

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, JANUARY 13, 2014

Executive Session: Contract Negotiations

6:00 P.M.
Director's Room

7:00 P.M.
Lincoln Center

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) BOE/BOD Joint Meeting – December 3, 2013 A – 3
- 4) Board of Education Minutes – December 9, 2013 A – 4
- 5) Public Forum Minutes – December 18, 2013 A – 5

B. SUPERINTENDENT'S REPORT – PART I

- 1) Student Representative – Ms. Dylan Burns

C. CONSENT CALENDAR

- 1) Personnel Actions C – 1
- 2) Transfer of Funds C – 2
- 3) Establish an appropriation for \$29,211 under the 2013/2014 Immigrant & Youth Education Program grant, to be funded by the Connecticut State Department of Education C – 3
- 4) Food Service Employees Contract – Local No. 991 of Council No. 4, American Federation of State, County and Municipal Employees, AFL-CIO.
- 5) The Manchester School Nurses Association Contract – CSEA, Local 2001, SEIU
- 6) Manchester Public Schools 2014-2015 School Calendar C – 6

D. PUBLIC COMMENTS (any item before the board)

E. SUPERINTENDENT'S REPORT – PART II

- 1) Bowers School Improvement Plan – Dr. MaryLou Ruggiero E – 1
- 2) Review of frequently asked questions regarding SMARTR Committee proposal E – 2

F. UNFINISHED BUSINESS

- G. NEW BUSINESS**
- | | |
|--|-------|
| 1) Students – Sex Discrimination and Sexual Harassment | G – 1 |
| 2) Policy 3541 – Transportation | G – 2 |
| 3) Policy 5110 – School Attendance and Truancy | G – 3 |
- H. COMMUNICATIONS**
- I. COMMITTEE REPORT**
- | | |
|---|-------|
| 1) Policy Committee Meeting Minutes | I – 1 |
| 2) Curriculum & Instruction Committee Minutes | I – 2 |
- 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**

Dr. John Reisman, Head Start Director, has submitted a letter of resignation for retirement purposes effective June 30, 2014. Dr. Reisman has been with Manchester Public Schools since March 9, 1998. It is recommended that his request be approved.

Myrna Spector, Kindergarten teacher at Keeney Elementary School, has submitted a letter of resignation for retirement purposes effective June 30, 2014. Ms. Spector has been with Manchester Public Schools since September 5, 1984. It is recommended that her request be approved.

Catherine Robinson, Assistant Principal at Bennet Academy, has submitted a letter of resignation for retirement purposes effective June 30, 2014. Ms. Robinson has been with Manchester Public Schools since October 10, 1997. It is recommended that her request be approved.

APPOINTMENTS

Confirming the appointment of Dr. Santosha Oliver, Director of Teaching & Learning - STEM, (Director of Teaching & Learning (220 days) Step 4, \$128,423); Dr. Oliver received a Doctor of Philosophy degree at University of Connecticut and a Sixth Year Diploma in Educational Leadership at Sacred Heart University. Dr. Oliver resides in Bloomfield.

Violet Sims to be a World Language Spanish teacher at Manchester High School. Ms. Sims received a Sixth Year Diploma in Professional Education and a Master of Arts in Education degree at University of Connecticut. Ms. Sims resides in New Britain. It is recommended that her appointment be approved effective January 13, 2014 (MA+30/Step 13 \$85,459).

**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: January 13, 2014

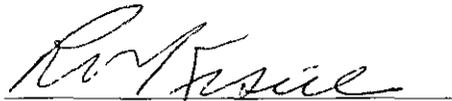
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2013-2014 Budget.

Discussion/Analysis: Transfer from Elementary Physical Education Contracted Services to Buildings and Grounds Custodial Charges. A transfer of \$185 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
January 13, 2014

12/27/13
OK
DC

TRANSFER

Manchester Public Schools
Manchester, Connecticut

To: Accounting Department

School: Elementary PE

Approval Signature: [Signature]

Date: 12-9-2013

Date of Approval: 12-9-2013

JUSTIFICATION:

To pay custodian fees for the Frank Rizza Cross Country Challenge

SUBJECT: _____

DECREASE: Elementary PE

\$ 185.00 Account #: 134 20100 5430 Description: Contr. Services

\$ _____ Account #: _____ Description: _____

_____ Account #: _____ Description: _____

INCREASE: Building and Grounds

\$ 185.00 Account #: 420 98260 5130 Description: Custodial Charges

\$ _____ Account #: _____ Description: _____

\$ _____ Account #: _____ Description: _____

Accounting Department Only

Board Approval Needed: Yes No

Date of Board Approval: _____

Date Completed: _____ Name: _____

INVOICE

Remit Payment To:
 Manchester Board of Education
 Buildings & Grounds Dept.
 325 Olcott Street
 Manchester, CT 06040

DATE	INVOICE NO
12/5/2013	247
DUE DATE	
1/4/2014	

Contact: Bette Copeland
 Phone No: 860-647-3511

BILL TO

Manchester Public Schools

Mike Kolze
 45 North School Street
 Manchester, CT 06042

Sales Tax Exemption No.

Email b11mkolz@manchesterct.gov

Phone No 860-647-3302

Fax No

FEIN

COMMENT

Please transfer funds to account # 42098260 5130

DEPOSIT	DOCUMENT NUMBER	PO NUMBER	TERMS
\$0.00			Due Upon Receipt

Schedule ID: 5681

Location: Manchester High School

Building(s):

Area:

Room(s): Outside Bathrooms
 Track

Event: 10/19/2013 8:00AM - 1:00PM

Frank Rizza Elementary Cross Country
 Challenge

Quantity	Description	Hours	Rate	Amount	Tax Amount	Total
1	Custodial Charges - R. Pinney, Jr.	5.5	\$33.54	\$184.47	\$0.00	\$184.47
Event Total Costs				\$184.47	\$0.00	\$184.47

Invoice Total	\$184.47
Total Sales Tax	\$0.00
Total Payments	\$0.00
Total Due	\$184.47

134 201.00 5430

Note: * indicates Alternate Event

Printed: 12/5/2013 10:38:45 AM

Page 1 of 1

**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: January 13, 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 Manchester High School Admin Postage to Manchester High School Admin Dues and Fees. A transfer of \$125 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
January 13, 2014

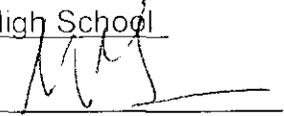
11/26/13 OK
RC

**Manchester Public Schools
Manchester, Connecticut**

To: **Accounting Department**

School: Manchester High School

Date: 11/26/2013

Principal's Sign: 

Date of Approval: 11/26/2013

JUSTIFICATION (Required Field) : To fund annual memberships

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

DECREASE In whole dollars only:

\$ 125 Account # 42361240 5541 Description: Postage

\$ _____ Account # _____ Description: _____

\$ _____ Account # _____ Description: _____

\$ 125 **TOTAL DECREASE**

INCREASE In whole dollars only:

\$ 125 Account # 42361240 5810 Description: Dues/Fees

\$ _____ Account # _____ Description: _____

\$ _____ Account # _____ Description: _____

\$ 125 **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: Richard Kisiel, Ed.D., Interim Superintendent of Schools
Subject: Item for Appropriation
Date: January 7, 2014

Background:

The Connecticut State Department of Education has awarded 2013/2014 funding under the Immigrant & Youth Education Program grant. This grant will be used to enhance instructional opportunities for immigrant children and youth.

Discussion/Analysis:

The 2013/2014 grant will support family literacy, instructional materials, translation support, supplementary ELL tutors and support for students learning English. The funding of this grant is geared toward instructional services in the school district and activities coordinated with community-based organizations.

Financial Impact:

The District has been granted \$29,211.

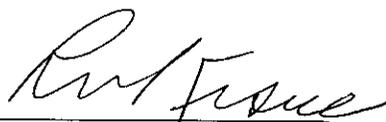
Other Board/Commission Actions:

Recommendations:

The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for \$29,211 under the 2013/2014 Immigrant & Youth Education Program grant, to be funded by the Connecticut State Department of Education.

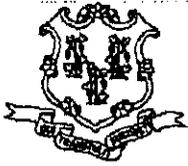
Attachments:

CT State Department of Education Notification of Grant Award of 2013/2014 Immigrant & Youth Education Program grant.



Richard Kisiel, Ed.D.
Interim Superintendent of Schools
January 13, 2014

83614



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

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

4 Award Information

Grant Type: FEDERAL
Statute: P.L. 107-110
CFDA #: 84.365A
SDE Project Code: SDE000000000002

Grant Number: 077-000 12060-20868-2014-82076-170002

2 Grant Title

IMMIGRANT & YOUTH EDUCATION PROGRAM

5 Award Period

7/1/2013 - 6/30/2015

3 Education Staff

Program Manager:
William Howe 860-713-6752

Payment & Expenditure Inquiries:
Eugene Croce (860) 713-6470

6 Authorized Funding

Grant Amount: \$29,211

Funding Status: Final

7 Terms and Conditions of Award

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

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2013 and June 30, 2014 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2014. For grants awarded for two-year periods beginning July 1, 2013, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2015. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

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

This grant has been approved.

12/23/2013

Dianna Roberge-Wentzell
Chief Academic Officer
Academic Office

cc: A. Radikas, K. Lapak, J. Morano

town
audit

MANCHESTER PUBLIC SCHOOLS

C-6

School Begins: August 28, 2014

School Ends: June 12, 2015

2014	M	T	W	T	F
August					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
	2				
September	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			
	21				
October			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31
	22				
November	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	16				
December	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
	17				
<p>When it becomes necessary to close schools due to snow conditions or other unusual circumstances such as power failure, announcements will be made on the following TV/radio stations: WVIT Channel 30, WFSB Channel 3, WTNH Channel 8, WDRC 1360 AM & 102.9 FM, WWYZ 92.5 FM, WTIC 1080 AM & 96.5 FM, WKSS 95.7 FM, WHCN 106 FM</p> <p>In addition, automated notification of school closings are sent via School Messenger.</p>					

2014 - 2015 School Year	
<p>First day of school grades K – 9: August 28 First day of school grades 10-12: August 29</p> <p>District Professional Development Days: (school not in session) August 25-27, November 4</p> <p> (half day) September 17, October 22, December 10, February 4, March 25, May 13</p> <p>School Conferences/Early Release</p> <p> Grades K–6 December 2, 3, & 4 March 17, 18 & 19</p> <p> Grades 7 - 12 November 12 & 13 March 10 & 11</p> <p> Abbreviated Day for Students on November 26 and June 12, or last day of school</p> <p> / Holiday / Vacation Period</p> <p>September 1 -Labor Day October 13 -Columbus Day November 4 -Election Day November 11 -Veterans Day November 27-28 -Thanksgiving Recess Dec 24 - Jan 2 -Vacation Period January 19 -Martin Luther King Jr. February 16 - 17 -Vacation Period April 3 -Good Friday April 13-17 -Vacation Period May 25 -Memorial Day</p> <p style="text-align: center;">Please see reverse for additional information.</p>	<p>2015</p> <p>January</p> <p style="text-align: right;">19</p> <p>February</p> <p style="text-align: right;">18</p> <p>March</p> <p style="text-align: right;">22</p> <p>April</p> <p style="text-align: right;">16</p> <p>May</p> <p style="text-align: right;">20</p> <p>June</p> <p style="text-align: right;">10</p> <p style="text-align: right;">Total days = 183</p> <p>Adopted:</p> <p style="text-align: center;">Tentative High School Graduation Date: TBD</p>

2015	M	T	W	T	F
January				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
	19				
February	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	18				
March	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			
	22				
April			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	
	16				
May					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
	20				
June	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			
	10				

2014 – 2015 SCHOOL YEAR

	Regular Day Systemwide Schedule		Abbreviated Day Systemwide Schedule		Conference Day Systemwide Schedule		Delayed Opening Systemwide Schedule	
	Start	End	Start	End	Start	End	Start	End
MHS Grades 9 – 12	7:30 a.m.	2:05 p.m.	7:30 a.m.	12:05 p.m.	7:30 a.m.	12:05 p.m.	9:00 a.m.	2:05 p.m.
Illing Middle School Grades 7 – 8	8:15 a.m.	2:40 p.m.	8:15 a.m.	12:40 p.m.	8:15 a.m.	12:40 p.m.	9:45 a.m.	2:40 p.m.
Bennet Academy Grade 6	8:20 a.m.	2:45 p.m.	8:20 a.m.	12:45 p.m.	8:20 a.m.	12:45 p.m.	9:50 a.m.	2:45 p.m.
All Elementary Schools Grades Pre K – 5	9:05 a.m.	3:25 p.m.	9:05 a.m.	1:17 p.m.	9:05 a.m.	1:17 p.m.	10:35 a.m.	3:25 p.m.
Headstart	8:15 a.m. 8:00 a.m.	12:15 p.m. 3:00 p.m.	8:15 a.m. 8:00 a.m.	10:15 a.m. 11:00 a.m.	No School 8:00 a.m. 3:00 p.m.		No School 9:30 a.m. 3:00 p.m.	
Bentley Alt. Ed.	7:30 a.m.	1:45 p.m.	7:30 a.m.	12:00 p.m.	7:30 a.m.	1:45 p.m.	9:00 a.m.	1:45 p.m.
M.R.A.	8:00 a.m.	2:20 p.m.	8:00 a.m.	12:20 p.m.	8:00 a.m.	2:20 p.m.	9:30 a.m.	2:20 p.m.

