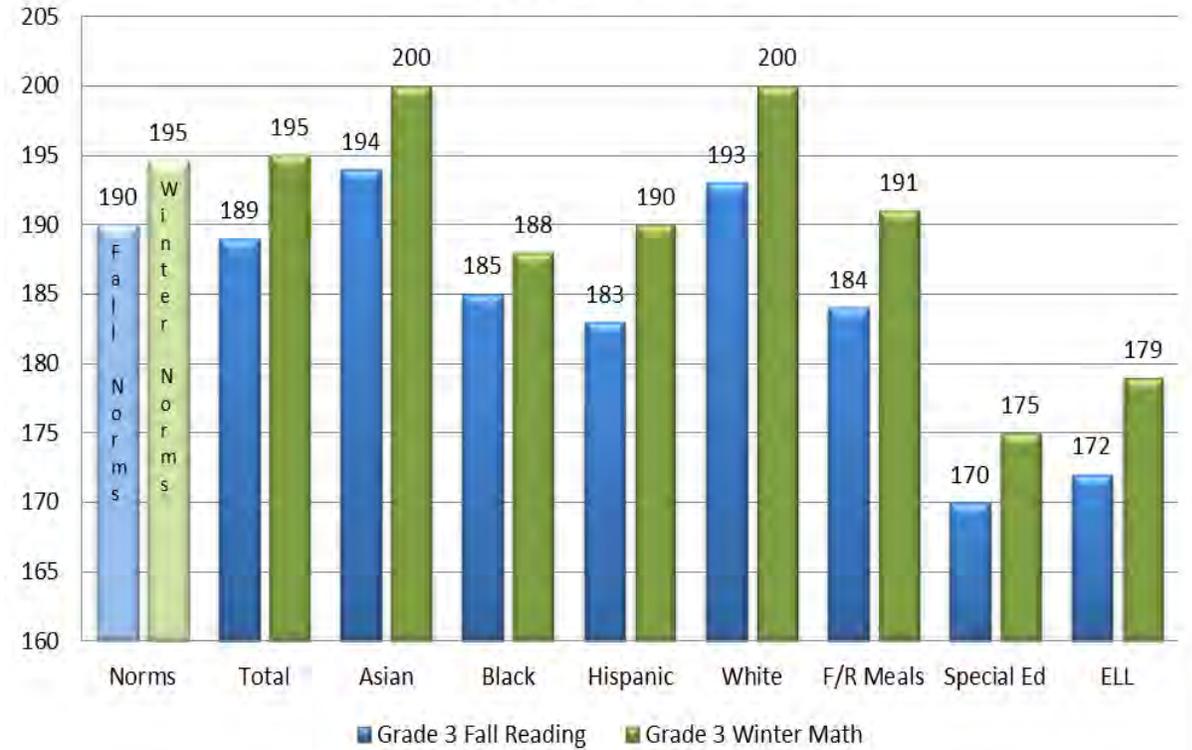


NWEA Grade 3 Fall to Winter

NWEA Math



NWEA Reading



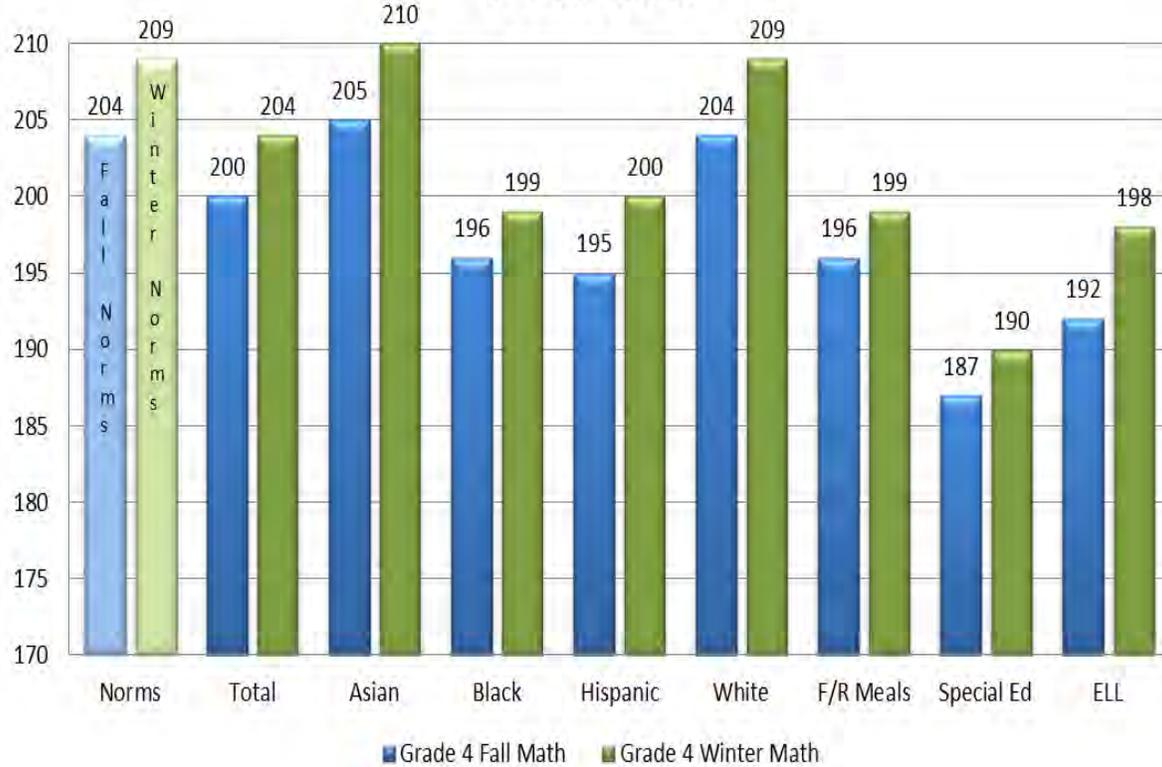
Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
496	505	47	45	103	108	128	129	189	193	222	276	54	62	23	23

Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3	Gr. 3
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
495	501	47	45	102	107	128	127	189	192	222	274	53	58	23	24

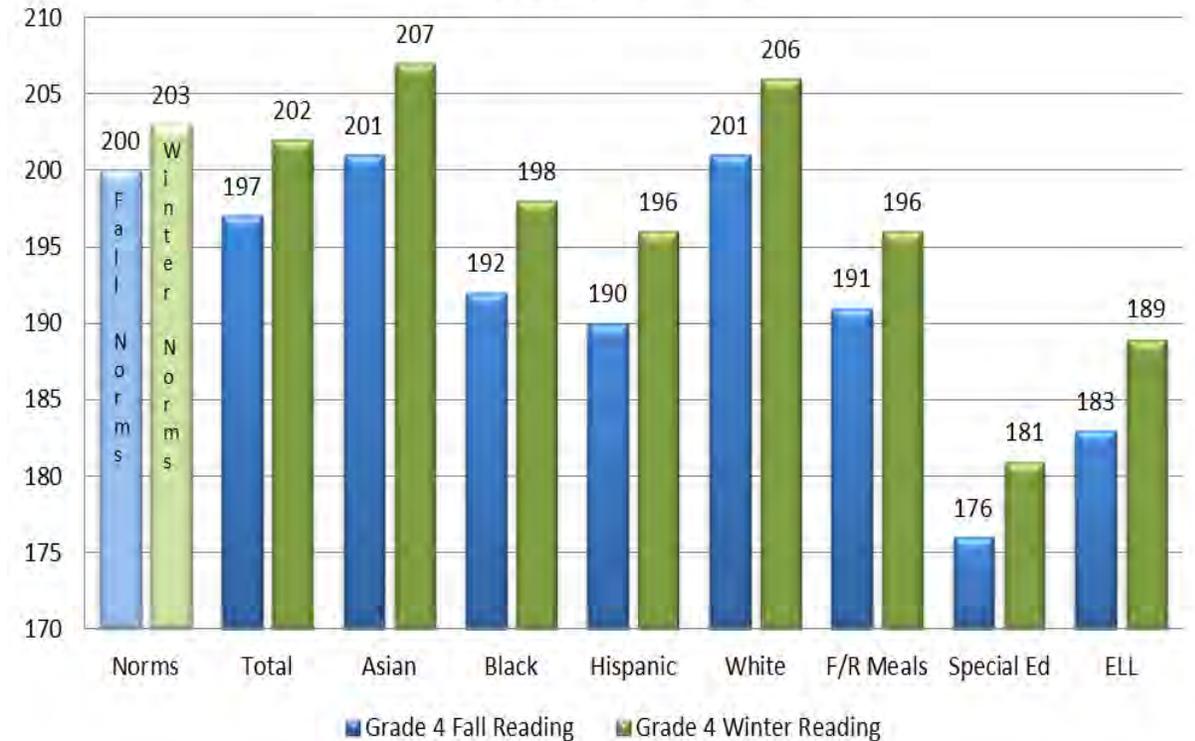


NWEA Grade 4 Fall to Winter

NWEA Math



NWEA Reading



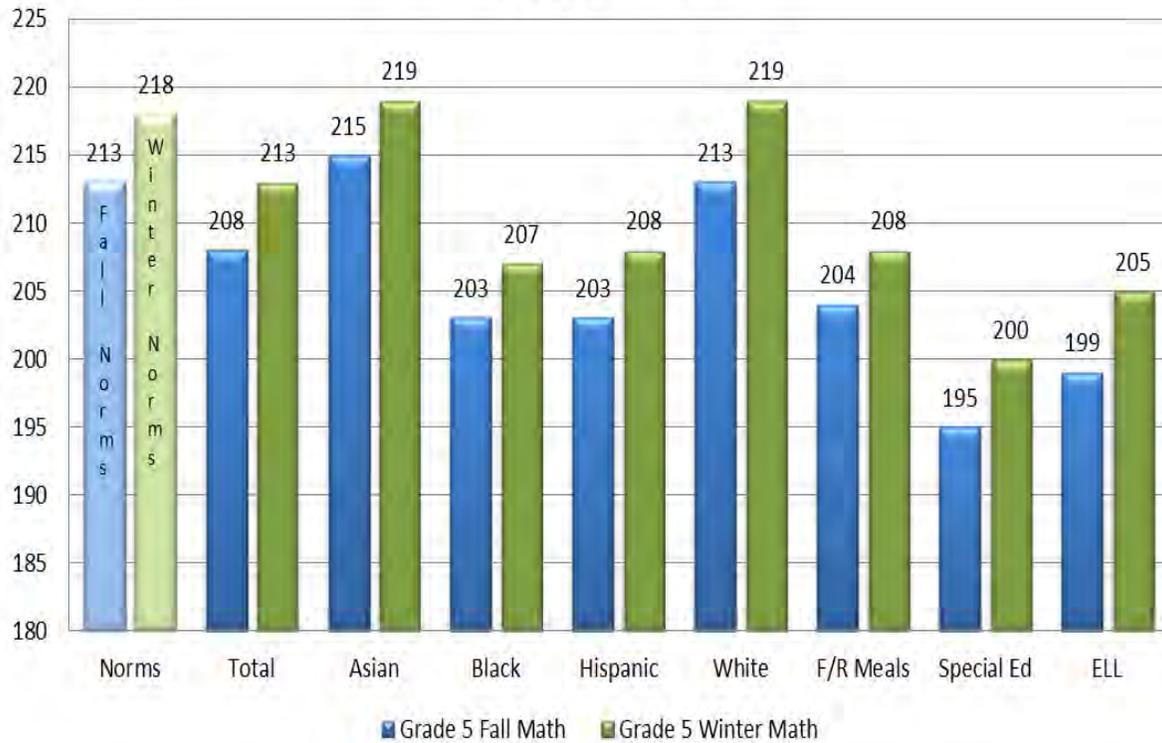
Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
463	474	34	35	91	93	119	127	191	190	213	258	56	59	25	25

Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4	Gr. 4
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
473	475	34	35	94	92	122	129	194	190	220	258	56	59	25	25

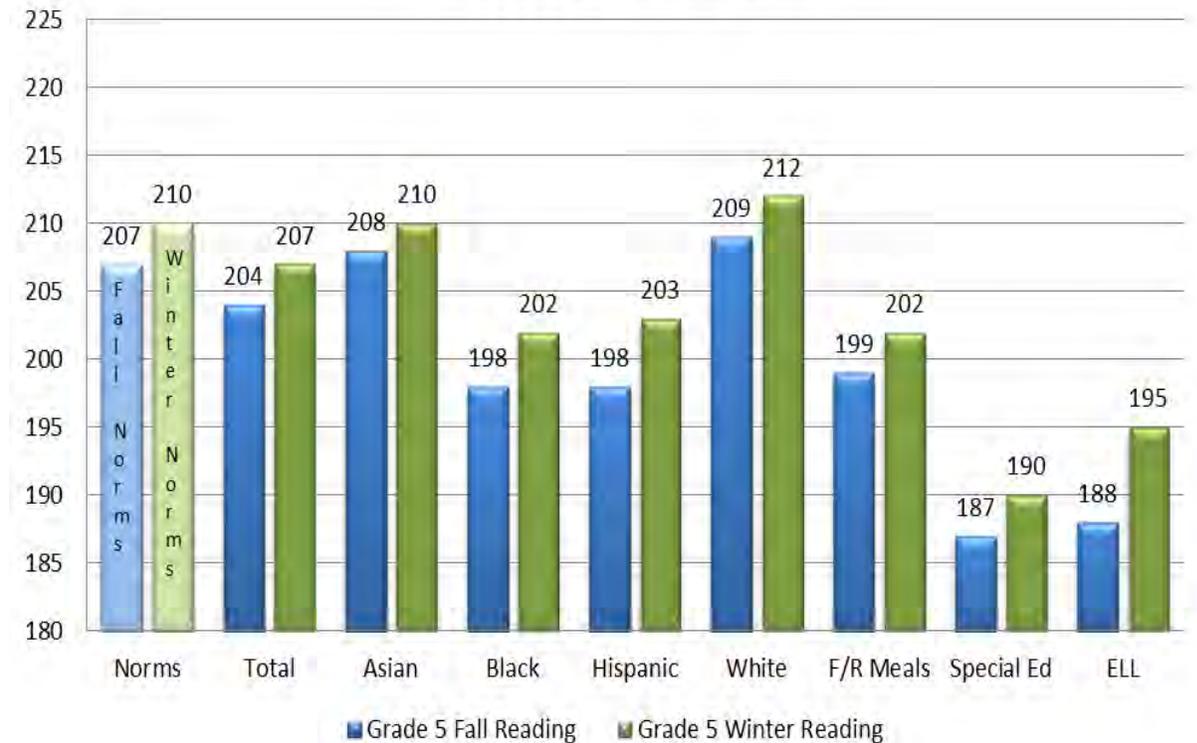


NWEA Grade 5 Fall to Winter

NWEA Math



NWEA Reading



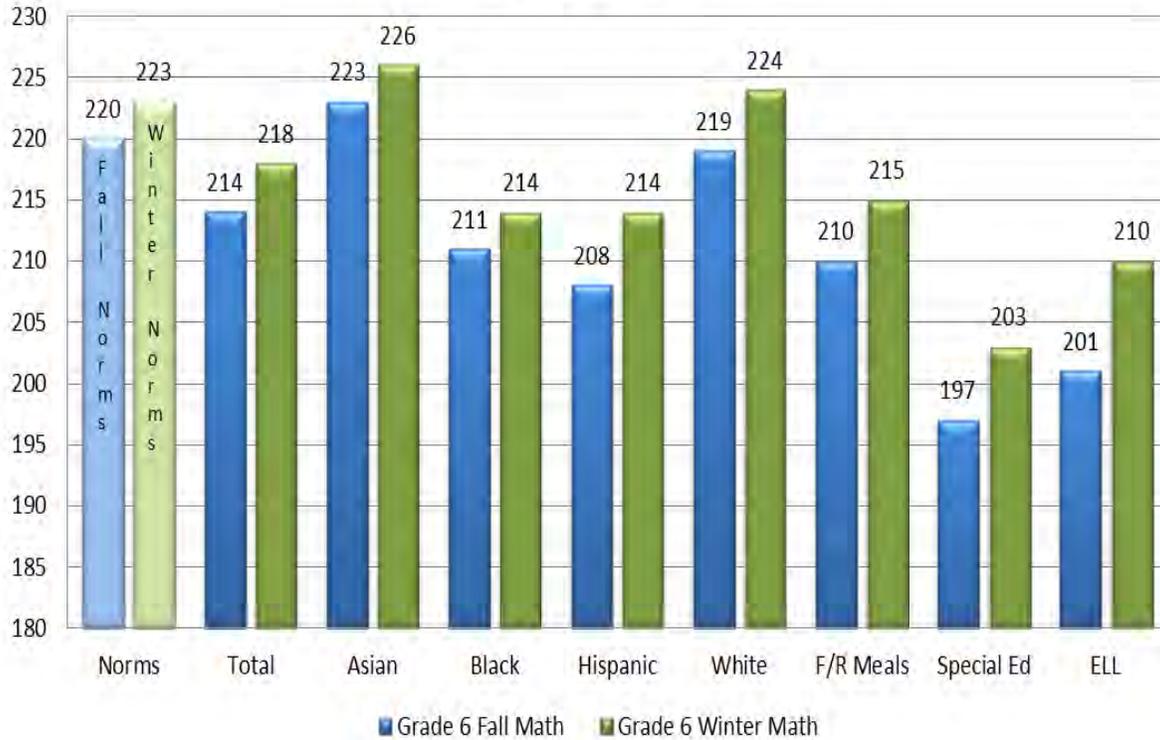
Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
470	474	37	40	112	109	106	112	187	186	212	265	66	64	26	26

Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5	Gr. 5
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
474	471	39	39	112	109	106	111	189	185	212	264	66	64	27	26

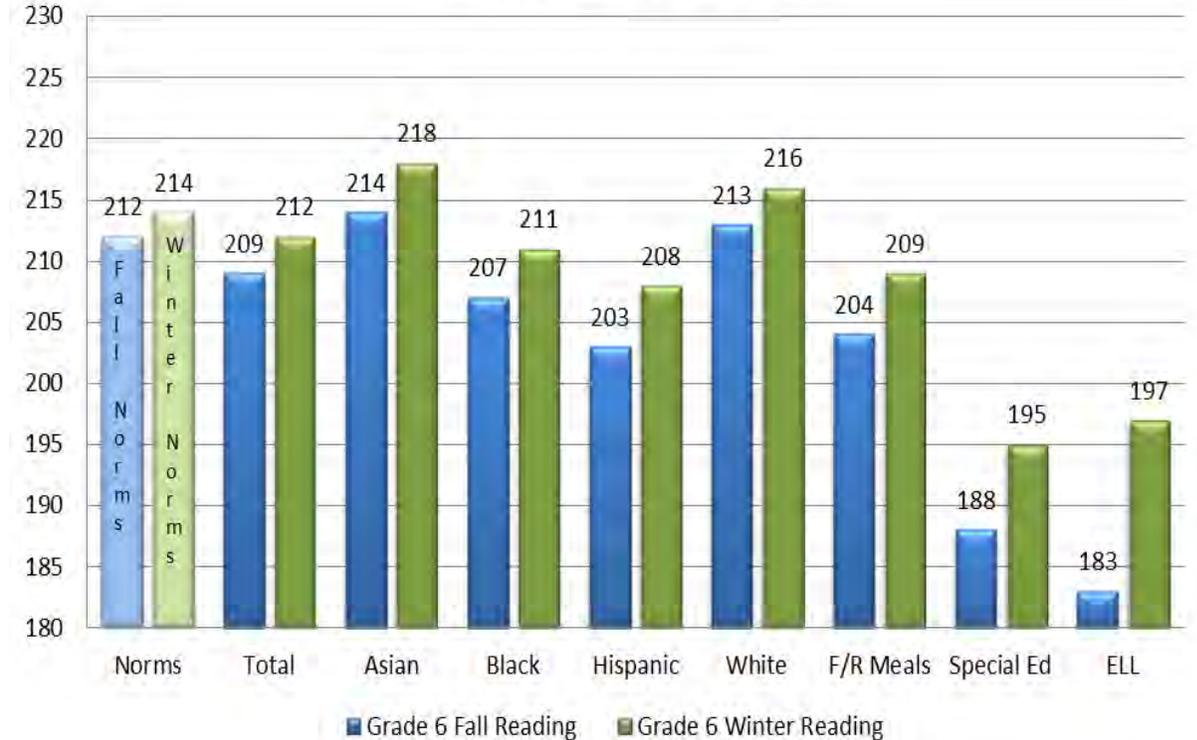


NWEA Grade 6 Fall to Winter

NWEA Math



NWEA Reading



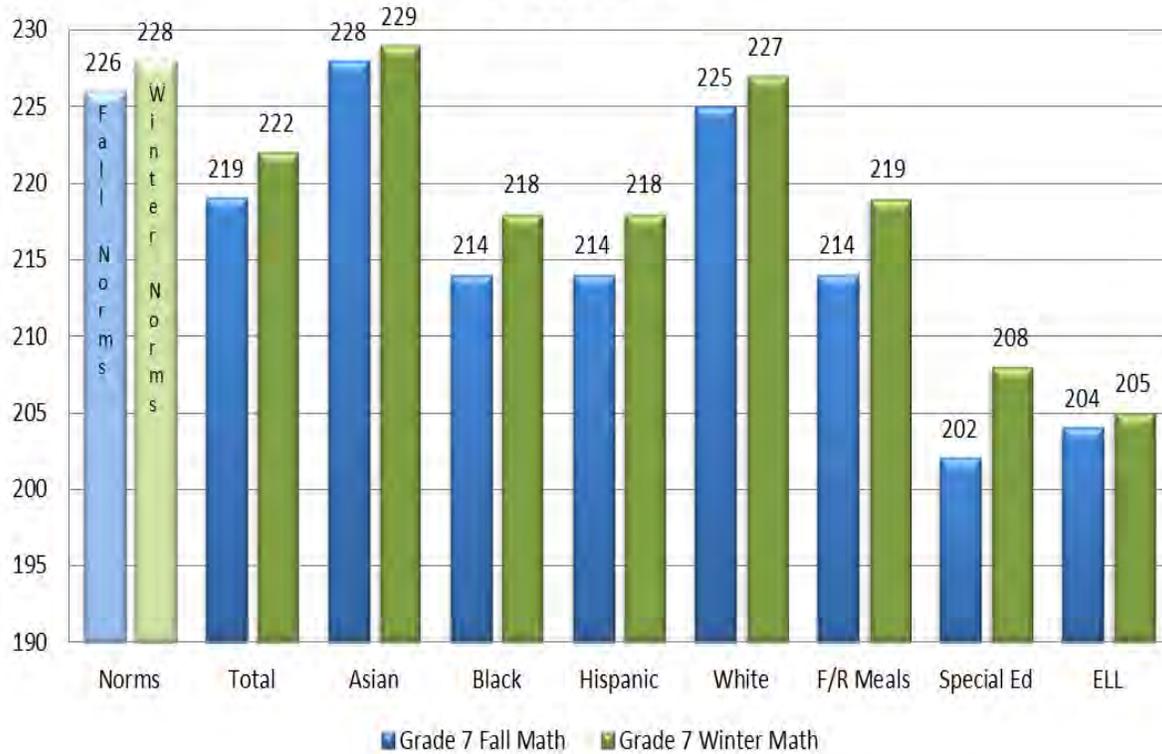
Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
369	371	25	23	88	93	105	107	131	128	186	229	59	54	13	14

Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6	Gr. 6
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
377	374	26	24	89	93	109	108	133	129	189	231	62	56	13	14

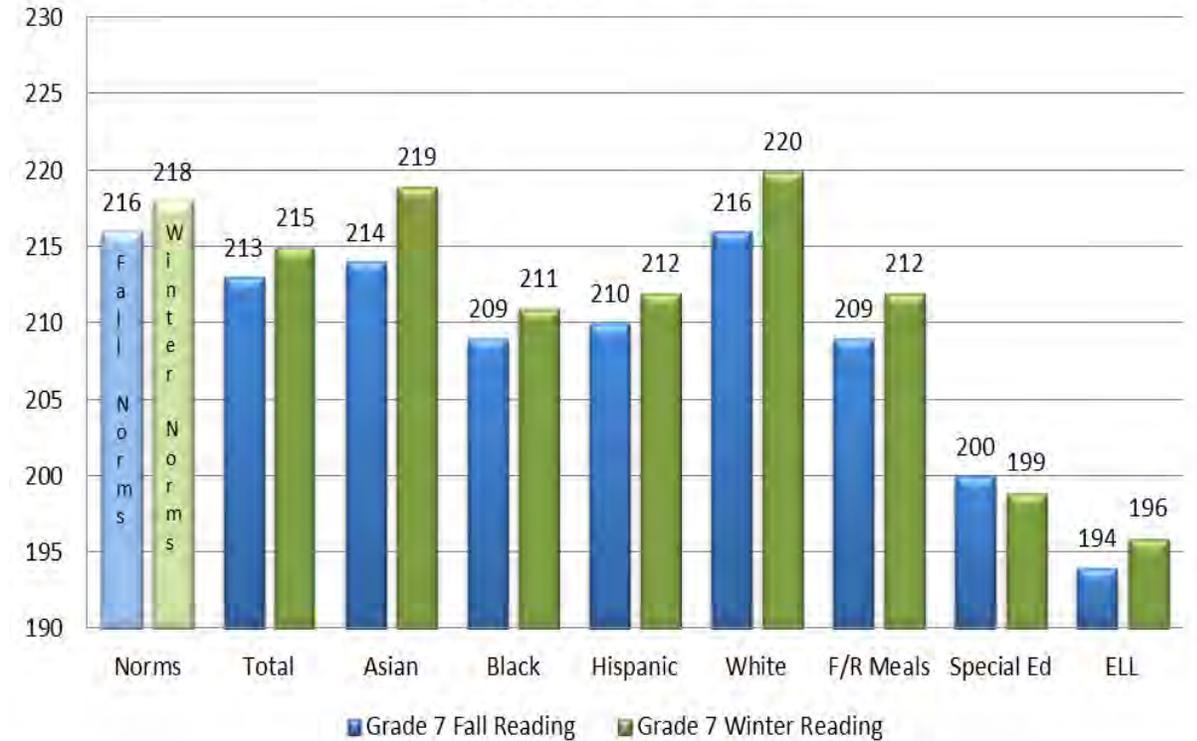


NWEA Grade 7 Fall to Winter

NWEA Math



NWEA Reading



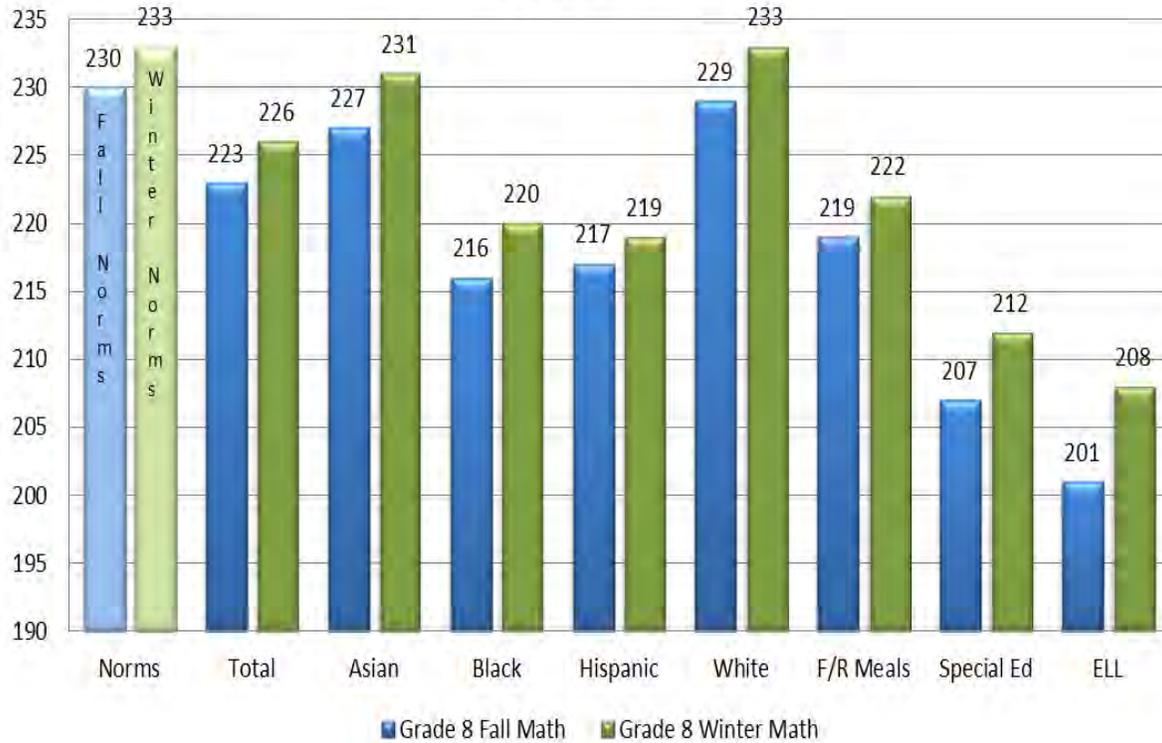
Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
407	408	24	25	92	97	114	112	151	147	208	250	51	51	18	16

Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7	Gr. 7
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
405	412	24	26	90	99	116	112	151	150	205	251	51	49	18	16

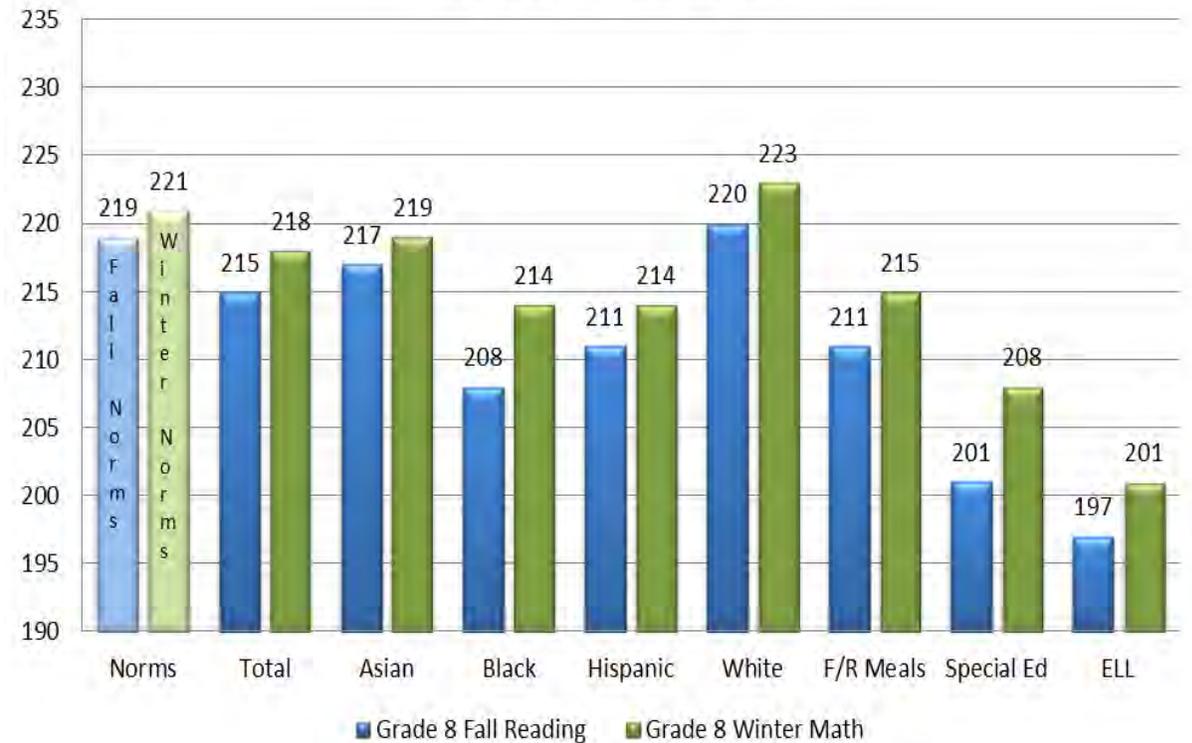


NWEA Grade 8 Fall to Winter

NWEA Math



NWEA Reading



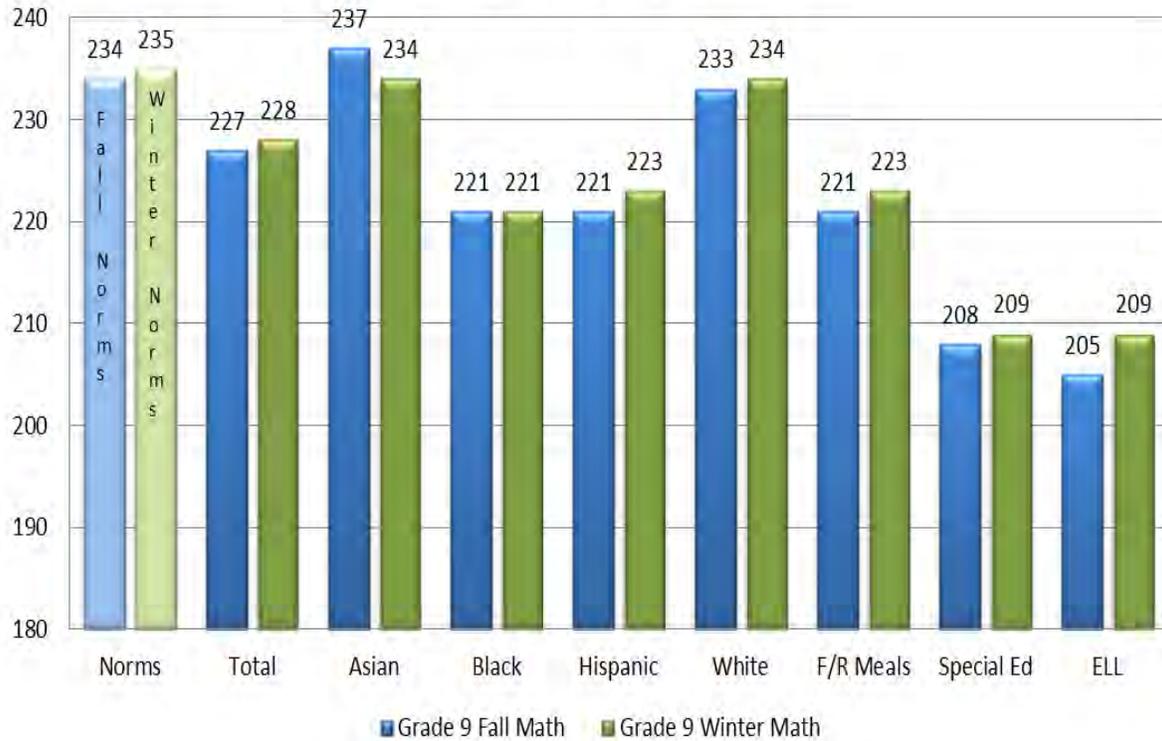
Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
372	383	28	30	83	83	88	92	159	163	175	221	51	54	19	21

Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8	Gr. 8
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
376	384	30	30	85	84	88	91	158	164	180	220	57	54	21	22