	Mid-term Progress Reports	End of Marking Periods
Manchester High School Grades 9 - 12	September 29, 2014; December 8, 2014; February 26, 2015; May 7, 2015	October 30, 2014; January 16, 2015 (exams January 20 – 23); March 30, 2015; June 8, 2015 (exams June 9-12)
Illing Middle School Grades 7 - 8	September 29, 2014; December 8, 2014; February 26, 2015; May 7, 2015	October 30, 2014; January 16, 2015; March 30, 2015; June 8, 2015
Bennet Academy Grade 6	October 8, 2014; January 23, 2015; April 29, 2015	November 21, 2014; March 6, 2015; June 12, 2015
Elementary Schools Grades K - 5	October 8, 2014; January 23, 2015; April 29 2015	November 21, 2014; March 6, 2015; June 12, 2015

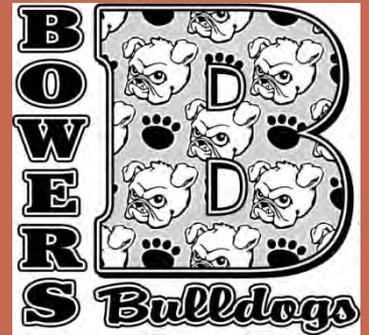
In compliance with Board of Education policy 6111, in the event of school closings due to bad weather, make-up days will begin June 15 through June 25, 2015. If more than 9 (nine) days are needed, days will be taken from April vacation starting with Friday, April 17, 2015.

Professional Development Days:

Four (4) full days (school not in session): August 25, 26 & 27, November 4, 2014

Six (6) half days (early dismissal): September 17, October 22, December 10, 2014, & February 4, March 25, May 13, 2015

We've Got the Power at Bowers



BOWERS SCHOOL IMPROVEMENT PLAN

Developed by the
Bowers School Staff
Fall 2013

*...and we're loving every
second, minute, hour, bigger,
better, stronger power...
We've Got that Power...*

<http://www.youtube.com/watch?v=SKsK3GyKQ0M&feature=share>

**2013-
2014**

BOWERS SCHOOL IMPROVEMENT PLAN

■ **Improvement Goal:** **Student Achievement**

- Increase the number of students who meet the NWEA **goal levels** in Math and Reading
- Decrease the achievement gap between the white sub-group and the African/American and Hispanic/Latino sub-groups respectively

BOWERS SCHOOL IMPROVEMENT PLAN

- **Improvement Goal: School Climate**
 - **Increase parent response to School Climate Survey from 17% to 75%**
 - **Decrease percentage of students with 18 or more absences for 2013-14 to 5%**
 - **Decrease the gap between discipline referral percentages for white students and black and Latino students respectively by 5%**

BOWERS SCHOOL IMPROVEMENT PLAN

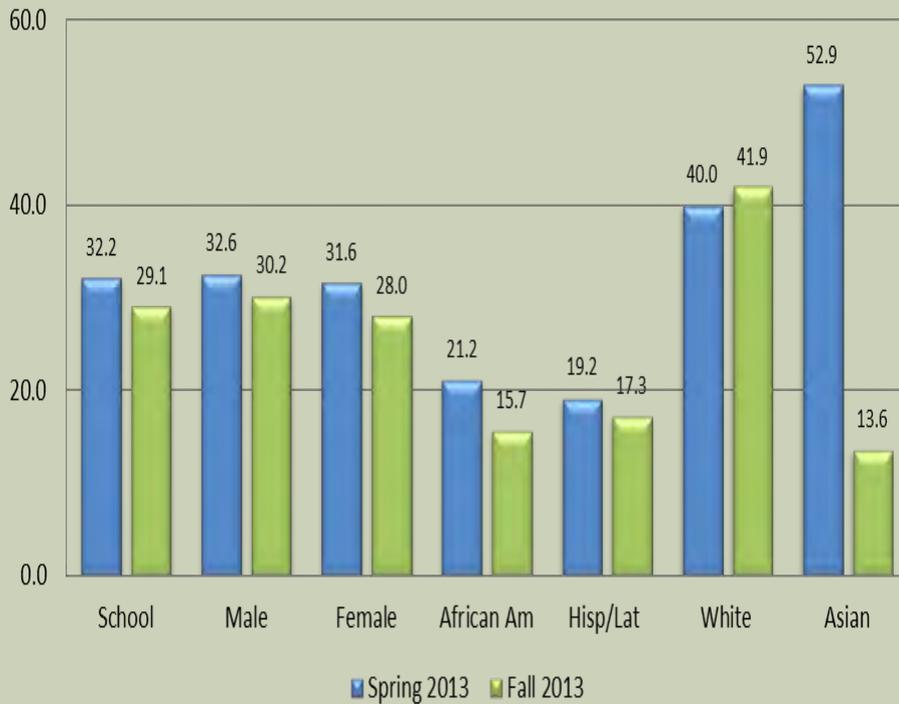
■ Improvement Goal: Talent Development

- Improve student writing
- Improve instruction in the area of teaching writing

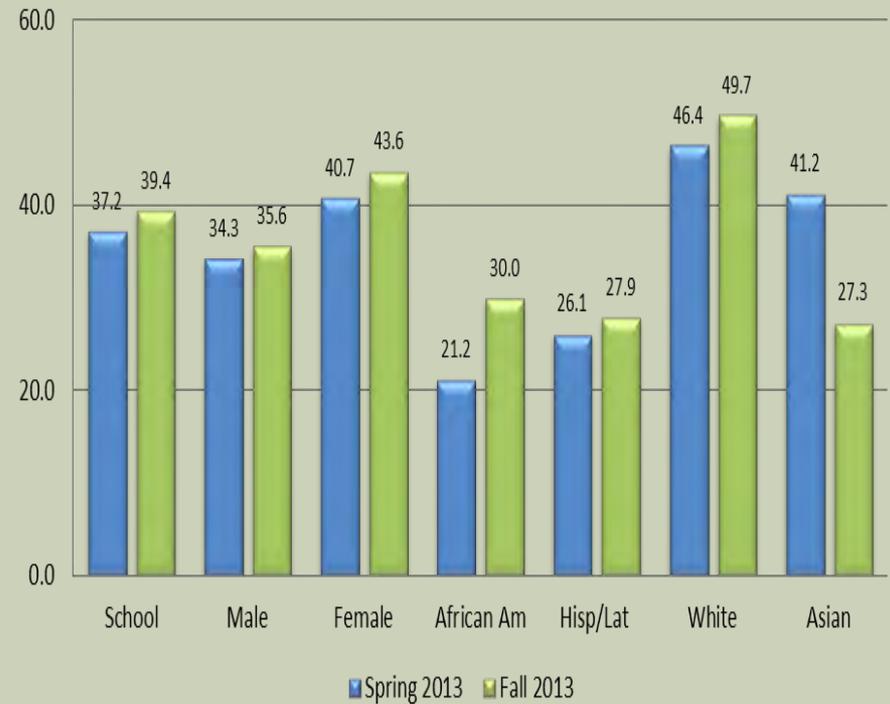


NWEA Whole School % At or Above Goal

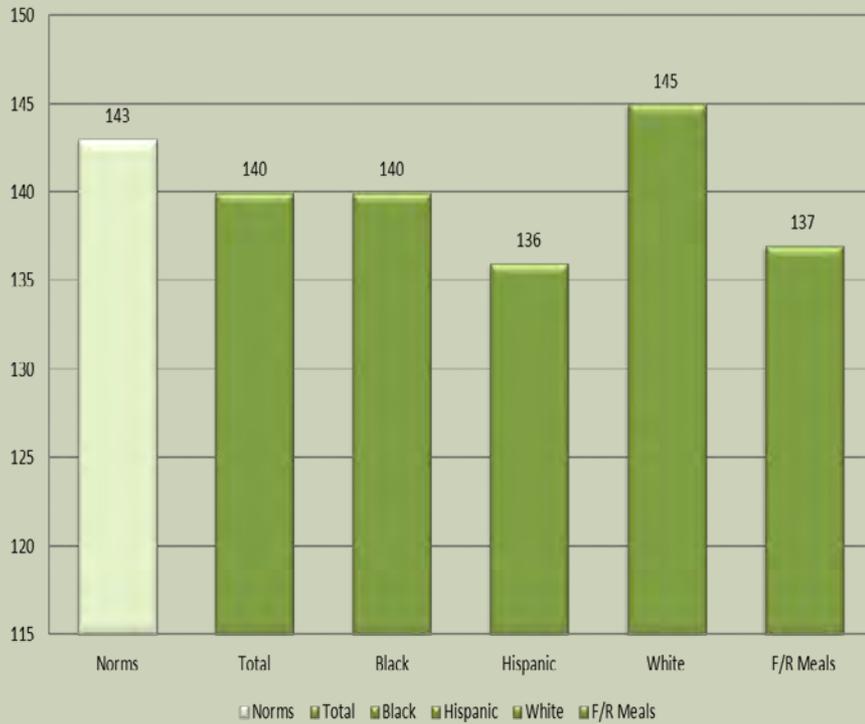
NWEA Math % At or Above Goal



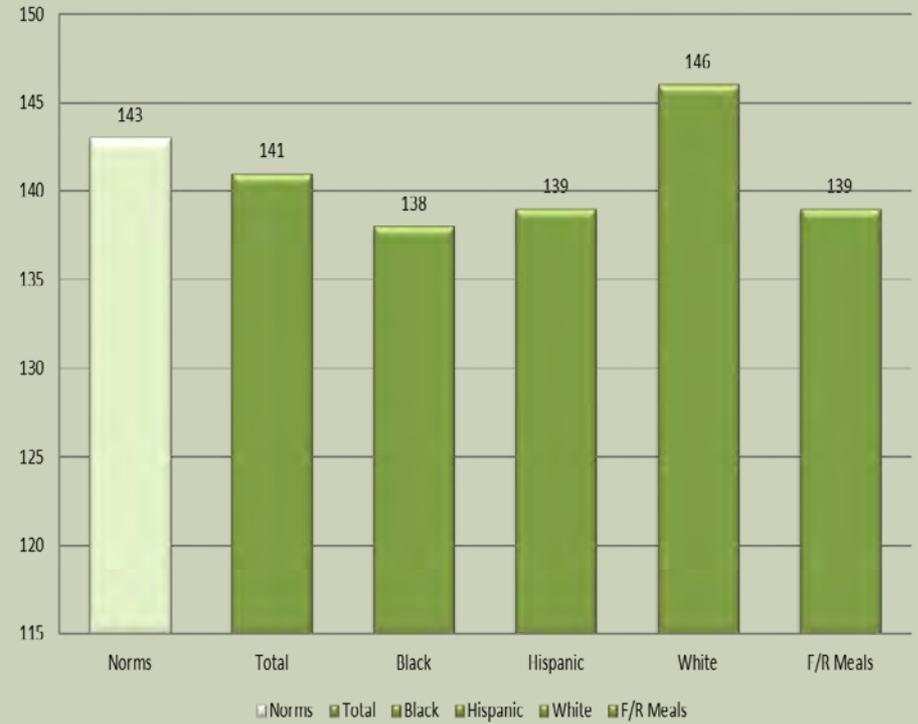
NWEA Reading % At or Above Goal



Kindergarten Fall NWEA Mathematics



Kindergarten Fall NWEA Reading

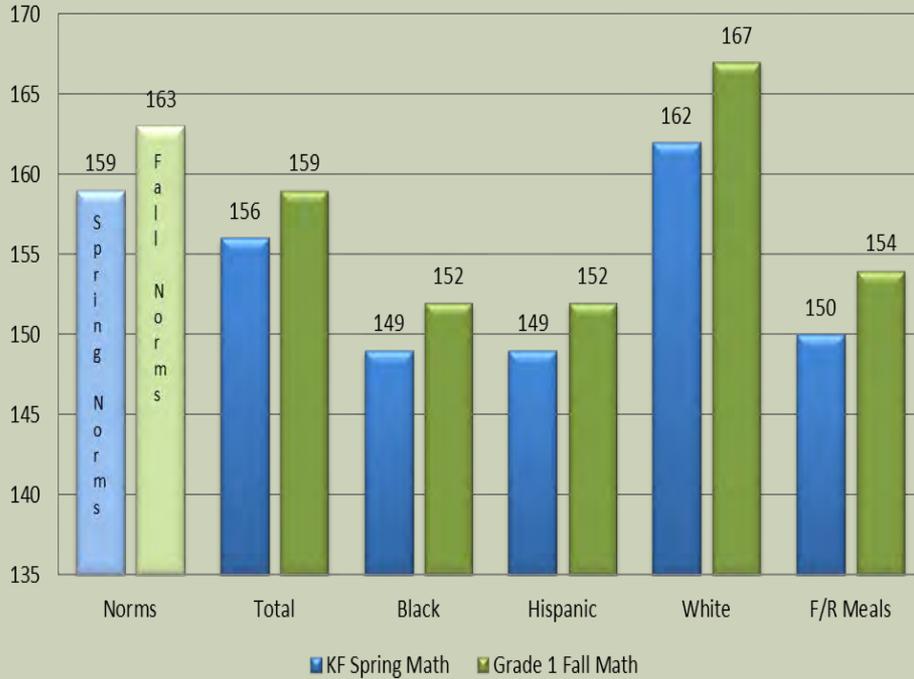


Total	Black	Hispanic	White	F/R Meals
79	15	23	34	37

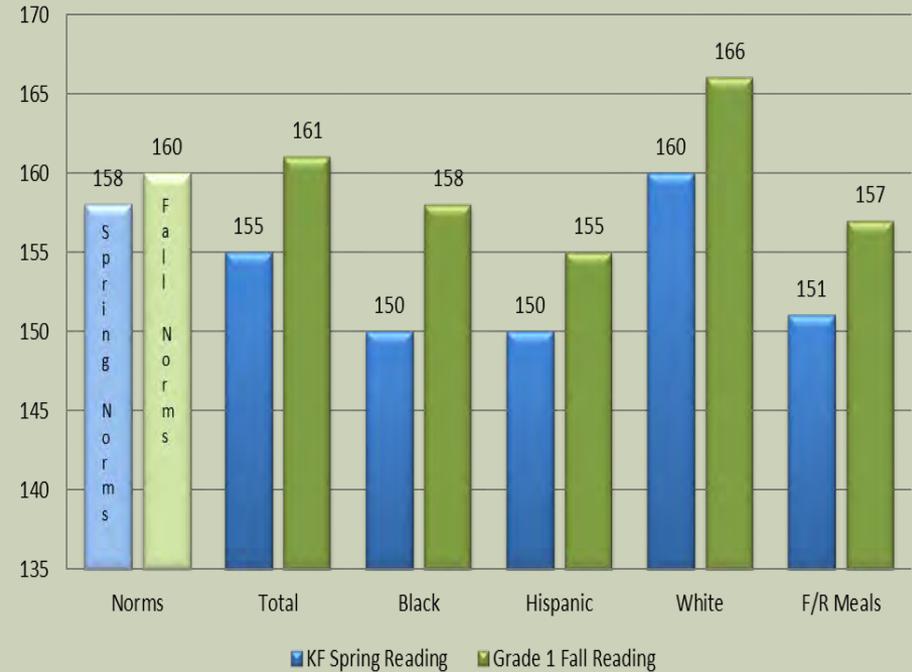
Total	Black	Hispanic	White	F/R Meals
79	15	23	34	37

NWEA KF Spring to Grade 1 Fall

NWEA Math Spring to Fall



NWEA Reading Spring to Fall

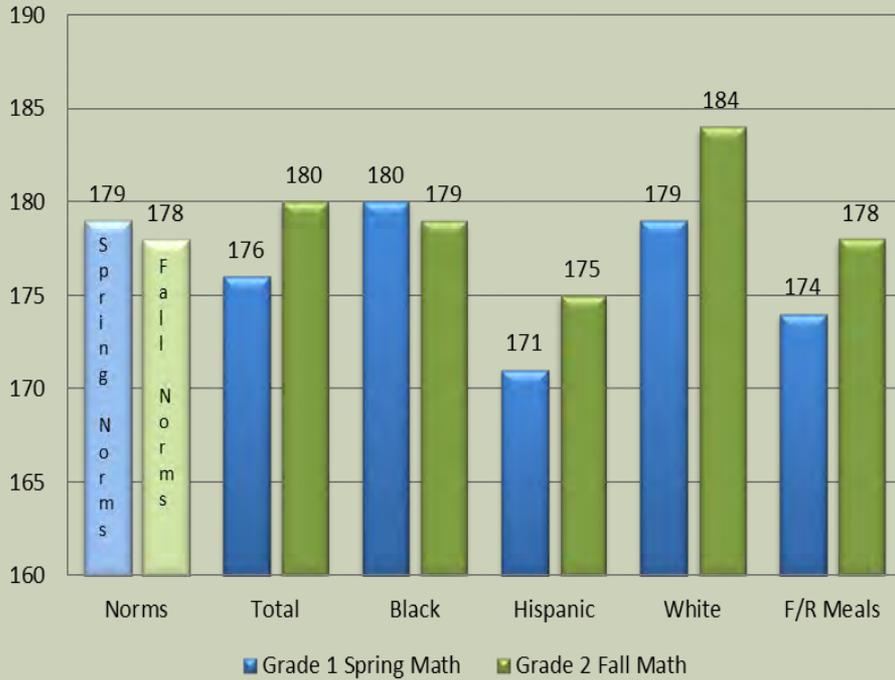


Math - Number of Students Tested									
Total		Black		Hispanic		White		F/R Meals	
KF	Gr. 1	KF	Gr. 1	KF	Gr. 1	KF	Gr. 1	KF	Gr. 1
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
71	70	13	13	20	17	37	37	38	31

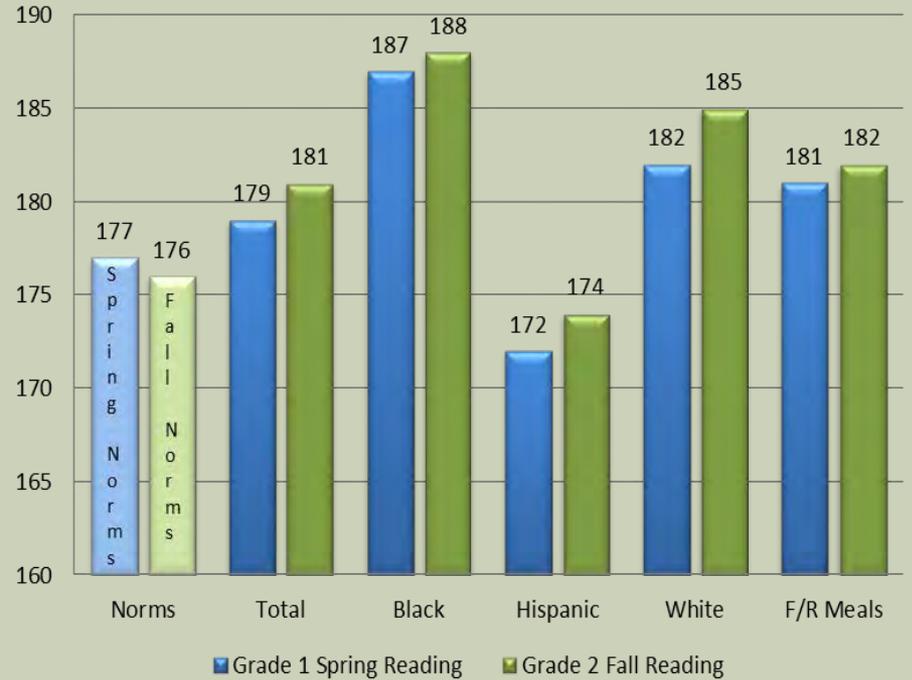
Reading - Number of Students Tested									
Total		Black		Hispanic		White		F/R Meals	
KF	Gr. 1	KF	Gr. 1	KF	Gr. 1	KF	Gr. 1	KF	Gr. 1
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
70	70	13	13	20	17	36	37	37	31

NWEA Grade 1 Spring to Grade 2 Fall

NWEA Math Spring to Fall



NWEA Reading Spring to Fall

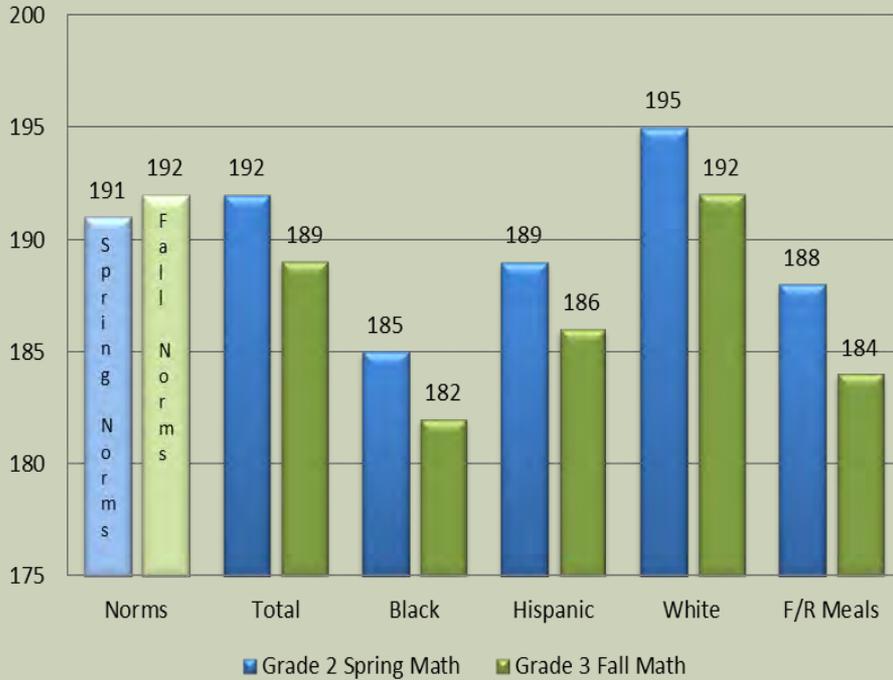


Math - Number of Students Tested									
Total		Black		Hispanic		White		F/R Meals	
Gr. 1	Gr. 2	Gr. 1	Gr. 2	Gr. 1	Gr. 2	Gr. 1	Gr. 2	Gr. 1	Gr. 2
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
51	54	4	5	19	18	27	30	21	18

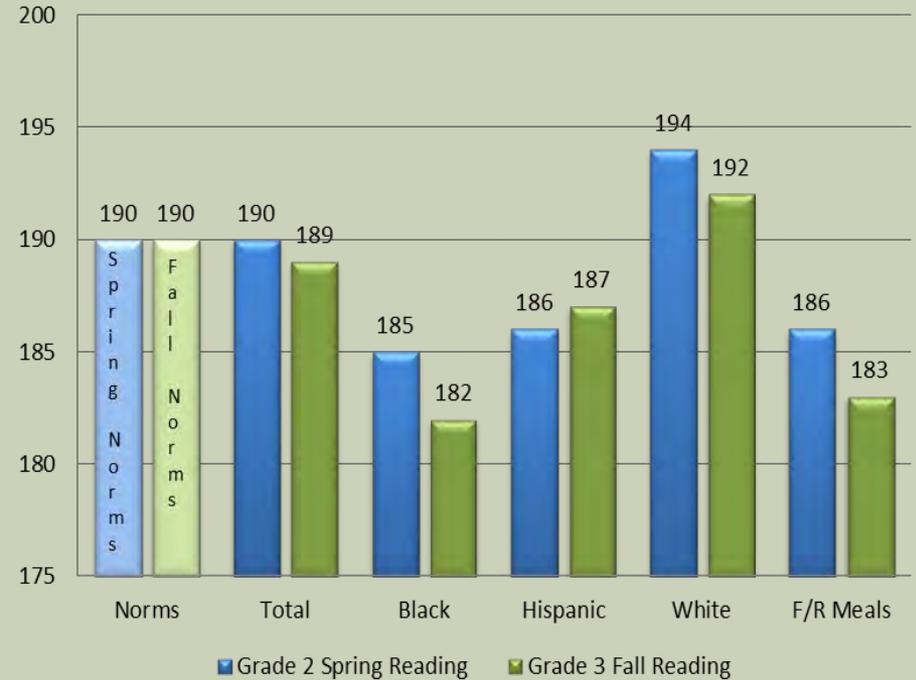
Reading - Number of Students Tested									
Total		Black		Hispanic		White		F/R Meals	
Gr. 1	Gr. 2	Gr. 1	Gr. 2	Gr. 1	Gr. 2	Gr. 1	Gr. 2	Gr. 1	Gr. 2
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
50	55	4	5	18	19	27	30	21	19

NWEA Grade 2 Spring to Grade 3 Fall

NWEA Math Spring to Fall



NWEA Reading Spring to Fall

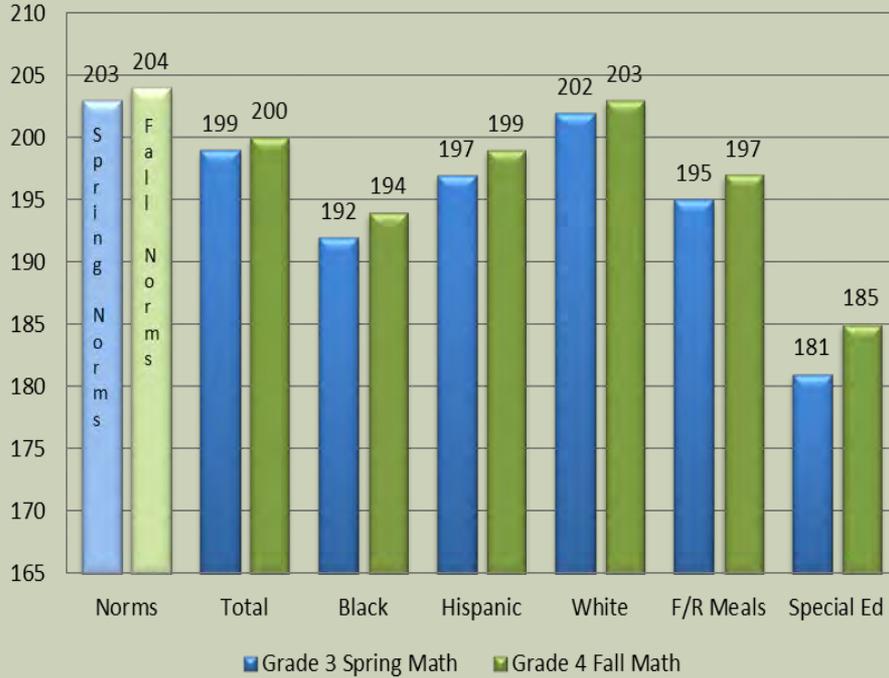


Math - Number of Students Tested									
Total		Black		Hispanic		White		F/R Meals	
Gr. 2	Gr. 3	Gr. 2	Gr. 3	Gr. 2	Gr. 3	Gr. 2	Gr. 3	Gr. 2	Gr. 3
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
65	64	11	11	19	18	34	34	39	29

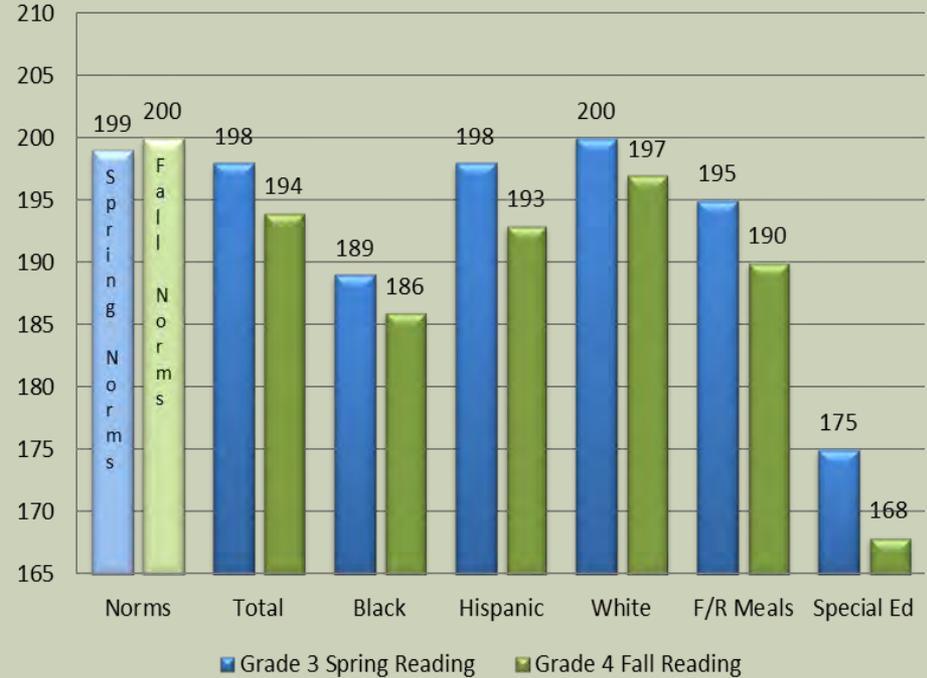
Reading - Number of Students Tested									
Total		Black		Hispanic		White		F/R Meals	
Gr. 2	Gr. 3	Gr. 2	Gr. 3	Gr. 2	Gr. 3	Gr. 2	Gr. 3	Gr. 2	Gr. 3
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
65	65	11	11	19	18	34	35	39	29