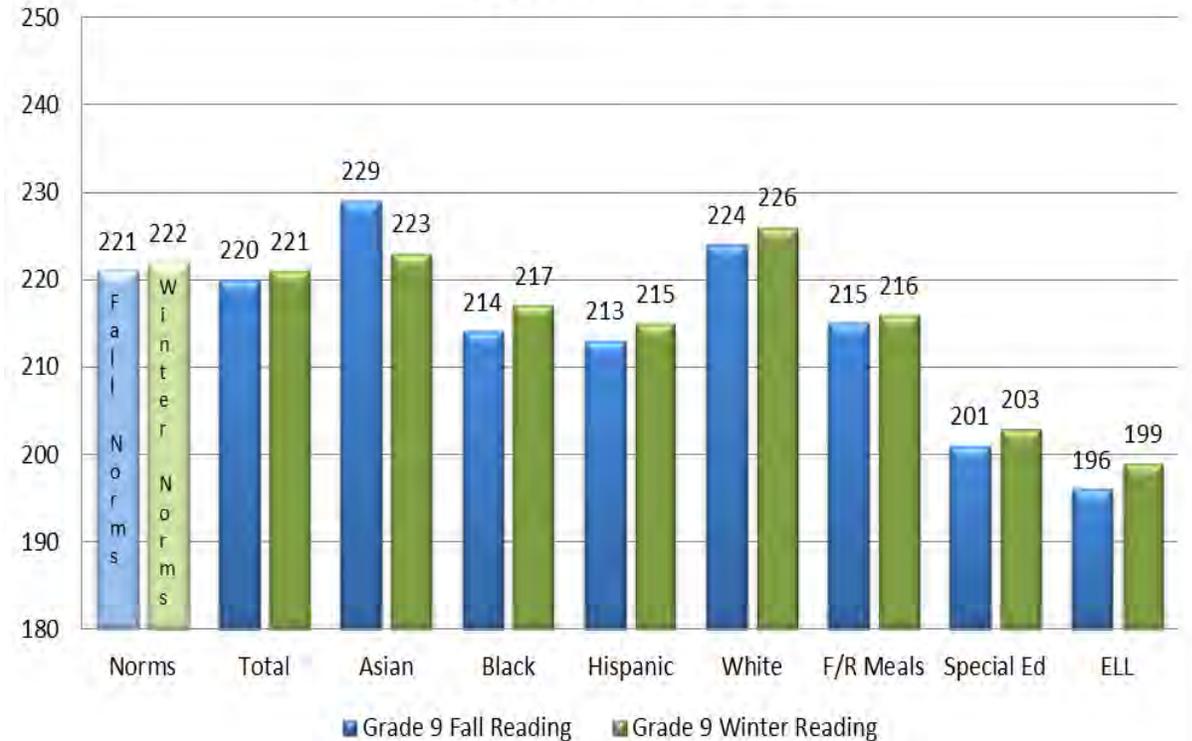


NWEA Grade 9 Fall to Winter

NWEA Math



NWEA Reading



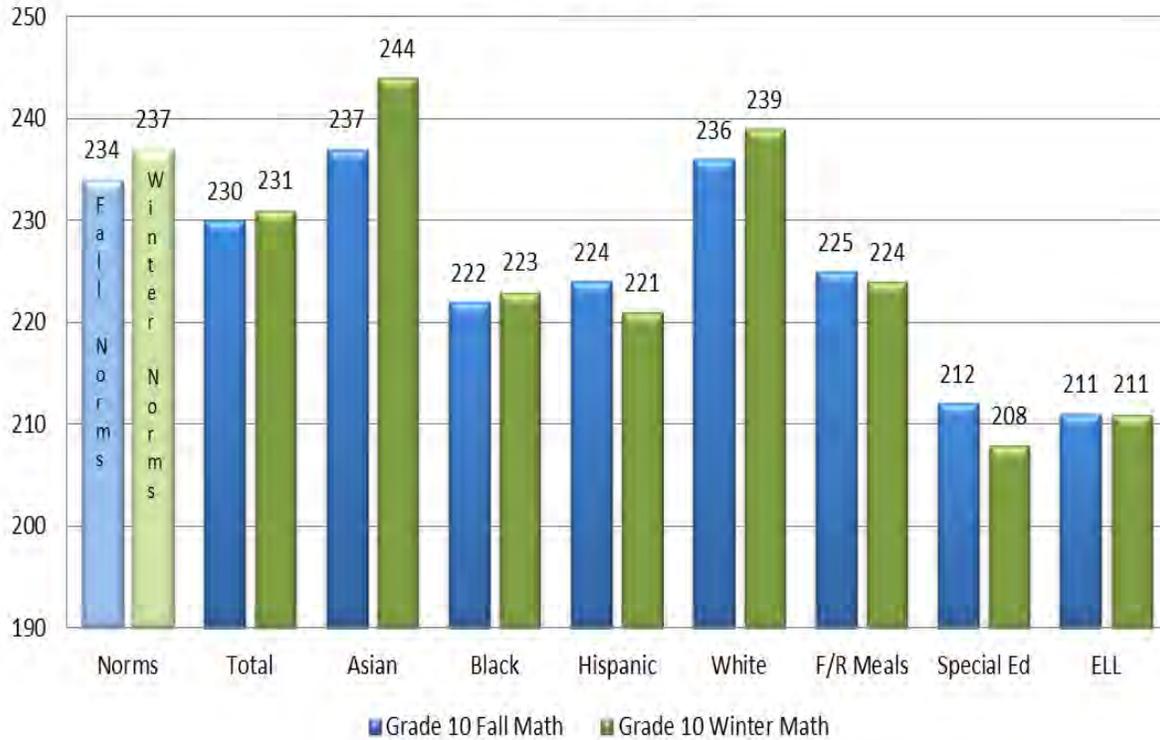
Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
392	401	26	28	91	92	85	98	168	163	169	216	51	55	14	15

Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9	Gr. 9
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
382	415	23	29	86	98	87	99	166	169	157	225	47	59	14	17

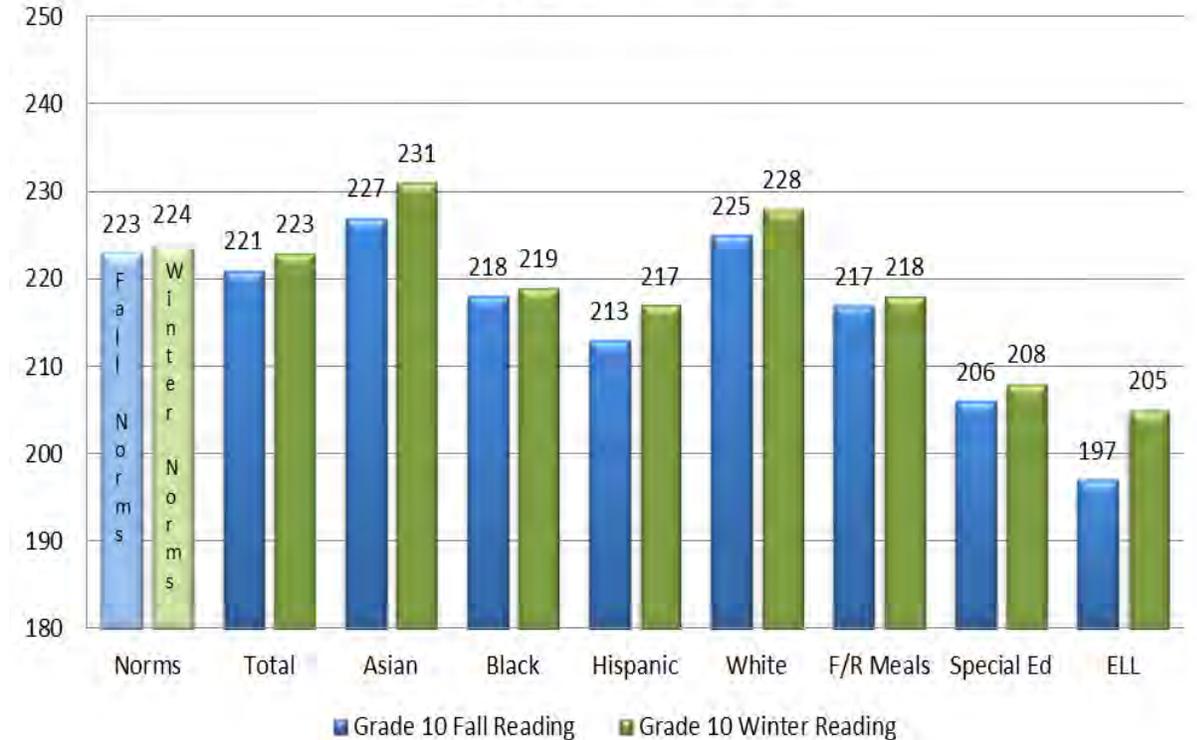


NWEA Grade 10 Fall to Winter

NWEA Math



NWEA Reading



Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
318	339	16	16	66	69	78	93	147	149	131	177	29	34	14	15

Number of Students Tested															
Total		Asian		Black		Hispanic		White		F/R Meals		Special Ed		ELL	
Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10	Gr. 10
Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
303	354	18	21	59	72	76	94	140	154	126	189	32	35	12	16



Summary and Highlights

- Number of F/R students increased in all grades
- Grade 1 – though shifts in number of students tested, data indicates that Black and Hispanic students made better than average growth.
- Grade 3 - Hispanic population second largest group – data indicates that Hispanic students making more gains than Black students
- Grade 6 and beyond – Amount of “average” growth for NWEA is reduced as grades increase as complexity of content and skills increases (beyond foundational skills of earlier grades)
- Grade 9 & 10 – Hispanic and Black student data indicates a larger gap in the area of mathematics



Questions and Discussion



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 an 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