NWEA Grade 3 Spring to Grade 4 Fall

NWEA Math Spring to Fall



NWEA Reading Spring to Fall

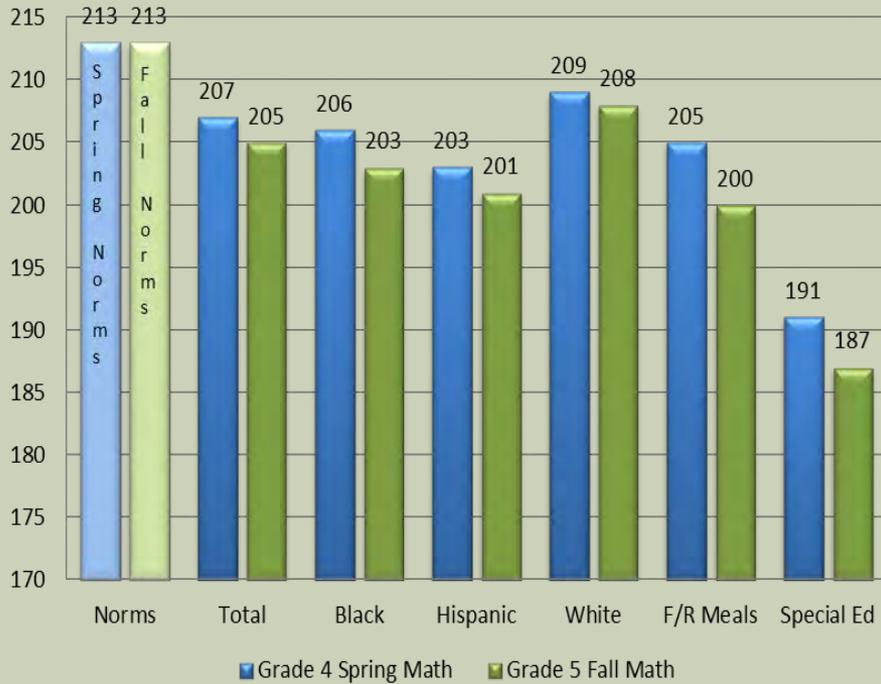


Math - Number of Students Tested											
Total		Black		Hispanic		White		F/R Meals		Special Ed	
Gr. 3	Gr. 4	Gr. 3	Gr. 4	Gr. 3	Gr. 4	Gr. 3	Gr. 4	Gr. 3	Gr. 4	Gr. 3	Gr. 4
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
70	69	11	11	22	24	33	30	48	40	14	13

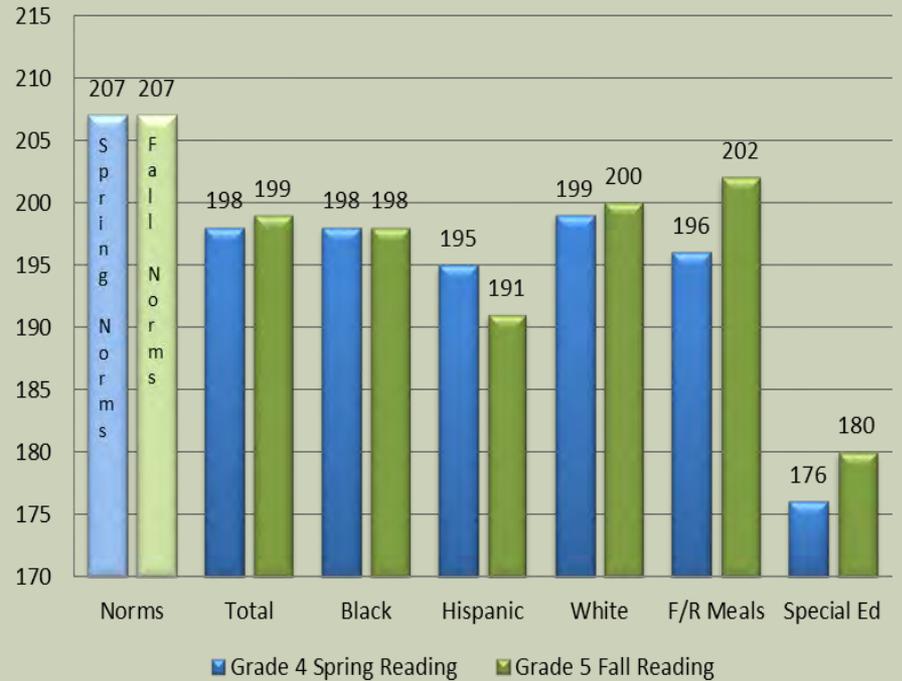
Reading - Number of Students Tested											
Total		Black		Hispanic		White		F/R Meals		Special Ed	
Gr. 3	Gr. 4	Gr. 3	Gr. 4	Gr. 3	Gr. 4	Gr. 3	Gr. 4	Gr. 3	Gr. 4	Gr. 3	Gr. 4
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
69	69	11	11	21	24	33	30	48	40	14	13

NWEA Grade 4 Spring to Grade 5 Fall

NWEA Math Spring to Fall



NWEA Reading Spring to Fall

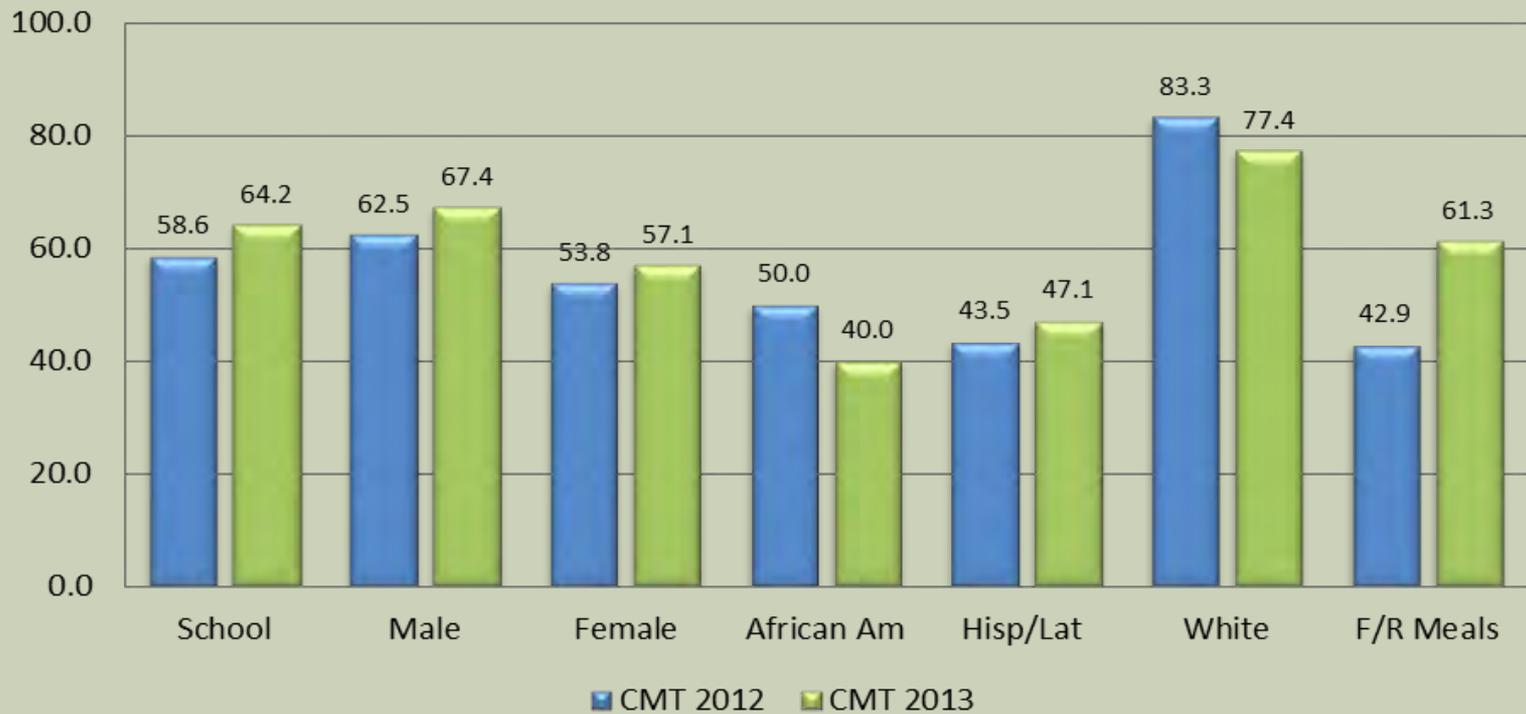


Math - Number of Students Tested											
Total		Black		Hispanic		White		F/R Meals		Special Ed	
Gr. 4	Gr. 5	Gr. 4	Gr. 5	Gr. 4	Gr. 5	Gr. 4	Gr. 5	Gr. 4	Gr. 5	Gr. 4	Gr. 5
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
66	64	16	15	12	10	33	33	43	29	12	10

Reading - Number of Students Tested											
Total		Black		Hispanic		White		F/R Meals		Special Ed	
Gr. 4	Gr. 5	Gr. 4	Gr. 5	Gr. 4	Gr. 5	Gr. 4	Gr. 5	Gr. 4	Gr. 5	Gr. 4	Gr. 5
Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
66	64	16	15	12	10	33	33	43	29	12	10

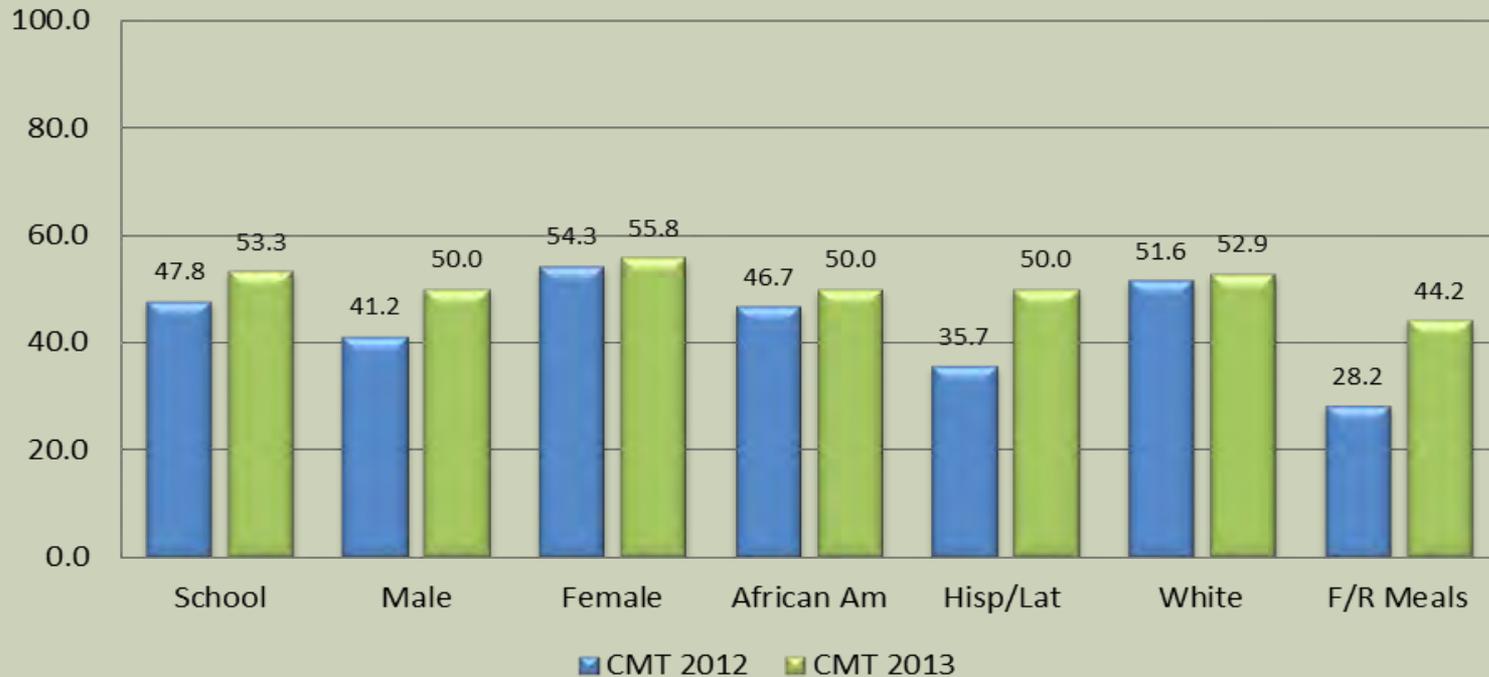
GRADE 5 CMT SCIENCE

CMT Grade 5 Science % At or Above Goal



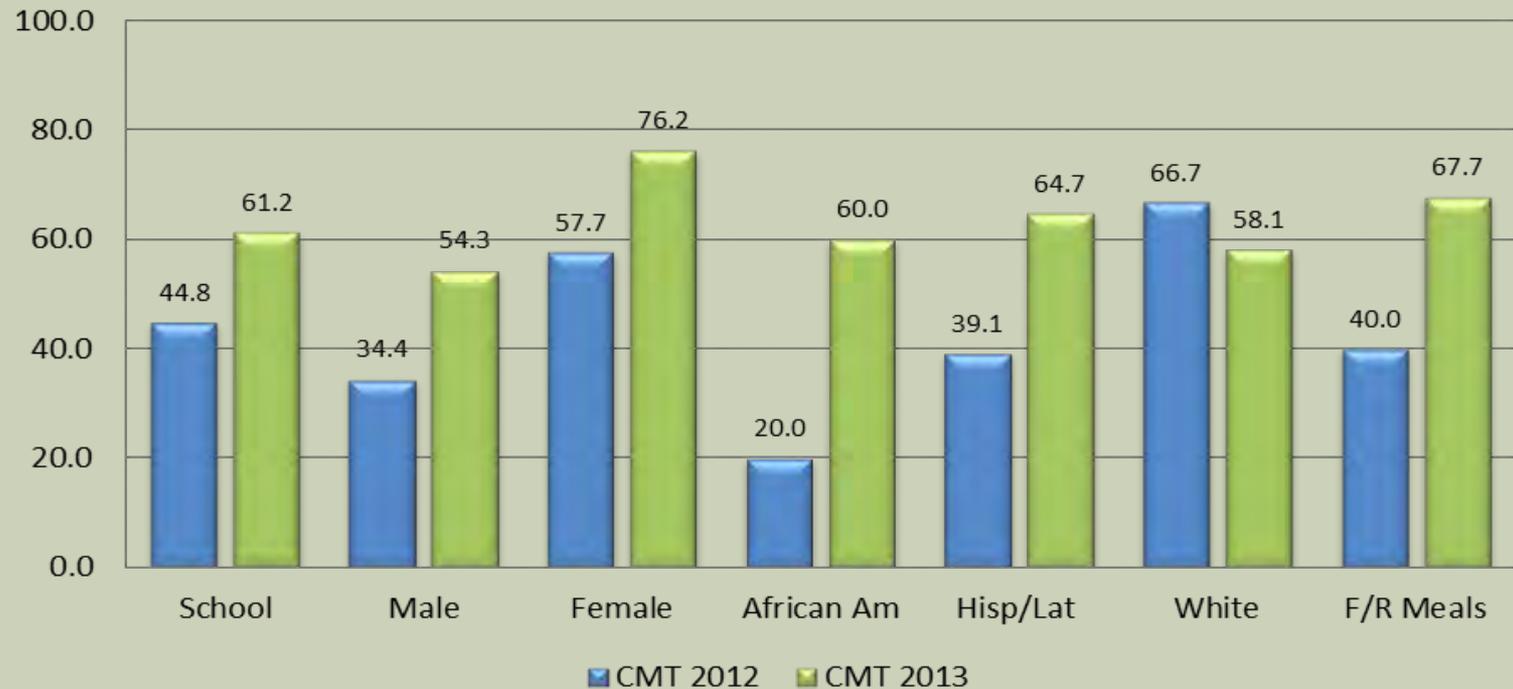
CMT WRITING – GRADE 3

CMT Grade 3 Writing % At or Above Goal



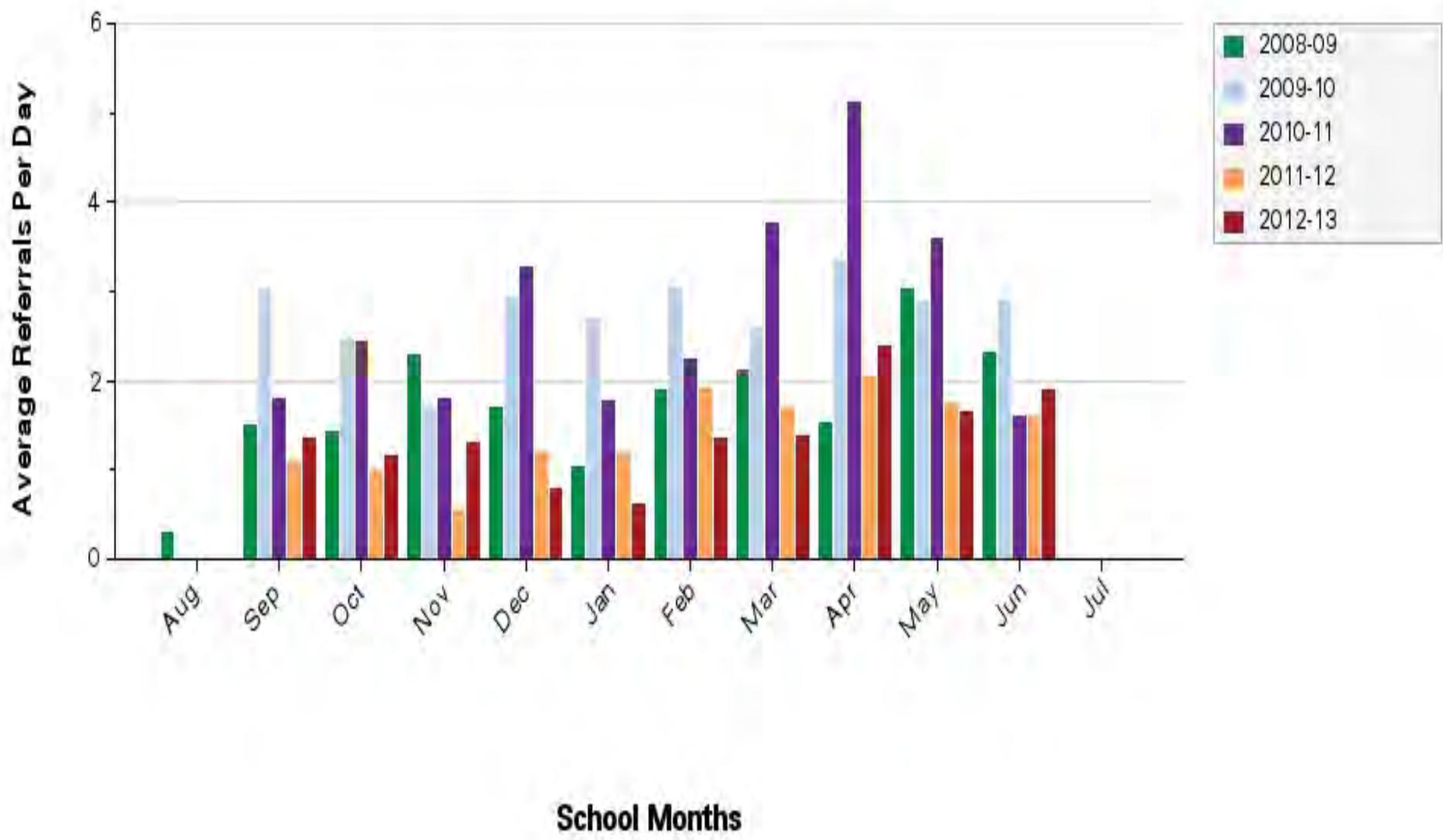
CMT WRITING – GRADE 5

CMT Grade 5 Writing % At or Above Goal



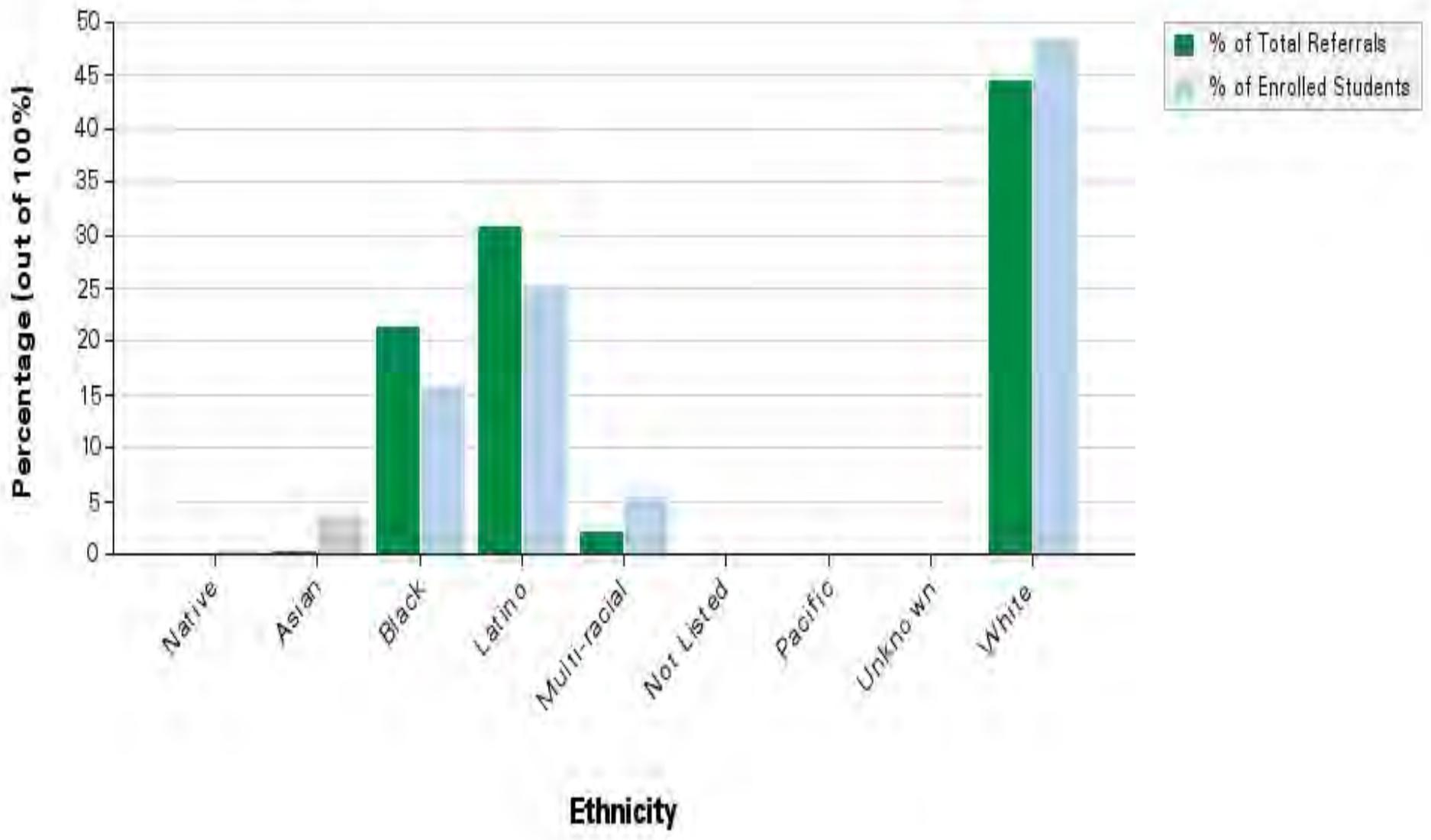
Average Referrals Per Day Per Month - Multi-Year

All, 2008-09 - 2012-13



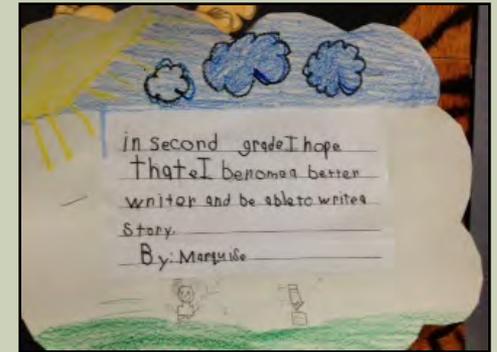
Referrals By Ethnicity

All, 2012-13



PLAN FOR REACHING LITERACY AND NUMERACY ACHIEVEMENT GOALS

- Collaborative Planning Sessions related to Common Core Curriculum
- Student goal-setting and reflection
- Individualization and differentiation of instruction



PLAN FOR REACHING SCHOOL CLIMATE GOALS

- Increase positive communication to families about students – encourage survey completion during March conference time
- Disaggregate and analyze discipline data by race; implement related strategies
- Strengthen Student Assistance Team (SAT) process

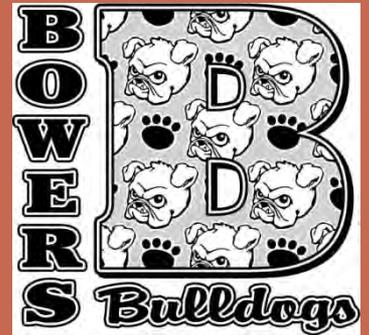
PLAN FOR REACHING TALENT DEVELOPMENT GOALS

- **Instructional Rounds**
- **Ongoing staff development in teaching the craft of writing**
- **Integration of writing within all curricular areas**

INDICATORS OF PERFORMANCE

- **School Climate Surveys**
- **Attendance and Discipline Data**
- **Instructional Rounds Data**
- **Student Achievement Data**

We've Got the Power at Bowers



Empower our Learners at Bowers



Persistent



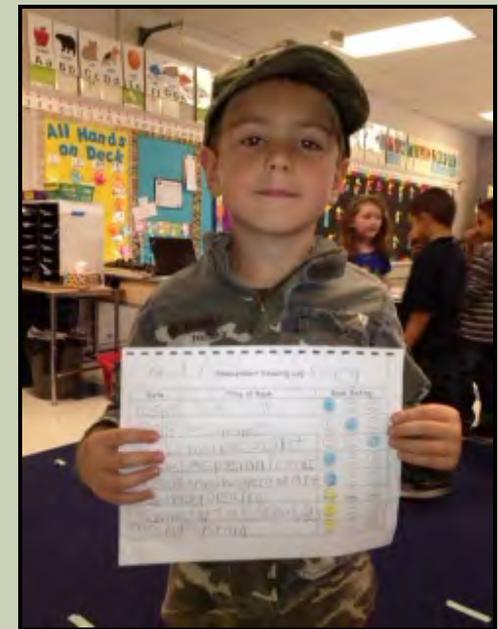
Self-directed



Motivated



Risk-taker



Goal-directed

1/6/2013

**FREQUENTLY ASKED QUESTIONS
REGARDING THE SMARTR COMMITTEE
SCHOOL FACILITY PROPOSAL**

GRADE 5-6 SCHOOL

1. Has the Board of Education made any decisions regarding the SMARTR Committee recommendation to construct grade 5 at the Cheney site?

Yes, the Board of Education took several steps in support of the grade 5-6 school and voted unanimously:

- a. On April 22, 2013 to recommend to the BOD the completion of the schematic drawings for the school;
- b. On May 13, 2013 to recommend to the BOD that the grade 5-6 school be placed on a fall 2013 referendum;
- c. On June 10, 2013 to approve the educational specifications for the grade 5-6 school.
- d. On June 10 to recommend to the BOD the formation of a building committee and the submittal of a construction grant application with the State.

2. How common is a grade 5-6 schools in Connecticut?

The following school districts have grade 5-6 schools: Avon, Farmington, Portland, Newtown, Shelton, Naugatuck, Winchester, and West Haven.

3. What are the educational and other benefits of a grade 5-6 school in Manchester?

There is no clear evidence that one grade configuration plan is universally better than others. Whatever plan is adopted should depend upon the unique circumstances and needs within a school district. For Manchester the plan offers these benefits

- Better curriculum and instructional articulation with two grades in one school
- Consolidation of instructional resources such as teachers and materials
- Educational equity for minority children
- Allow students to acclimate to the school for two years rather than one year
- Greater opportunity for parent involvement
- Underutilized space at Bennet Academy
- Build a like-new school at the Cheney site for considerably less cost than a new school
- Economize on bus transportation
- Creates immediate space in other elementary schools already at capacity

- Contributes to creating a more racially balanced school district

4. How long will the town maintain this grade configuration?

School buildings are planned typically for twenty years based on enrollment projections. Any change in the future will likely be determined by changes in circumstances within the community such as politics, finances, enrollment shifts, and demographic shifts in population.

5. Will the creation of the grade 5-6 school result in the closing of two schools?

The opening of the grade 5-6 school will create available classroom space in all the elementary schools and provides an opportunity to consider the merits of creating two larger elementary schools. A “yes” vote on the school will still require the Board of Education to consider its plan for the elementary schools, that is, close one or more schools, or renovate all the elementary schools. However, a “no” vote on the grade 5-6 school would revert discussions about elementary school buildings to SMARTR committee discussions that began in January 2012.

6. Why start with the grade 5-6 school? Why not include other schools in a planned referendum?

Based on defeated referenda in the past, community feedback then suggested that this approach was too significant of expenditure. If the grade 5-6 referendum is approved, the Board of Education will have an additional opportunity and time to consider its options for the nine elementary schools. The community will have a say at each stage proposed in the plan. The approval of the grade 5-6 school is the first step in the school building renovation.

7. Since moving grade five out of existing schools creates surplus classroom space, has consideration been given to using available space in the elementary schools for pre-school classrooms?

The SMARTR Committee did consider pre-school classroom space in elementary schools. Any investment now will not receive State reimbursement or funding. However, the SMARTR Committee did propose that any future building design at the elementary school level accommodate expansion opportunities for pre-school classrooms.

8. Will the Cheney building accommodate 500 students? Why is there a need to expand existing space at the Bennet Academy?

The design for the Cheney Building will accommodate general instructional space for grade five. Some minor modifications will take place within the Bennet building to provide shared space for art and music. The library and gymnasium will also be a shared between both grades. The current Bennet cafeteria, which is currently undersized for its current population, will be expanded into the courtyard of the school to adequately accommodate student

enrollment. The original gymnasium cannot be renovated since it is protected as an historic site.

- 9. Have the preliminary designs accounted for adequate parking, playground, and traffic?**
 Additional parking will be planned for without impacting housing in the area. The used grassy area behind Bennet Academy will accommodate additional parking. The planned open courtyard between the buildings will provide an area for recess. A playground is not included in the current preliminary design. With the closing of a portion of School Street, Vine St will be reopened to connect traffic to Wells Street.
- 10. What is the projected enrollment for the grade 5-6 school? What class sizes are planned?**
 By the 2023-24 school year, the grade 5-6 school will have a projected enrollment of 882 students. Enrollment will peak in the 2021-22 school year at 937 students. Maximum class sizes of 22 students are planned for in the design.
- 11. Has the planning for this school considered the social and emotional impact of housing grade 5 and 6 students in the same building?**
 Students will be taught in separate instructional areas for language arts, science, social studies and mathematics. Educators recognize developmental differences between age and grade level. Regardless of grade configuration, administrators and teachers must constantly be aware of the social and emotional needs of students. There are growing trends, particularly in urban areas in Connecticut, to revert back to elementary schools including grades K-8.
- 12. What impact does moving grade five to the Cheney/Bennet site have on maintaining racial balancing our schools?**
 The moving grade 5 to the Cheney/Bennet site will not disrupt the current racial balance and will improve the racial balance for the district since all grade five students will be located in one school. The Board of Education must review its attendance and student demographic data every year to maintain a racially balanced school district.
- 13. How much will the school actually cost the town?**
 The estimated cost to the town, after State reimbursement, is \$7.2 million?

SCHOOL SIZE and CONSOLIDATING SCHOOLS

1. What is the current enrollment and class size in each of our elementary schools?

School	Enrollment	Average Class Size
Bennet	376	17
Bowers	431	21
Buckley	300	19
Highland Park	268	18
Keeney	338	18
Martin	280	19
Robertson	371	19
Verplanck	370	20
Waddell	346	18
Washington	362	18

2. How common is a school size of 530 students in Connecticut?

Among the 169 school districts and 593 elementary schools in Connecticut, 32% of the schools have enrollments of 500 students or more and 20% of the schools have enrollments of 450-500 students.

3. Are there any benefits of having a school of 530 students?

- Acquire maximum state reimbursement for school construction
- Consolidation of instructional resources such as teachers and materials
- Flexibility in achieving racially balanced schools in high density population areas

4. What if student population increases over time beyond the projected enrollment?

The State's reimbursement formula is predicated on building to a capacity that does not exceed the projected highest enrollment within an eight year time frame. Architects always consider future additions in school design.

5. With the potential for seven teachers per grade level in a school of 530 students, will teachers have the opportunity to collaborate during the school day?

The school design provides for five teachers in each grade level. Collaborative planning time will be provided for each grade level during and after school time.

6. If one or two schools are closed, how will those properties be used? Is there a long range plan or ideas?

Once the Board of Education turns a school over to the town, it will be the Board of Directors that decides if and how the building is repurposed. Some preliminary ideas include relocating the district offices, an additional pre-school center, housing for the elderly, and additional public library. The SMARTER Committee did include \$5 million dollars in its proposal to renovate a closed school building for some future use.

7. Will the closing of the one or two schools require redistricting? Where will students end up?

Whatever plan is adopted, the district must assure that schools will be racially balanced, which will require redistricting. If one or two schools are closed, students will be relocated to a school that is most contiguous to their residence with the intent to minimize impact on transportation and maintain racially balanced schools.

8. Since the proposed SMARTR plan includes closing two schools, which schools plan to be closed?

The SMARTR committee received from the Board of Education three potential options. The Board is currently investigating other options including the closing of one school. The Board will adhere to its policy and procedure for closing any school before it makes a recommendation to the community.

9. How are schools selected for consolidation or closure? Who is responsible for making the decision to close a school?

School building planners select the areas of town with the highest population density, the location of schools within these neighborhoods, and school sites that have space to expand. The Board also follows its own policy with regard to the process for closing any school (Policy 3270).

10. If two larger schools are built, will these plans require more teachers and administrators? The larger schools will likely result in a reduction of administrative personnel. Unless student enrollment projections change, no change in the number of teachers is expected.

11. What are the savings, if any, and ongoing operational costs associated with consolidating schools?

TBD

OTHER RELATED QUESTIONS

1. Why wasn't the Nathan Hale School building considered in the planning?

The SMARTR Committee recommended that the building be considered as a possible magnet school providing the State has the funding available to assist the town with its complete renovation. The State has suspended funding for new magnet schools.

2. Why didn't the SMARTR Committee propose renovating like new all their proposed K-4 elementary schools?

The community rejected this proposal in the past because of its high costs. The Committee estimated the cost to the town to renovate like new all the elementary schools to be \$120 million. Whereas, the plan to build two larger schools, close

two schools, and renovate the remaining four schools would cost the town \$60 million dollars.

3. How much State reimbursement would the town receive if it renovated-like new all the K-4 elementary schools in comparison to the SMARTR Committee plan?

The SMARTR Committee estimated reimbursement to the town for renovating like new all its proposed K-4 schools to be \$83 million. Under the SMARTR committee's proposed plan, the estimated reimbursement would be nearly \$48 million.

4. Why has the public waited two years before any public input on these school facility plans?

The Board of Directors and the Board of Education charged the SMARTR Committee with very specific responsibilities. The work of this Committee was complicated and required additional studies along the way to help the Committee with its deliberations, complete its recommendations, and come prepared to make its recommendations to both boards.

5. Why is Highland Park School not fully enrolled?

With the opening of Highland Park School in September 2012 and the simultaneous closing of Nathan Hale School, the students from Nathan Hale School were reassigned (redistricted) to Highland Park, Martin, Keeney, and Washington schools. The SMARTR Committee's charge was to propose a plan that would fully enroll students at the Highland Park School.

6. Why has nothing been done about renovating Illing Middle School?

In 2012, the community did approve funding to complete some renovation at the school including the elimination of the portable classrooms and the renovation of space in the building, which will be completed this summer.

7. Why didn't the proposed SMARTR Committee consult with the parents whose children have special education needs?

The Board of Education has the responsibility, under State and federal law, to be certain that any eventual building design must consider and ensure the space requirements for children requiring special education programming is accounted in the planning.

8. Why didn't the SMARTR committee develop schematic designs for the Waddell School?

The Board of Education, after it approved SMARTR Committee's proposal for the grade 5-6 school last April, requested that the SMARTR Committee focus its attention on developing designs for Washington and Robertson schools since these were the schools with the most needed facility improvements.

9. How will the Board of Education know if a school is racially balanced?

The Board contracts with an agency that completes such work. The Board hired the firm of Milone and MacBroom to complete the most recent racial balance studies.

10. How many elementary students walk to school and are not assigned bus transportation.

It is difficult to provide an accurate number since many students participate in after school programs sponsored by MELC or the 21st Century Grant programs. Nevertheless, the administration estimates the following on a average daily basis:

School	“Walkers”
Bowers	244
Buckley	178
Highland Park	165
Keeney	108
Martin	80
Robertson	142
Verplanck	195
Waddell	281
Washington	250

STUDENTS

SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is prohibited, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive such that it interferes with or limits a student's ability to participate in or benefit from the school's program. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Sexual Violence: Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to report such claims. Students are encouraged to promptly report complaints of sex discrimination or sexual harassment to the appropriate personnel, as set forth in the Administrative Regulations implementing this policy. The district will investigate such complaints promptly, take interim measures, and take corrective action where appropriate. The district will maintain confidentiality to the extent appropriate. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sexual harassment or sex discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator.

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

Sex discrimination and/or sexual harassment may also constitute bullying behavior under the Board's Bullying Behavior in the Schools Policy.

Legal References: United States Constitution, Article XIV
 Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681,
 et seq.
 Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1,
 et seq.
 Gebser v. Lago Vista Independent School District, 524 U.S. 274
 (1998)
 Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
 Office for Civil Rights, U.S. Department of Education, Revised
 Sexual Harassment Guidance: Harassment of Students by School
 Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512
 (Jan. 19, 2001).
 Office of Civil Rights, U.S. Department of Education Dear
 Colleague Letter: Sexual Violence (April 4, 2011).
 Constitution of the State of Connecticut, Article I, Section 20.

ADOPTED: _____

SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

Administrative Regulations

Complaint Procedure

1. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. As soon as a student feels that he or she has been subjected to sex discrimination or sexual harassment, he/she or his/her parent/legal guardian should make a written complaint to the building principal, his/her designee, or the Title I Coordinator. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.
3. The complaint should state the:
 - a. Name of the complainant,
 - b. Date of the complaint,
 - c. Date(s) of the alleged harassment/discrimination,
 - d. Name(s) of the harasser(s) or discriminator(s),
 - e. Location where such harassment/discrimination occurred,
 - f. Names of any witness(es) to the harassment/discrimination,
 - g. Detailed statement of the circumstances constituting the alleged. and harassment/discrimination.
 - h. Remedy requested.
4. Any student who makes an oral complaint of harassment or sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
6. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or his/her designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.

7. The Title IX Coordinator or designee shall promptly investigate all complaints of sexual discrimination or sexual harassment against a student, regardless of whether the conduct occurred on or off-school grounds. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
8. Any student who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the student insists that his/her personally identifiable information not be shared with the alleged perpetrator, the student will be informed that the District's ability to investigate and/or take corrective action may be limited.
9. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
 - a. offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
 - b. provide the complainant with a copy of the Board's sexual harassment policy and accompanying regulations;
 - c. consider whether any interim measures may be appropriate to protect the alleged victim, pending the outcome of the investigation;
 - d. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
 - e. consider whether alleged sex discrimination or sexual harassment has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;
 - f. 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 sixty (60) school days from the date the complaint was received by the Superintendent's office.

The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law.

10. When sex discrimination or sexual harassment has been found, the Title IX Coordinator or designee shall take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Superintendent or his/her designee, and take steps to remedy the effects of the sex discrimination or sexual harassment;
11. If the student complainant or alleged perpetrator is dissatisfied with the findings of the investigation, he or she may file a written appeal within thirty (30) calendar days to the Title IX Coordinator, or, if he/she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment or sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation are warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, within fifteen (15) school days following the receipt of the written request for review.

If a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.

Retaliation against any individual who complains pursuant to the Board's policy and regulations is strictly prohibited. The district will take actions necessary to prevent retaliation as a result of filing a complaint.

At any time, a complainant alleging sex discrimination or sexual harassment may file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111).

Copies of this regulation will be distributed to all students.

Title IX Coordinator

The Title IX Coordinator for the Manchester Board of Education is Terri Smith whose office is located at the Manchester Board of Education Offices at 45 N. School St. and whose telephone number is 860-647-3595

**COMPLAINT FORM REGARDING SEX DISCRIMINATION
AND SEXUAL HARASSMENT (STUDENTS)**

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

Name(s) of any witness(es) to the discrimination/harassment. _____

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

Remedy requested _____

BUSINESS

Transportation Policy

It is the responsibility of the Board of Education to provide for the transportation of children to and from school. This responsibility is shared with parents. The Board is charged by the State Department of Education with providing the service and hearings. The State Board of Education provides consultative services and hears appeals. The Motor Vehicle Department establishes rules and regulations about equipment and operation of buses and makes annual inspections. Town government is responsible for town roads. Local police are responsible for crossing protection, physical security and enforcement of traffic regulations.

This policy shall be used to establish bus stops and walking routes for public and non-public schools within the Town of Manchester. The Manchester Board of Education shall not be able to determine specific safety hazards, in advance, for each section of town prior to bus route scheduling. Thus, if citizens question specific areas such as safety, distances, and/or hazards, the Manchester Board of Education shall make every reasonable effort to ascertain the specific problem. If dangerous situations are recognized, bus routes, bus stops, and walking routes shall be modified in accordance with the administrative regulations attached.

The maximum walking distances from home to school or to a prescribed point of embarkation (bus stop) area as follows:

Students enrolled in elementary school Grades K-6, one mile

Students enrolled in grades 7 and 8, one and one-half miles

Students enrolled in grades 9 through 12, two miles

Adopted: May 6, 1974

Revised: June 24, 1986

Revised: October 23, 1989

Revised: November 25, 1991 (effective 1992-93 school year)

Revised: March 12, 2012

Revised: December 23, 2013

Legal Reference: Connecticut General Statutes

- 10-221c Development of procedures for reporting complaints.
- 10-280a Transportation for students in non-profit private schools outside school district.
- 10-281 Transportation for students in non-profit private schools within school district.
- 14-275a Use of standard school bus required when.
- 14-275b Transportation of handicapped students.
- 14-275c Regulations - school buses and motor vehicles used to transport special education students.
- 14-280 Letters and signals to be concealed when not used in transporting children. Signs on other vehicles.

Transportation Administrative Guidelines

I. Responsibilities:

Under Connecticut General Statutes, it is the responsibility of the Manchester Board of Education to provide for the transportation of children to and from school, within the criteria listed below.

- A. The Connecticut Department of Motor Vehicles establishes rules and regulations about equipment, capacity and operation of buses; and inspects vehicles, which provide student transportation, services to school.
- B. The Manchester Police Department is responsible for crossing guard protection, physical security and enforcement of traffic regulations.
- C. The transportation contractor is responsible for providing student transportation within the laws and regulations established by the State of Connecticut, the Manchester Police Department and within the policies established by the Manchester Board of Education as listed below.
- D. School bus drivers will be responsible for the safety of all pupils while they are on and about the bus. Drivers are required to report to the building principal and bus company supervisor violations of any rules and regulations concerning the conduct of pupils on the bus or at bus stops. Drivers are expected to maintain order among the students in their charge.
- E. The School Administration is responsible for managing and overseeing the adopted policy and administrative regulations of the Manchester Board of Education. At each school, the principal will provide for the safe unloading and loading of buses at the beginning and end of the school day.
- F. The student is responsible to remain seated during the ride to and from school, to be respectful of others, to not use foul language, to not throw items from the bus and to follow the instructions of the driver.
- G. The parents and guardians are responsible for the behavior of their children and for working with the school district to make student transportation as safe as possible.

II. Definitions:

A. "School transportation" means the procedure, program, or fully effective and implemented plan by which a student is conveyed to and /or from school from the student's residence or the bus stop at public expense, whether by use of publicly owned equipment or by contract. Such Transportation will be over public roads approved by the Town or private roads approved pursuant to Connecticut General Statutes Section 10-220c.

B. "Walking distance" for elementary school students means the linear measure of a prescribed or authorized pedestrian route between the student's residence and the bus stop or school, measured from the center of the curb line or edge of the paved road in front of the student's residence to the bus stop or bus pickup or drop-off area at the elementary school.

"Walking distance" for middle school and for high school students means the linear measure of a prescribed or authorized pedestrian route between the student's residence and his/her bus stop or school, measured from the center of the curb line or edge of the paved road in front of the student's residence to the designated stop or nearest safe entrance to the school grounds.

C. Parents and guardians are encouraged to walk children to bus stops and monitor behavior until the students enter the bus.

D. Nearest Safe Entrance

1. Manchester High School -nearest safe entrance

Southwest-at a point on the east side of Huntington Street at the intersection of Center Street where the pavement meets Memorial Field.

Southeast-at a point on the west side of Brookfield Street at the intersection of Center Street where the pavement meets Memorial Field.

Northeast-at a point where Brookfield meets East Middle Turnpike.

Northwest-at a point where the west driveway meets East Middle Turnpike.

West-at a point where Perrott Place meets the driveway to Manchester High School.

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2. Bennet Academy - (walking distance established at 1 mile nearest safe entrance)

At a point where the measurement meets the sidewalk on streets that surround Bennet Academy. (Wells Street, Vine Street, School Street, and Main Street).

3. Illing Middle School-(walking distance established at 1.5 miles) nearest safe entrance

At a point where the main driveway intersects with East Middle Turnpike.

At a point on the north boundary of the property where a walkway intersects with Hollister Street.

- E. "One mile walking distance" means the reasonable measurement of a route to be traversed, extending from the point of measurement at least 5,280 feet, but not more than 5,380 feet.
- F. "Hazard" means a thing or condition, as prescribed in these administrative procedures, affecting the safety of students walking to and from school. The Board of Education recognizes the Town's Director of Public Safety for the purposes of making judgments regarding safety.
- G. "Raised walk or sidewalk" means a portion of the landscaped right-of-way at least three feet wide, usually parallel to the traffic lanes which may be paved or unpaved; and may be distinguished by some elevation above the street pavement level; and may be marked by curbing, drainage ditch, grass area, or fencing, apart from and independent of any white line safety markings along the street pavement.
- H. "Student" means any individual of school age residing in Manchester and enrolled in a public or non-profit private school, located within the school district.
- I. "Grade K" means a kindergarten student.
- J. "Elementary Student" means a student in grades K through 6.
- K. "Middle School Student" means a student in grade 7 or 8.
- L. "High School Student" means a student in grade 9, 10, 11 or 12.

M "Bus Stop" means a geographical location designated by the Manchester Board of Education or school administration where students can safely wait for purposes of boarding or debarking a school bus.

III. Guidelines for extending transportation to students for reasons of safety and/or health.

The following guidelines are established to assist the administration in making judgments relative to extending transportation privileges to students who must travel to and from school and whose safety and/or health may be affected by requiring such a student to walk.

A. Health Considerations

1. The Manchester Public Schools may provide transportation to students who have a disability or illness, which could be aggravated by requiring the student to walk the required distance set forth in the Policy.
2. Each request will be filed with the Coordinator of School Health. The request will be accompanied by any medical record, certificate, evaluation, recommendation, etc., deemed sufficient to review the medical status of the Student.
3. The Coordinator of School Health will notify the Transportation Office of his/her findings and recommendations within five working days of receipt of all documentation related to the case and previously requested.
4. **Appeals For Health Considerations**
If a parent is dissatisfied with the ruling of the school official the parent may make a request in writing for a hearing to appeal the decision.

Appeals resulting from decisions of the Coordinator of School Health will be heard by the Transportation Committee of the Manchester Board of Education.

B. Safety Hazards

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1. Manchester Public Schools may provide transportation to students where a hazardous condition exists according to the following standards:
 - (a) Street or road having an adjacent or parallel sidewalk or raised walk area will be deemed hazardous when any one of the following conditions exists:

For elementary students, absence of a pedestrian crossing light or crossing guard where three or more streets intersect, and at street crossings where there are no stop signs or crossing guards and the traffic count during the time that children are walking to or from school exceeds 60 vehicles per hour.

Any street, road or highway with speed limits in excess of forty miles per hour, which do not have pedestrian crossing lights or crossing guards or other safety provisions at points where students must cross while going to or from school.

The usual or frequent presence of any nuisance which is potentially dangerous to children including but not limited to open manholes; construction; snow plowed or piled on the walk areas making walkways unusable; loading zones where delivery trucks are permitted to park on walkways; commercial entrances and exits where cars are crossing walking areas at speeds in excess of five miles per hour.

- (b) Any highway or main artery, which has no adjacent or parallel sidewalks or raised walk area and is used as an accepted or suggested route for non-residential vehicular traffic will be deemed hazardous for elementary school students. Streets in residential sections in which the use primarily serves the needs of the people living in those areas will not be considered hazardous unless otherwise determined by the Director of Public Safety of the Town of Manchester.
 - (c) A lake, pond, stream, culvert or waterway may be deemed a hazard in the absence of a fence or other suitable barrier fixed between the student and the water.
 - (d) Any area adjacent to a roadway, walkway or bridge having a drop of three or more feet per four feet of travel length on either side of the established lanes, without a fence or other suitable barrier, will be deemed hazardous for elementary school students.

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- (e) Any street, road walkway or path designated as a walking route for school students which pass through an area which has a history of aggressive acts or molestation resulting in actual or threatened physical harm or moral degradation during the hours when students ordinarily walk to or from school will be deemed hazardous. However, the school administration may designate alternate walking routes that students should travel.
 - (f) Any walkway, path or bridge in an area adjacent or parallel to railroad tracks will be considered hazardous unless a suitable physical barrier along the entire pedestrian route is present and fixed between students and the track; and any crossing of railroad tracks that carry moving trains during hours that students are walking to or from school will be deemed hazardous unless, (1) a crossing guard is present, or (2) an automatic control bar is present at crossings used by students under age ten, or, a bar or red flashing signal light is operational when the crossing is used by students over ten years of age.
2. The school administration, in consultation with the Director of Public Safety of the Town of Manchester, may grant an exception to any provision of this guideline where in the judgment of the school administration a unique condition or combination of conditions renders such conditions(s) a hazard.
 3. The Assistant to the Superintendent, Finance and Management will be responsible for administering the transportation program for students.
 4. Appeals for safety or denial of service: If a parent is dissatisfied with the decision of the Transportation Coordinator or the Assistant to the Superintendent, Finance and Management, the parent may make a written appeal of the decision. Appeals resulting from decisions of the Transportation Coordinator or the Assistant to the Superintendent, Finance and Management), will be considered by the Transportation Committee of the Manchester Board of Education.

~~IV. Transportation for School Choice:~~

~~To accommodate children selected to participate in the Manchester Elementary Choice Program, Manchester Public Schools offers transportation between Title 1~~

~~schools and non-Title 1 schools and vice versa, within the same guidelines that apply to other elementary students.~~

~~Transportation is offered from a designated stop near the home or day care provider to the Choice school, provided it is one mile or more from the choice school. Pickup and drop-off locations must be the same address. If after being selected for the Choice program, the family moves to another elementary school district that does not meet choice guidelines, transportation will be the responsibility of the parent. Day care providers must be located either in the home or Choice School District for transportation to be provided.~~

IV. Transportation for Elementary Day Care Students

Manchester Public Schools will make no judgment whether day care facilities are paid or unpaid arrangements with a neighbor, relative, licensed or unlicensed day care center or home. The day care provider location must be permanent and the same location is required for pickup and drop-off. Transportation for day care purposes does not constitute an endorsement of that facility by Manchester Public Schools.

If the student's residence is less than the walking distance to the school, but the day care provider is one mile or more from school, transportation may be granted on a space available basis. The day care must be located in the school district and more than one mile from the school. Parents or guardians of such student must submit a written request to the Transportation office prior to July 1 for the ensuing school year.

Transportation will not be granted if the day care provider location is within the one-mile walking distance to the school and the student's residence is more than one mile to the school.

Transportation accommodations to and from Day Care Providers will be under the same policies and guidelines as any other elementary student. No accommodation will be made for day care beyond elementary school.

V. Exceptions to Student Transportation Policy

a. Iling Middle School

It has been determined that Middle School Students living east and south of the intersection of East Middle Turnpike and East Center

Street will be transported because of the extremely high traffic count at the time these students walk to school.

VI. Private, Charter Schools, Vocational Technical and Vocational Agricultural School Transportation - Connecticut General Statutes require Manchester Public Schools to transport children, who reside in Manchester, to and from private non-profit schools and certain Vocational-Technical Schools in nearby communities. The guidelines for this transportation are the same as those for public school children of the appropriate grade level.

VII. Student Behavior - Connecticut General Statutes allows school administration to take away transportation privileges to students engaging in improper behavior. The school administration will use due process procedures when removing privileges and must contact parents or guardians during the exclusion process. Video cameras may be used to monitor behavior.

VIII. Miscellaneous Regulations

- a. The School administration shall establish suitable pickup and drop-off points for those students being transported.
- b. Buses, with or without students, will not be permitted to enter roads that end in cul-de-sacs that require buses to back up. Motor vehicle regulations prohibit backing up a school bus during the pickup and drop off process.
- c. Transportation on a space available basis is only offered for elementary day care purposes.
- d. Manchester Public Schools reserves the right to use video cameras to monitor behavior on school transportation vehicles.

X. Appeals

Parents may appeal a decision of the Transportation Committee of the Manchester Board of Education to the State Board of Education pursuant to Section 10-186 of the Connecticut General Statutes and in accordance with Sections 4-177 through 4-180 inclusive.

STUDENTS**SCHOOL ATTENDANCE AND TRUANCY****5110**Statement

Regular and punctual school attendance is essential if students can properly benefit from teaching and learning. Connecticut state law places the responsibility for assuring that students attend school with the parent or other persons having legal control of the student. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain administrative procedures to implement this policy.

Legal and Other References:

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186 (as amended by Public Act 09-6)

Connecticut General Statutes §10-198a Guidelines for Reporting Student Attendance in Public School Information System (Connecticut State Department of Education, January 2008)
Definitions of Excused and Unexcused Absences (Connecticut State Department of Education June 27, 2012)

Connecticut State Department of Education Circular Letter C-2, Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs (August 4, 2009)

Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

(Old Truancy) Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

Public Act 09-143: An Act Concerning the Reporting of Truancy Data and the Reduction of Duplicative

Adopted: 9/24/1973
Revised: 5/28/1985
Revised: 11/12/1991
Revised: 10/2002
Revised: 3/8/2004
Revised: 10/22/12

ADMINISTRATIVE REGULATIONS REGARDING SCHOOL ATTENDANCE

A. Definitions

1. “Absence” – any day during which a student is not considered in attendance or on a school sponsored activity for a least one half of the school day.
2. “Chronic absenteeism” – the attendance rate schools use for state reports and federal accountability reports. Chronic absenteeism means missing 10 percent of a school year for any reason.
3. “Excused Absence” – A student’s absence is considered excused if documentation of the reason for the absence is received within ten school days of the student’s return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:
 - a. For absences one through nine, a student’s absences from school are considered excused when the student’s parent or guardian approves such absences and provides proper documentation including the reason for the absence. Such documentation could include a signed note from the parent or guardian, a voice mail message regarding the absence, or a telephone call confirming the absence.
 - b. For the tenth absence and all absences thereafter, a student’s absences from school are considered excused for the following reasons:
 - (1) Student illness or other reasons of health. (Note: The administration reserves the right to require physician or other appropriate certification for health-related absences);
 - (2) Student’s observance of a religious holiday;
 - (3) Mandated court appearance (additional documentation required);
 - (4) The lack of transportation that is normally provided by the district other than the one the student attends; and
 - (5) Extraordinary educational opportunities pre-approved by the principal. (Family vacations do not qualify as an extraordinary educational opportunity); and
 - (6) Funeral or death in the family, or other emergency out of the control of the family.
4. “Unexcused Absence” – An absence will be considered unexcused unless it meets the following criteria:
 - a. the absence meets the definition of an excused absence as defined above in 2a. and/or 3b.
 - b. the absence meets the definition of a disciplinary absence.
5. “Disciplinary Absences” – Absences that are the result of school or district disciplinary action are defined as excused absences.
6. “Truant” – A student age five to eighteen inclusive who has four unexcused absences in one month or ten unexcused absences in one year.

7. “Habitual Truant” – A student who has 20 unexcused absences within a school year.
8. “School Attendance Review Board” – The SARB is composed of representatives from various community agencies that will help support chronically absent and truant students and their families. The SARB works together with the schools and the community to solve school attendance and behavior problems through the use of available resources and creative intervention strategies. The board looks at alternative interventions and approaches to assist students and their families. If students and families are unable to improve, the SARB has the authority to refer the student to the courts, Department of Children and Families and/or any other governing agency.
9. “Education Evaluation”: Tests and other assessment procedures, including a review of information that are used to assess present levels of performance. The following areas could be assessed: health, social and emotional, motor skills, achievement, and ability.

B. Determination of Whether a Student is “In Attendance”

1. A student serving an out of school suspension or expulsion will be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day.
2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered “in attendance.”
3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being “in attendance” for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate by the administration so as to ensure that the student is able to successfully return to the regular classroom setting.

C. Procedures for students in Grades K-12

1. Notification
 - a. Annually at the beginning of the school year and upon the enrollment of any student during the school year, the administration will notify the parent or other person having control of the student enrolled in grades K-12 in writing of the obligations pursuant to Conn. Gen. Stat. §10-184 to assure that such student attends school regularly or to show that the student is elsewhere receiving equivalent instruction in the studies taught in the Manchester Public Schools.
 - b. Annually at the beginning of the school year and upon the enrollment of any student during the school year, the administration will obtain from the parent or other person having control of the student a telephone number or other means of contacting such parent or other person during the school day.

2. Monitoring

- a.. Each school will implement a system of monitoring individual unexcused **and excused** absences of students. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal will make a reasonable effort to notify the parent or other person having control of such student by telephone of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence.
- b. Reasonable efforts shall include two (2) attempts to reach the parent or other person at the telephone number provided by the parent or other person. Such attempts shall be recorded on a form provided by the Superintendent. Any person who, in good faith, gives or fails to give such notice will be immune from liability, civil or criminal, which might otherwise be incurred or imposed and will have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.
- c. Each school will monitor chronic absenteeism and make necessary adjustments to educate students and families, intervene when absences effect student achievement, and follow district guidelines to support chronically absent students and their families.

D. Truancy Exceptions:

1. A student **five (5) or six (6) years of age** shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
2. A student **seventeen (17) years of age** shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.
3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

E. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section D.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.
2. If a student who has voluntarily withdrawn from school (in accordance with Section D.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

3. If a student reaches an 18th birthday and is absent for at least 10 consecutive school days, the school must make reasonable attempts to re-engage the student into an educational program. If the student is not responsive, a certified letter will be sent notifying the student of voluntary withdrawal. The letter will include with information on the educational options available in the school system and community.

F.. Educational Evaluation and Special Education Guidelines

1. A student who is experiencing attendance problems should be referred to the school’s Student Assistance Team (SAT) to consider the need for additional interventions and/or educational evaluation. The SAT should also consider whether the student should be referred to a Planning and Placement Team (PPT) to review the student’s needs and considerations for special education and or related services.
2. If a Family with Service Needs (FWSN) petition is filed by the School Attendance Review Board and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.

F. ADMINISTRATIVE GUIDELINES INTERVENTIONS

The school administration will make a concentrated effort to prevent and remedy truancy and chronic absenteeism in its early stages for students who are found to be truant or chronically absent. This will include:

Attendance Interventions	
Any unexcused absence	<ul style="list-style-type: none"> • Notification to parent/guardian via phone and/or electronic notification system.
3 unexcused absences or student is identified on the school’s chronic absenteeism report	<ul style="list-style-type: none"> • Notification to parent/guardian via phone and/or electronic notification system. • Letter sent home from school informing parents/guardian of attendance issues and policy.
5 unexcused absences or student is identified for a 2 nd time on the school’s chronic absenteeism report.	<ul style="list-style-type: none"> • Administration or PPS staff designee phone contact with parent/guardian. • Second letter sent home from school informing parents/guardian of continued attendance issues. • Parent/guardian and school team meeting-community resources should be discussed and an attendance plan should be developed. • If deemed appropriate, a home visit may be attempted by appropriate school staff. (If parent/guardian contact was made during a home visit this may take the place of above meeting)
7 unexcused absences or student is identified for a 3 rd time on the school’s chronic absenteeism report.	<ul style="list-style-type: none"> • Administration or PPS staff designee phone contact with parent/guardian. • Third letter sent home informing parent/guardian that a referral to the School Attendance Review Board will be made. • Home Visit conducted by appropriate school staff. • Student referred to Student Assistance Team or equivalent school team for possible educational

<p>10 unexcused absences or student is identified for a 4th time on the school’s chronic absenteeism report.</p>	<p>evaluation, school based interventions and/or supports.</p> <ul style="list-style-type: none"> • Mandatory School Attendance Review Board Hearing • Family and student will be assigned an attendance case manager through the Board. • School Attendance Review Board will coordinate services and referrals to community agencies and family services. • School Attendance Review Board Coordinator may review all cases, when little to no progress is being made, and adjust intervention strategies as needed. • The School Attendance Review Board <u>may</u> make the recommendation to the Superintendent who shall file a written complaint pursuant to CSG Section 46b-149 (Family with service needs complaint) . • The School Attendance Review Board <u>may</u> recommend that a referral be made to the Department of Children and Families where the parent/guardian fails to reasonably cooperate to solve the truancy problem.
<p>Over 18 absences</p>	<ul style="list-style-type: none"> • The School Attendance Review Board (if age and case appropriate) <u>will</u> make the recommendation to the Superintendent who shall file a written complaint pursuant to CSG Section 46b-149 (Family with service needs complaint) or Youth in Crisis complaint JD-JM-142 – CT for each habitual truant enrolled in the schools under his/her jurisdiction and/or in situations where the parent fails to cooperate to solve the truancy problem. <p>or</p> <ul style="list-style-type: none"> • The School Attendance Review Board (if age and case appropriate) <u>will</u> make a referral to the Department of Children and Families. • A meeting may be called by the SARB coordinator with community coordinating agencies to assess interventions and increase wrap around services. • School administration will review loss of learning academically, socially and emotional to assess if retention is appropriate.

1. ~~At the beginning of the school year, parents/guardians must provide a telephone number or other means of contacting such a parent/guardian during the school day. When appropriate, parents/guardians should update all contact information and make any appropriate changes.~~
2. ~~Whenever a student enrolled in school in grades K-8-12 fails to report to school on a regularly-scheduled school day, and no indication has been received by school personnel that the child’s parent/guardian is aware of the pupil’s absence, a reasonable effort to notify, by telephone, the parent/guardian shall be made by school personnel.~~
3. ~~School staff should make reasonable attempts to contact parents/guardians when students are not in school. All phone calls and correspondence to parents/guardians should be documented and placed in the student’s file.~~
4. ~~A meeting shall be held with the appropriate school staff and the parent/guardian (or other person having control) of the child who is truant within ten (10) school days after the child’s fourth unexcused absence in one month or tenth unexcused absence in one school year. At this meeting a plan should be developed to assist the student and their family. All meetings held regarding~~

students, whether or not the parent/guardian attends, should be documented and placed in their file.

5. ~~If truancy continues, a referral to School Assistance Team should be made. This team should review strategies that were or should be implemented and devise a plan to further assess the student. An appropriate evaluation process for the student should be devised along with conducting the Functional Behavioral Assessment and Behavior Intervention Plan. During this meeting the School Refusal/Truancy Assessment and Intervention form must be completed by the school social worker or designee.~~
6. ~~Home visits should be conducted by appropriate school staff and documented on the Referral for Home Visit and Home Visit Log form. During Home visits that involve habitual truants a school social worker or counselor should be present.~~
7. ~~The designated staff shall coordinate services and referrals of children to community agencies providing child and family services.~~
8. ~~When the school has exhausted all its resources and the student's attendance has not improved, then a family may be referred to the School Attendance Review Board (SARB) for a hearing. The goal of the SARB is to keep students in school and provide them with a meaningful educational experience. SARB works to divert students with school attendance or school behavior problems from the juvenile court system by providing guidance and coordinated community services to meet their special needs.~~
9. ~~The School Attendance Review Board will make the recommendation to the Superintendent who shall file a written complaint pursuant to CSG Section 46b-149 (Family with service needs complaint) or Youth in Crisis complaint JD-JM 142—CT for each habitual truant enrolled in the schools under his/her jurisdiction and/or in situations where the parent fails to cooperate to solve the truancy problem.~~

**Manchester Public Schools
Board of Education
Policy Committee
January 7, 2014
6:00 p.m.
Meeting Minutes**

Present: Jason Scappaticci, Deborah Hagenow, Mary Jane Pazda
Others Present: Richard Kisiel, Superintendent

The meeting was called to order at 6:05 p.m.

1. Proposed Policy Revision: 3541 Transportation Policy

Dr. Kisiel recommended the deletion of Section IV-Transportation for School Choice since the district no longer offers a school choice policy. The Committee agreed to forward this policy to the full Board.

2. Proposed Revised Policy: 4013 Sex Discrimination and Sexual Harassment (Students)

Dr. Kisiel explained that this policy replaces the current Harassment Policy. Sex discrimination is a form of sexual harassment and this concept is unclear in the present policy. Also, the current policy places too much emphasis on harassment issues that are not of a sexual nature and should not be confused with matters related to sexual discrimination or sexual harassment. Harassment issue of a non-sexual nature should be addressed more properly addressed through building administration and school disciplinary procedures. The district does not have policy related to sex discrimination for students.

The Committee agreed to forward this policy to the full Board.

3. Proposed Revised Policy: 5110 Student Attendance and Truancy

Dr. Kisiel explained that this policy revision includes revisions in the current attendance policy and includes language in the current Board policy on Truancy #5113.2. The policy is now consistent with State statute related to attendance. It defines "chronic absenteeism" that the State now requires to be reported on a quarterly basis. It identifies very clear intervention strategies to respond to all levels of absenteeism. It reinforces the district use of the Student Attendance Review Board as an intervention approach in dealing with chronic absenteeism and truancy.

The Committee requested that Dr. Kisiel provides additional clarity in Section D (1), and D (2) with regard to "voluntary withdrawal." Dr. Kisiel will submit this change to the Committee for a final review before the policy is forwarded to the Board.

The Committee agreed to forward this policy to the full Board pending the update in Section D.

The meeting adjourned at 6:40 p.m.

The next meeting date is January 21 at 5:30 p.m.

Curriculum and Instruction Committee Minutes – January 6, 2014

Present: Deborah Hagenow, Jason Scappaticci, Amy Radikas

Also Present: Matt Geary, Scott Ratchford

Absent: Mary-Jane Pazda, Darryl Thames, Sr.

Textbooks

The Chemistry and Spanish I & II (Realidades series) textbooks/eBooks were adopted. A class set of each text will be ordered to support the six (6) year license for the eBook version. The text and eBook version are similar with the eBook offering free updates during the six (6) year licensure period.

MHS Academies 2014-2015

Additional academies supported by the committee. Each academy will support 100 students in grades 10 and 11 and provide authentic experiences for students in a small group setting. Each academy was created by teachers with students interests in mind. One page summaries of each academy will be provided to the BOE.

- Culinary Arts – Will incorporate food preparation, chemistry and history.
- Contemporary Communication – Internet and radio broadcasting.
- Science, Technology, Engineering, Mathematics (STEM)
- Pursuit of Truth – Logic and reasoning.
- Human Development and Family Services – Teaching, social work, Parks & Recreation.
- Performing Arts